

Implementation of Islamic Religious Education Teacher Performance Monitoring at Junior High School

Yudi Nur Supriadi^{1*}, Irpan², Maria Assumpta Wikantari³, Apit Fathurohman⁴, Asep Sugara⁵

^{1,3}Universitas Pembangunan Nasional Veteran Jakarta

² Universitas Islam Negeri Mataram

⁴ Universitas Sriwijaya Palembang

⁵ Universitas Yuppentek Indonesia

*Correspondence: yudinursupriadi@upnvj.ac.id

ABSTRACT

This article examines the effect of implementing Islamic Religious Education (PAI) academic supervision on the performance of PAI teachers in junior high schools (SMP). This research uses a qualitative approach with a case study method in two junior high schools in Barito Kuala Regency, South Kalimantan Province. The research data were collected through observation, interviews, and documentation and analyzed using the Kirkpatrick evaluation model. The results showed that PAI academic supervision in junior high schools is still not optimal because various factors, such as competence, motivation, work environment, and facilities, influence it. However, PAI academic supervision also positively impacts the performance of PAI teachers in junior high schools, such as improving the quality of learning, developing student potential, and job satisfaction. This article provides recommendations for PAI supervisors, principals, PAI teachers, and other relevant parties in improving PAI academic supervision in junior high schools, as well as a reference for future research related to the same or similar topics.

Keywords: Academic Supervision, Islamic Religious Education, Teacher Performance, Junior High School

A. INTRODUCTION

Islamic Religious Education (PAI) is one of the compulsory subjects taught in schools in Indonesia (Magdalena, 2013). PAI aims to shape students' character with faith, piety, noble character, and Islamic insight (Ainiyah, 2013). Professional, competent, and well-performing PAI teachers are needed (Alfiyanto, 2022; Alfiyanto & Hidayati, 2022; Ruzakki, 2021). PAI teachers must manage PAI learning effectively and efficiently and optimally develop students' potential (Cikka, 2020; Muchith, 2016).

During junior high, pupils' religious instruction in Islam has a significant impact on their developing worldview (Rozak, 2023). As a result, keeping an eye on how well Islamic religious education instructors are doing their jobs is crucial for spreading accurate information and fostering favorable views of Islam (Siskandar et al., 2022). Schools may enhance the quality of instruction in these topics by tracking student performance and addressing identified areas for improvement via training and assistance (Raihanah & Khotimah, 2023).

Some of the tools used for this purpose include taking notes in the classroom, surveying students, and analysing how well teachers implement their lessons (Nasution et al., 2023). In order to keep standards high and make sure students get complete and correct knowledge about Islam, schools must regularly assess the effectiveness of Islamic religious education instructors (Erniati, 2021; Heryati et al., 2023). Another benefit of keeping tabs on educators is the increased likelihood that radical ideologies and false material won't make it into the classroom. This, in turn, may help create a more welcoming and accepting atmosphere for all kids.

Academic monitoring by PAI supervisors is one component influencing PAI instructors' performance. In order to raise the bar for PAI education, academic supervisors engage in a process of mentoring, coaching, and evaluating PAI instructors (Noor & Wathoni, 2020). Academic supervision necessitates the use of management activities such as planning, organizing, executing, and regulating in a systematic and ongoing manner (Riyadi et al., 2021; Syamsuddin, 2017).

Schools can pinpoint where teachers are struggling and provide them with the support they need by regularly assessing their performance (Lailatussaadah, 2015). Because of the critical nature of instructors' knowledge and ability to communicate the teachings of Islam to their pupils, this may play a significant role in Islamic religious education. Comprehensive monitoring allows schools to guarantee that Islamic religious education instructors have the necessary skills to teach pupils about Islam in a respectful and correct manner, promoting a good and stimulating learning environment for everyone (Rohmah, 2018).

This research delves into the ways in which PAI supervisors in junior high schools oversee the academic performance of PAI instructors (Susilawati, 2022). The findings of this study should help PAI academic supervision in junior high schools advance and provide guidance to principals, PAI instructors, PAI supervisors, and anyone else involved in the field on how to raise the bar for PAI instruction. This research is also expected to be a reference for future research related to the same or similar topics.

B. METHOD

Qualitative research methods are suitable for exploring complex and contextual phenomena (Sugiyono, 2014), such as implementing PAI academic supervision in junior high schools. Case study design allows researchers to study a single case or multiple cases in depth, using various data sources. Qualitative research methods have several steps, namely 1) Determining specific and focused research questions. The question in this study is, how is PAI teacher performance supervision implemented in junior high schools?; 2) Choose the case to be researched. The cases chosen in this study are the implementation of supervision of PAI teacher performance in junior high schools; 3) Determine the appropriate data collection strategy for the case. The strategy and method of collecting this research data are collecting reference sources related to monitoring the performance of PAI teachers in junior high schools and conducting an analysis.

C. RESULTS AND DISCUSSION

Implementation of PAI Academic Supervision in Junior High School

For junior high Islamic Religious Education (PAI) programs to be of good quality, academic supervision is a must (Yazid, 2021). Sufficient oversight is critical to ensure the continued validity and reliability of religious education programs in light of the growing demand for such programs (Sukron, 2021). Students gain religious understanding, moral principles, and the tools for personal growth via an Islamic education. That is why it is crucial to have strong academic supervision to guarantee that the curriculum is taught by certified instructors and that students are given the support they need to succeed academically and spiritually (Ainiyah, 2013).

Furthermore, children acquire a well-rounded education in Islamic studies, including the Qur'an, Hadith, and Islamic history, when they are supervised well in Islamic Education throughout junior high school (Rohman, 2018). Teachers are prepared and trained to engage pupils and make an effect via their teaching methods (Maryance et al., 2022). Academic supervision that is both strong and supportive helps pupils succeed in school and develops their

spirituality so that they may become well-rounded people who are knowledgeable and have strong moral principles (Rahman, 2021).

Several obstacles, however, stand in the way of junior high schools adopting PAI academic monitoring. Not enough money or resources are going into Islamic studies teacher training, which is a major issue (Masdaini, 2016; Novari et al., 2023; Utomo, 2019). It may be difficult for instructors to successfully communicate Islamic ideas and engage students in meaningful debates without adequate training. varied schools may also have varied approaches to teaching PAI since there isn't a standardised curriculum or set of rules for the topic (Oktaviana et al., 2020). If PAI is serious about improving the quality of Islamic teaching in junior high schools, it must quickly address this issue, which is preventing academic supervision from being effective across the board.

The availability of modern instructional resources and technology tools that may enrich students' learning experiences is further impacted by a lack of financial and resource support. Because of this, students have less access to a variety of learning materials, and instructors have less leeway to mix dynamic and engaging activities. Students risk missing out on an opportunity for spiritual and personal growth by not receiving a well-rounded education in Islamic studies. Consequently, in order to raise the bar for Islamic teaching in secondary schools, lawmakers should pour money into teacher preparation programs.

Factors Affecting PAI Teacher Performance in Junior High School

1. Knowledge and Expertise in Islamic Teachings

Instructors of PAI in junior high schools greatly benefit from having extensive background knowledge and understanding of Islamic principles. Instructors who have a solid grasp of Islamic scriptures, such as the Qur'an and Hadith, are in a better position to instruct and mentor their pupils. Furthermore, it guarantees that pupils acquire a complete and genuine religious education by providing correct explanations and interpretations of Islamic ideas (Alansori, 2022). In order to engage students and provide relevant learning experiences, PAI professors should refresh their expertise and stay current of modern concerns in Islam. Further factors that contribute to PAI instructors' efficacy include personal traits including empathy, communication skills, and patience. They need to establish rapport with their pupils, create a supportive classroom, and find solutions to those challenges (Fauzi et al., 2020).

2. Motivation and Enthusiasm for Teaching PAI

Teachers have a greater impact on their pupils when they themselves are enthusiastic and invested in what they teach. With such zeal, the classroom may become a lively and interesting place where students are motivated to engage and learn. Active PAI educators also serve as

examples for their pupils by living their faith and teaching them the significance of Islamic teachings. The efficacy of PAI education as a whole is enhanced by this enthusiasm and drive (Juniarti, 2023).

3. Communication and Interpersonal Skills

Teachers may make sure their pupils understand what they're teaching by talking to them in a way that works for them. Further, educators who possess excellent people skills are better able to connect with their pupils on a personal level, which in turn fosters a welcoming classroom climate. In the end, this improves students' PAI education experience since they are more likely to ask questions and get support when they need it (Dermawan, 2018).

4. Availability of Resources and Teaching Materials

Having access to a wide range of resources and materials allows teachers to create engaging and interactive learning that meets the diverse learning needs of their students. This improves the overall learning experience and helps students understand concepts more effectively. In addition, the availability of teaching resources ensures that teachers can keep abreast of the latest educational practices and incorporate them into their lessons, thus fostering continuous improvement and growth in PAI education (Rahmat, 2015; Winda & Dafit, 2021).

5. Support and Supervision from School Administration

Better student results are the result of administrators' assistance to teachers in developing and refining their pedagogical practices via the provision of direction and criticism. Teachers are appreciated and inspired to thrive in their profession when they work in a setting that is positive and collaborative, which is made possible by the support of the administration. In the PAI education system, both instructors and students benefit from the cooperation between school administration and teachers, which promotes a culture of ongoing professional growth (Ramadhan, 2019).

6. School Culture and Environment

When school administrators prioritize creating a safe and inclusive environment, students will feel more comfortable expressing their thoughts and ideas, increasing classroom engagement and participation. In addition, a positive school culture enhances a sense of belonging and community, which improves student well-being and overall academic success. By fostering a supportive and nurturing environment, school administrators contribute to the overall positive experience of students in the PAI education system (Erfina, 2021).

D. CONCLUSION

This study's findings demonstrate that PAI academic monitoring is currently not being implemented optimally in junior high schools. Academic supervision is an involved

procedure that calls for careful preparation, carrying out, and assessment. Competence, motivation, work environment, and facilities are factors that impact the effectiveness of PAI instructors at junior high schools. The effects of PAI academic supervision on PAI instructors' effectiveness in middle school are the focus of this research. Several elements, including competency, motivation, the work environment, and facilities, impact the application of PAI academic supervision in junior high schools, according to this study's conclusions. Nonetheless, PAI academic supervision has a favourable effect on PAI instructors' performance in junior high schools, including enhancements to learning quality, growth of student potential, and contentment in one's work.

Several suggestions are made by the author in light of the study's findings: (1) Using management activities including planning, organising, executing, and regulating, PAI supervisors in junior high schools should enhance the quantity, quality, and frequency of PAI academic supervision. (2) PAI supervisors or affiliated parties should provide training, coaching, and assessment for PAI instructors in order to boost their competency, motivation, and performance. (3) School principals and related parties shall create a conducive working environment and provide adequate facilities to support the academic supervision of PAI and the performance of PAI teachers in junior high schools. (4) Researchers can conduct more in-depth and extensive research on PAI academic supervision in junior high schools using different or more sophisticated methods, techniques, or models.

BIBLIOGRAPHY

- Ainiyah, N. (2013). Pembentukan Karakter Melalui Pendidikan Agama Islam. *Al-Ulum*.
- Alansori, A. F. R. (2022). *Peran Guru Pendidikan Agama Islam Dalam Membentuk Karakter Religius Peserta Didik Di SMP Negeri 2 Kampak Trenggalek*.
- Alfiyanto, A. (2022). Manajemen Rekrutmen Tenaga Pendidik Baru di SMA Nurul Palembang. *Adaara: Jurnal Manajemen Pendidikan Islam*. <https://jurnal.iain-bone.ac.id/index.php/adara/article/view/1741>
- Alfiyanto, A., & Hidayati, F. (2022). Tenaga Pendidik dan Literasi Digital: Tantangan Pembelajaran Di Era Industri 4.0. *Ikhtisar: Jurnal Pengetahuan Islam*. <https://doi.org/10.55062/ijpi.2022.v2i1.45>
- Cikka, H. (2020). PERANAN KOMPETENSI GURU PENDIDIKAN AGAMA ISLAM (PAI) DALAM MENINGKATKAN INTERAKSI PEMBELAJARAN DI SEKOLAH. *Guru Tua : Jurnal Pendidikan Dan Pembelajaran*. <https://doi.org/10.31970/gurutua.v3i1.45>
- Dermawan, A. A. (2018). *Komunikasi interpersonal guru dan siswa dalam proses pembelajaran pendidikan agama islam di SMP swasta Al-hikmah Maleran*. <http://repository.uinsu.ac.id/5140/>
- Erfina. (2021). Iklim Madrasah Tsanawiyah Di Kota Bandar Lampung. In *Disertasi*.
- Erniati, E. (2021). *Evaluasi Kinerja Guru Pendidikan Agama Islam*. [http://repository.uindatokarama.ac.id/id/eprint/1530/%0Ahttp://repository.uindatokarama.ac.id/id/eprint/1530/3/evaluasi kinerja guru.pdf](http://repository.uindatokarama.ac.id/id/eprint/1530/%0Ahttp://repository.uindatokarama.ac.id/id/eprint/1530/3/evaluasi%20kinerja%20guru.pdf)
- Fauzi, A., Erihadiana, M., & Ruswandi. (2020). Isu-isu Global dan Kesiapan Guru PAI dalam Menghadapinya. *Jurnal Madaniyah*.
- Heryati, H., Sutarto, S., & ... (2023). Analisis Kemampuan Guru Pai Dalam Melakukan Inovasi Pembelajaran Di Min 4 Rejang Lebong. In *Jurnal* <https://jurnal.literasikitaindonesia.com/index.php/literasiologi/article/view/533%0Ahttps://jurnal.literasikitaindonesia.com/index.php/literasiologi/article/download/533/806>
- Juniarti, C. E. (2023). *Pentingnya Komunikasi Efektif Dalam Pengelolaan Kelas Yang Sukses*.
- Lailatussaadah, L. (2015). Upaya Peningkatan Kinerja Guru. *Intelektualita*.
- M. Saekan Muchith. (2016). Guru PAI yang Profesional. *Quality*.
- Magdalena, M. (2013). Pendidikan Agama Islam di Sekolah Umum. *Ta'allum: Jurnal Pendidikan Islam*. <https://doi.org/10.21274/taalum.2013.1.2.119-132>
- Maryance, Guntur, M., Andrias, Hayati, Z., & Alfiyanto, A. (2022). Penerapan Metode Demonstrasi Dalam Meningkatkan Motivasi Belajar Anak Terhadap Pelajaran PAI Di Kelurahan 12 Ulu Palembang. *Jurnal Pendidikan Dan Konseling*, 4(3), 26–29.

- Masdaini, I. (2016). Pelaksanaan Supervisi Akademik Pengawas Pendidikan Agama Islam (Pai) Pada Smp Di Kecamatan Tanjung Kemuning Kabupaten Kaur. *Annizom*.
- Nasution, F., Azura, C. N., Nurliana, D., & ... (2023). Perangkat untuk Pengajaran Efektif. *Jurnal Edukasi ...*, 1(1), 264–272. <https://ummaspul.e-journal.id/JENFOL/article/view/5980%0Ahttps://ummaspul.e-journal.id/JENFOL/article/download/5980/2778>
- Noor, L. N. F., & Wathoni, K. (2020). PERAN PENGAWAS PENDIDIKAN AGAMA ISLAM (PPAI) DALAM MENINGKATKAN KOMPETENSI GURU PAI DI SMP SWASTA WILAYAH KECAMATAN SIDOARJO KABUPATEN SIDOARJO. *MA'ALIM: Jurnal Pendidikan Islam*. <https://doi.org/10.21154/maalim.v1i01.2185>
- Novari, D. M., Patimah, S., & Putra, J. (2023). Analisis Supervisi Pendidikan di SMK Al- Ma'arif Way Kanan. *Jurnal Pendidikan Islam*, X(2), 71–76.
- Oktaviana, N., Takunas, R., & ... (2020). Kesulitan Guru Pendidikan Agama Islam dalam Merumuskan Rancangan Pembelajaran Agama Islam Kurikulum 2013 di SMA Negeri 8 Palu. ... : *Jurnal Pendidikan Islam*.
- Rahman, A. (2021). Supervisi Dan Pengawasan Dalam Pendidikan. *Jurnal Kajian Islam Kontemporer*, 12(2), 1–16.
- Rahmat, S. T. (2015). PEMANFAATAN MULTIMEDIA INTERAKTIF BERBASIS KOMPUTER DALAM PEMBELAJARAN. *Jurnal Pendidikan Dan Kebudayaan Missio*. <https://doi.org/10.36928/jpkm.v7i2.35>
- Raihanah, A., & Khotimah, K. (2023). Implementasi Evaluasi Diri Sekolah di SMK Muhammadiyah Kartasura. <https://mpi.fit.uinsaid.ac.id/implementasi-evaluasi-diri-sekolah-di-smk-muhammadiyah-kartasura/>
- Ramadhan, E. (2019). Pembinaan Kinerja Guru Melalui Kegiatan Supervisi Akademik Kepala Sekolah Di Sd an-Nisaa ' Tangerang Selatan 2019 M / 1440 H Supervisi Akademik Kepala Sekolah Di. In *Pembinaan Kinerja Guru melalui Kegiatan Supervisi Akademik Kepala Sekolah di SD An-Nisaa' Tangerang Selatan*.
- Riyadi, I., Batin, H., & Alfiyanto, A. (2021). PENERAPAN FUNGSI-FUNGSI ADMINSTRASI PENDIDIKAN PADA PEMBELAJARAN DARING ANAK SD SELAMA COVID 19 DI DESA AIR ENAU. *Jurnal Ilmu Pendidikan ...* <https://jurnal.pcmkramatjati.or.id/index.php/JIPMUKJT/article/view/17>
- Rohmah, S. (2018). Kompetensi Guru Agama dalam Pembelajaran Pendidikan Agama Islam. *Misykat Al-Anwar: Jurnal Kajian Islam Dan Masyarakat*.
- Rohman, N. (2018). PELAKSANAAN DAN PENGAWASAN PENDIDIKAN ISLAM

- DALAMPEMBINAAN PERILAKU KEAGAMAAN (Studi Kasus di Daerah Rawan Konflik di Lampung Tengah). *Ijtimaiyya: Jurnal Pengembangan Masyarakat Islam*, 11(2), 209–230. <https://doi.org/10.24042/ijpmi.v11i2.3774>
- Rozak, A. (2023). ANALISIS PERAN GURU PENDIDIKAN AGAMA ISLAM DALAM MEMBENTUK KARAKTER RELIGIUS SISWA KELAS VII DI SEKOLAH MTS NEGERI 01 PAMULANG TANGERANG SELATAN: PENDEKATAN METODE LITERATURE STUDY AND REVIEW (LSR). *El Banar : Jurnal Pendidikan Dan Pengajaran*. <https://doi.org/10.54125/elbanar.v6i1.149>
- Ruzakki, H. (2021). Peranan Profesionalisme Guru PAI dalam Membentuk Akhlak Siswa di SMP Ibrahimy 1 Sukorejo Tahun Pelajaran 2020-2021. *Edukais : Jurnal Pemikiran Keislaman*. <https://doi.org/10.36835/edukais.2021.5.1.31-42>
- Siskandar, S., Shunhaji, A., & Subandi, A. (2022). PENGARUH KEMAMPUAN TEKNOLOGI INFORMASI DAN KOMUNIKASI (TIK) GURU DAN BUDAYA KERJA TERHADAP KINERJA GURU (Di Sekolah Islam Ruhama Ciputat Tangerang Selatan). In *Jurnal Statement : Media Informasi Sosial dan Pendidikan* (Vol. 12, Issue 1). <https://doi.org/10.56745/js.v12i1.239>
- Sugiyono. (2014). *Memahami Penelitian Kualitatif*. Alfabeta.
- Sukron. (2021). Kinerja Pengawas Dalam Peningkatan Mutu Pendidikan Pada Madrasah Aliyah Negeri Di Kota Bandar Lampung. In *Disertasi*.
- Susilawati, E. (2022). Implementasi Tugas Dan Fungsi Pengawas Pendidikan Agama Islam Tingkat SMA Negeri Di Kabupaten Kepahiang. *GUAU: Jurnal Pendidikan Profesi Guru Agama Islam*.
- Syamsuddin. (2017). PENERAPAN FUNGSI-FUNGSI MANAJEMEN DALAM MENINGKATKAN MUTU PENDIDIKAN. *Idaarah: Jurnal Manajemen Pendidikan*. <https://doi.org/10.24252/idaarah.v1i1.4084>
- Utomo, N. S. (2019). Metode supervisi akademik kepala sekolah terhadap guru pendidikan Agama Islam. *IMPROVEMENT: Jurnal Ilmiah Untuk Peningkatan Mutu ...*
- Winda, R., & Dafit, F. (2021). Analisis Kesulitan Guru dalam Penggunaan Media Pembelajaran Online di Sekolah Dasar. *Jurnal Pedagogi Dan Pembelajaran*. <https://doi.org/10.23887/jp2.v4i2.38941>
- Yazid, M. (2021). Supervisi Akademik Kepala Madrasah Dalam Meningkatkan Pembelajaran Kelompok Pendidikan Agama Islam Di MAN 1 Lampung Selatan. In *El-Idare: Jurnal Manajemen Pendidikan Islam* (Vol. 7, Issue 2). <https://doi.org/10.19109/elidare.v7i2.8201>

