



## Planning for Academic Supervision by Supervisors for Junior High School Christianity Teachers

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### Abstract:

This study aims to obtain an in-depth picture of the implementation of supervisory academic supervision of PAK teachers in Junior High School (SMP) Negeri 1 Amurang. Associated with obtaining information and descriptions clearly and systematically in using a qualitative approach where as a researcher tries to photograph, describe and interpret every phenomenon of the object under study in accordance with the objective situation and conditions. The research design of a multisite study is a qualitative research design involving several sites and research subjects who are assumed to have the same characteristics. Multisite study is one type of qualitative research, especially for constructing and developing theories based on several similar research backgrounds so that it can produce theories that can be transferred to situations with a broader and general scope. In the context of this multisite study, the research on the academic supervision of Christian religious teachers in three junior high schools has similarities with one another. The results showed that planning for academic supervision by PAK supervisors for Christian religious teachers at State Junior High Schools in South Minahasa was generally carried out because it has become the main task, function and responsibility of the supervisor; based on the program from the ministry of religion which is embodied in the supervisory program and follows the academic calendar of educational units.

**Keywords:** Planning, supervision, supervisors, Christian religion teachers

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## INTRODUCTION

Indonesia's superior human resources are advanced, says the theme commemorating the 74th independence of the Republic of Indonesia in 2019. The essence of this ideal is of course based on the mandate of the Preamble to the 1945 Constitution, namely: educating the nation's life; contains an essential meaning, which refers to a nation which has dignity, personality, quality identity equal to the nations of the other developed world, and which participates in building world civilization, and thus its role is taken into account for the benefit of the nations of the world as well as sustainability of human life and the universe.

Regarding efforts to educate the nation's life, the education sector at all levels is the main pillar and has a *role* strategic because it has a direct impact on all other sectors. In the context of Junior Secondary Education (SMP), the Ministry of National Education (2010: 9-13) states the reasons for the urgency of quality SMP education management, namely: related to the learning achievement of junior high school children in Indonesia is far behind compared to children from the country. other. Therefore, the SMP education unit has the responsibility to improve the quality of education because it has a very strategic value so as to allow the availability of superior human resources (HR) in adequate numbers and in turn, the capital availability of these human resources students can continue their studies to secondary education.

Improving a smart society as stated in the vision of the ministry of education and culture in 2025 is "to produce smart and competitive Indonesians. Meanwhile, the vision of the Ministry of Religion is "a society that is devout in religion, progresses prosperously, is intelligent and respects each other between religions in the context of realizing Indonesian people who are sovereign, independent and with personalities based on mutual cooperation. The content of the vision of the Ministry of Education and Culture, the Ministry of Religion and the theme of August 17 2019 is an idealism and a reflection of the nation's ideology, mandated in a constitutional foundation that must be translated and implemented by all people.

Realizing a smart nation through quality education, the government continues to strive through various policies, among others; increasing teacher competence, access to education, educational facilities and pre-facilities, and other components. However, various problems regarding the quality of education, especially religious education, are of serious concern in terms of the development of these intelligent people. Regarding religion and or religious education, the number institute *research center* publishes the results of research on the spirituality and religiosity of the younger generation in Indonesia; It was recorded that 50% of the Christian millennial generation had left the church, this was conveyed by the Director General of Christian Community Guidance on Saturday 06 / 07-2019 (satuharapan.com, accessed 10 / 12-2019). Very sad news also came from the South Minahasa district; because more than 500 children dropped out of school in the last 3 years (2016-2018). This was conveyed directly by the head of the youth education and sports office of South Minahasa Regency on 29/08-2018 (manadopost online.com-accessed on Wednesday 10 / 12-2019).

Education with various scientific disciplines synergistically has a significant influence on the survival of humans and the universe. In the context of the scientific discipline in question, our nation's commitment to position religious education "as an integral part of national development and the achievement of national education goals" (Ismail, 2008: 152), even as the main pillar in the construct of shaping the nation's personality. Religious education is the ideology of the nation and is a manifestation of the culture and personality characteristics of the Indonesian people as a religious nation whose translation is based on religious teachings; and this has been finally mandated in Pancasila, "the One Godhead". Thus, religious education is a means of change; because through education, students will change so that they are able to change the quality of people's lives for a better, and physically and mentally prosperous.

Academic supervision is one of the strategic functions of educational organizations in improving teacher professionalism related to scientific substances that are taught by teachers in the field of study and learning strategies that have a positive and constructive impact to create a profile of students who have *attitudes*, *knowledge*, and *skills*. Like education supervisors in general, religious education supervisors are one of the main components that are integrated and synergized in the delivery of education and have the authority to supervise the implementation of religious education in schools with the aim of improving the quality of religious education and ensuring the implementation of religious education properly and correctly. . Overall the scope of duties of religious education supervisors includes: monitoring,

coaching, research, assessment, and reporting and follow-up in order to improve the quality of the implementation of integrated religious education with other fields of study in accordance with national education standards in order to achieve religious education goals that contribute positively, constructively and productive on national education goals.

The importance of implementing academic supervision by *supervisors* is because supervision is a professional job that provides assistance and stimulates teachers who are oriented towards changing the behavior of a conducive, independent and constructive learning process atmosphere to improve the quality of learning and education. Adam and Dickey as quoted Sagala Syaiful (2011: 124), says "supervision is a program that is planned to improve instruction, and the program will be successful if the *supervisors* have the skills(*skills*)and how to work efficiently in cooperation with the teacher and education officer more". Thus, the goal of education supervision is to improve teacher performance so that it always grows in position or *professional growth* and the performance of education personnel to improve the quality of education units.

In terminology, the word supervision is very commonly used in all work sectors or fields, including education. However, the meaning and use of this concept is relevant based on the respective fields of work. *Wiles Kimball* defines: "*supervision is assistance in the development of a better teaching and learning situation*". That is, supervision is an aid in developing better teaching-learning situations. In line with *Willes*, *Neagley* defines "supervision is a service to teachers that aims to produce instructional, learning and curriculum improvements" (*Pidarta, Made, 1992: 2*). The implication of the meaning of supervision here is interpreted as assistance carried out in the form of direction and guidance to teachers in the learning process and curriculum development so that there is improvement in the implementation of education in schools in order to achieve educational goals.

*The Ministry of Education, (1994: 67) defines;*

*"Educational supervision as the set of activities designed to attain educational objectives, to render the teaching learning effective to reach and develop the curriculum, to help teachers to find out their teaching problems and come up with the solution by themselves and develop professional growth"*

*Sergiovani and others, (1995: 18) have defined "Educational supervision as" an art that can release teachers' initiative, responsibility, creativity, internal commitment and motivation "(Sergiovanni, 1995: 49).*

*Knezevich* defines:

*"Educational Supervision as a planned program for the improvement of instruction, a program of in-service education and cooperation group development, the effort to stimulate, coordinate, and guide continued growth of teachers in schools, both individually and collectively, assistance in the development of better and satisfying teaching-learning situation, a means of maintaining existing programs of instruction as well as improving them to the level of satisfying both the needs of the teachers and of the school together "(Kassahun, 2014: 8).*

According to *Hadari Nawawi (2011: 104)*, supervision is a service provided by leaders to help teachers both individually and in groups to become more competent and professional in line with the development of science in general and able to increase the effectiveness of learning.

*Umiarso and Imam Gojali (2010: 289-290)*, with reference to the opinion of *Syaiful Sagala, Sah Understanding Piet, Pidarta Made, and Purwanto Ngalim*, state that from a historical perspective, the term supervision underwent a transitional period, namely: during the colonial period it was known as inspection. , and this supervisory behavior is known as *snooper vision*, while those who supervise are called inspectors. The Dutch colonial situation with a superior culture also influenced supervision behavior. Furthermore, in the context of national education

since the 1970s, with the issuance of the RI Minister of Education and Culture Decree Number: 041 of 1969, the term inspection was replaced with "guidance". Furthermore, according to Imam Gojali, also Mukhtar and Iskandar (2013: 64), in essence, the term inspection has a different connotation with "supervisor". Inspection implies an effort to find fault or deficiencies in relation to whether the instructions were carried out and if they were not carried out or not then the person being inspected would be punished. Whereas supervision with a democratic approach in which the supervised teacher is positioned as a co-worker, not a subordinate, has implications for the efforts to develop and improve all aspects of education. This means that the presence of supervisors in schools seeks to conduct scientific studies of the educational process in schools, and specifically to teachers in an effort to motivate developing potential so that they are more creative and constructive to achieve educational goals.

Mulyasa (2012: 156) states that: "there are several terms that have almost the same meaning and which are often used to describe supervision, namely: supervision, inspection, supervision, and inspection." Supervision means seeing and reviewing activities to suit the activities. Examination is the activity of seeing or reviewing an object to determine whether it is in accordance with the provisions, while inspection is intended to find out errors and deviations from existing provisions.

Morphologically, supervision comes from two words, namely *super* and *vision*. *Super* means above and *vision* means seeing. This definition is related to inspection, inspection, supervision and surveillance, in the sense of activities carried out by a superior or a person with a position above or in charge of things that are under him. In relation to this definition, some experts provide limitations, among others: Satori (2012: 14), "the word super contains more meaning and vision contains the meaning of vision. So the word supervision implies a deeper vision or a vision that is far into the future, it also means a way of thinking". Satori associated with the opinion, according to Komariah and Engkoswara (2011: 228-229), the two words "super" and "vision" meant some substances, among other things: "the efforts of those who have the knowledge, *skill*, and *attitude* higher and transforming innovative views and professional guidance of supervisors to teachers so that they can be translated into measurable activities and show professional performance.

Referring to the definitions, terminology and semantics of supervision by some of these experts, it can be interpreted that the use of the term educational supervision and its implications for meaning has undergone a very reasonable and significant change because it is influenced by the development of the context of its use. Initially, supervision was understood as an inspection and surveillance activity that had implications for fault-finding examination (superior culture), then changed the paradigm to assistance and guidance towards improving the quality of education in which supervisors positioned themselves as peers of teachers (democratic culture), and contemporary perspectives. "Super" means more and "*vision*" means vision; looking or thinking ahead.

The essence of supervision is as a coaching action or activity that is planned to assist teachers in doing their work effectively. According to Mulyasa (2003: 156), the essence of supervision contains several main activities, namely continuous coaching, development of personnel professional competence, improvement of teaching and learning situations, with the ultimate goal of achieving educational goals and the growth of students. Likewise Carter's opinion, that "supervision is the effort of school officials in leading teachers and other education personnel, to improve teaching; stimulating, selecting the growth and development of teachers' positions, revising educational goals, teaching materials, teaching methods and evaluations" (Sah Understanding, 2007: 7, Mulyasa, 2003: 155).

Starting from the previous opinion of the expert, it can be stated that in essence, supervision contains main ideas such as promoting teacher professionalism, providing services and assistance to teachers, and solving problems related to the effectiveness of the learning process.

Supervision is more consultative and democratic in nature than directive, because supervision is not a role but a process, as stated by Mukhtar H and Iskandar (2013: 64), that the essence of supervision is assistance shown in improvements and fostering aspects of teaching. As a process, supervision is a work behavior in order to achieve educational goals. Therefore, the stigma that supervision is carried out in the form of inspection or fault finding is false and misguided. Sah Understanding explains that the paradigm of "traditional supervision which tends to assess and dictate to teaching staff has a negative effect on teachers, namely: teachers feel afraid, work forcibly, reduce enthusiasm in developing their professionalism" (Sah Understanding and Aleida, 2007: 16). The same thing was stated by Rivai and Mulyadi (2010: 822), that the tendency of supervisors to find fault with teachers results in teachers not being sympathetic to supervisors and assuming supervisors can hinder teacher career development.

Oteng Sutisna (2013: 69) states that the purpose of supervision is to help teachers gain direction and learn to solve the problems they face themselves, and encourage them to take up activities to create situations where students can learn more effectively. Referring to Rifa's opinion, according to Mukhtar H and Iskandar (2013: 64-65), the purpose and benefits of educational supervision are to motivate and arouse the enthusiasm of teachers and education personnel in carrying out their obligations; continue to strive to improve weaknesses, and be able to comprehensively use all supporting facilities to expedite the educational process, and foster *human relations* among school residents in various activities, including: seminars, *workshops, inservice or training*.

Based on the formulation of this opinion, it can be synthesized that the purpose of educational supervision is to generate the academic and managerial spirit of educators and education personnel both individually and collectively so that there is an increase in capability, integrity and high dedication, and with the ideal capital of teachers and educational personnel, then It is hoped that the quality of education will increase and the goals of education will be realized. Related to the purpose of educational supervision, the professional development of teachers to improve competence and *skills* is a necessity. Teacher professionalism that is continuously developed will be able to manage the learning process and make the supporting aspects effective so that the learning objectives in particular and educational goals in general are achieved optimally.

## **RESEARCH METHODS**

The multisite study research design is a qualitative research design involving several sites and research subjects who are assumed to have the same characteristics. Multisite study, as stated by Bogdan & Biklen (1982: 105), is one type of qualitative research, especially for constructing and developing theory based on several similar research backgrounds so that it can produce theories that can be transferred to situations with a broader and general scope. In the context of this multisite study, the research on the academic supervision of Christian teachers in three junior high schools has similarities with one another.

Multisite research has led researchers to visit schools that are sites and research subjects to obtain information directly regarding academic supervision by supervisors of Christian religion teachers starting with planning, implementation and evaluation as well as factors that affect academic supervision.

This study aims to obtain an in-depth picture of the implementation of supervisory academic supervision of PAK teachers in Junior High School (SMP) Negeri 1 Amurang. Associated with obtaining information and descriptions clearly and systematically in using a qualitative approach where as a researcher tries to photograph, describe and interpret every

phenomenon of the object under study in accordance with the objective situation and conditions. The perspective of research methodology, a qualitative approach is a study that explains facts in accordance with the phenomena that are occurring naturally without any engineering, so that any data or information obtained in the field can be developed into a theory that must be adjusted by existing theories.

### **Data source**

1. Primary data relating to academic supervision by supervisors of Christian religion teachers in three State Junior High Schools, obtained through observation and interviews with reference to the formulation of research questions;
2. Secondary data that is filtered through documents is data that is thought to have something to do with the focus of research which includes supervisory programs, assignments to carry out supervision, supervisor reports, attendance lists of supervisors in education, as well as school profiles, among others, school vision and mission, school organizational structure. schedule of subjects, as well as a list of school facilities and infrastructure, student data and teacher data, student achievement data and other related documents, as well as documents sourced from the office of the Ministry of Religion of South Minahasa, including: reports of PAK supervisors and programs supervisor;
3. Resource persons (*informants*). The selection of informants was carried out, first, by using technique *purposive sampling*. This technique is used to select and select informants who are competent and master information and problems in depth and can be trusted as good data.

## **RESEARCH RESULTS AND DISCUSSION**

Based on the exposure to research data regarding the planning of academic supervision by PAK supervisors on Christian Religion teachers, some information and data were obtained, as follows:

- 1) The results of the interviews showed that all informants normatively stated that the planning of academic supervision by PAK supervisors refers to two things, namely: i) regulations, in particular the technical guidelines of the ministry of religion, and ii) based on the results of supervisors' reports in the previous period related to teacher shortages or negligence, both related to completeness of teacher administration, teacher learning tools, as well as during the learning process; Academic supervision planning by PAK supervisors is not only based on ministerial programs, but also related to the main duties and functions of the supervisor; also according to the school's academic calendar;
- 2) Referring to point (a), based on the data and documented facts, it shows that not all of them were carried out by the supervisor. In this case, the supervision planning process carried out by supervisors tends to be administrative in nature, because the documents containing the previous period's report only contain assessment instruments, and there are no analysis notes on the previous period's supervision result documents which actually become the basic reference that must be used as discussion material in planning henceforth constructed in the next plans and programs.
- 3) Referring to the document study as described in REN: DOK previously described, in terms of its nature the material shows the usual administrative tradition as a form of completeness of supervisor report data. This is because there are no documents that indicate the involvement of PAK teachers in planning and there are no findings from previous observations as scientific references to be used as material for discussion in the planning process for academic supervision by supervisors.

Planning for Academic Supervision by PAK Supervisors for Christian Religion Teachers at SMP Negeri 1 Amurang.

Based on the results of research on planning for academic supervision by PAK supervisors on Christian religion teachers at SMPN 1 Amurang, the findings were:

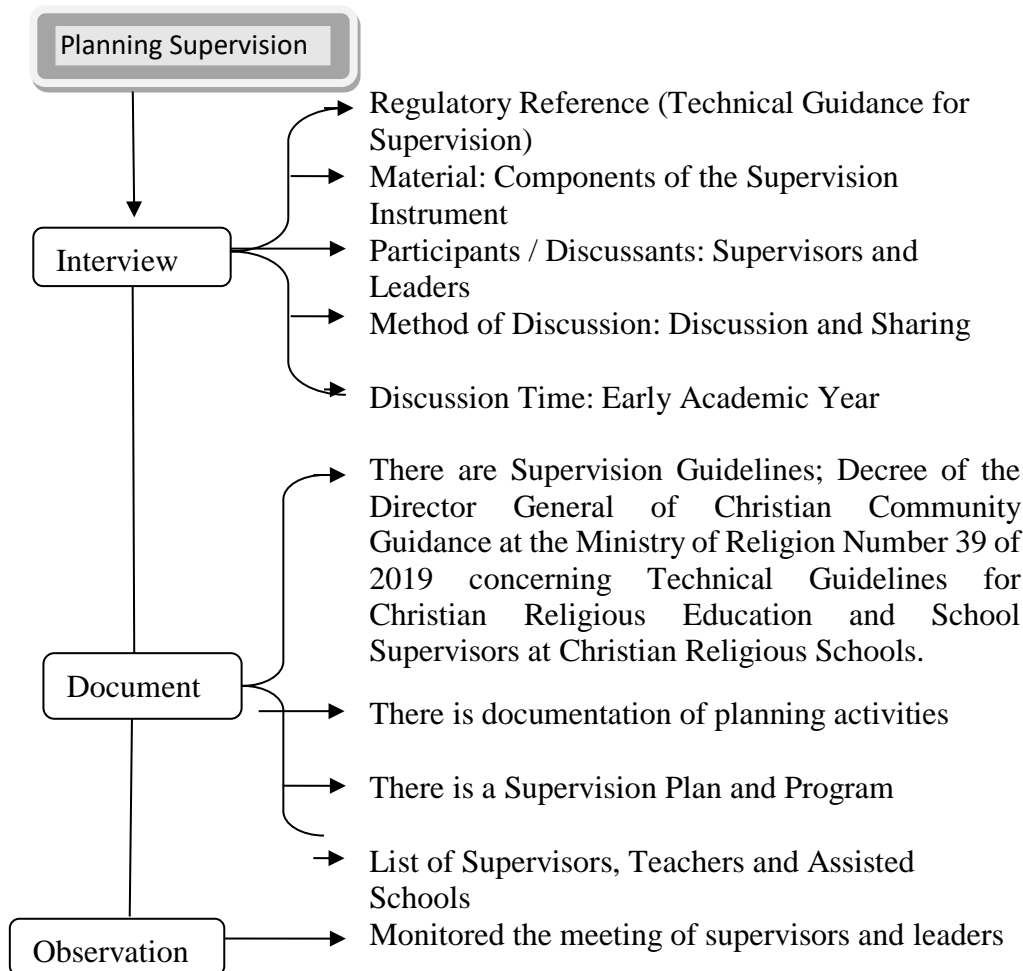


Figure 1: Findings of Academic Supervision Planning at SMPN 1 Amurang

The findings regarding the planning for academic supervision of PAK supervisors for Christian religion teachers are as shown in Figure 1, based on the interview, it was obtained information on the existence of regulations in the form of technical guidelines for supervision of the Ministry of Religion as a reference for planning supervision; the results of supervisory reports in the previous period; planning is carried out in the office of the ministry of religion Kab. Minsel at the start of the academic year; participants in the planning discussion process are all supervisors and heads of agencies; the material discussed in the planning is related to the content standards, process standards, assessment standards and graduation standards; as well as teacher performance in general, such as in the supervision instrument component; the method of implementing planning discussions is discussion and sharing among supervisors and agency leaders, and the result of planning is to prepare annual and semester program plans.

Furthermore, the document confirms that: there are technical instructions or guidelines as a reference in supervision; there is documentation during the planning process which is attended by supervisors and heads of agencies that show discussion activities or meetings; a

supervisory program plan as a follow-up to planning; Academic Supervision Plan for the Even Semester of the Academic Year by the Christian Religion Subject Supervisor for 54 teachers in a total of 54 target schools. Furthermore, the results of the observation showed that there was a meeting of supervisors with the leadership in the meeting room.

Referring to findings through interviews, documented data and documented monitoring, it shows that not all were carried out by supervisors, especially in relation to the evaluation report of the previous period which became a reference or as a basis in the supervisory planning process. In this case, the supervision planning process carried out by the supervisor tends to be administrative in nature, because the documents containing the previous period's report only contain assessment instruments, and there are no analysis notes to be constructed for subsequent plans and programs;

Referring to the document study as described by REN: DOK, previously, in terms of its nature, the material shows a routine that is intended for completeness of supervisor reports. This is because there are no documents that indicate the involvement of PAK teachers in planning and there are no findings from previous observations as scientific references to be used as material for discussion in the planning process for academic supervision by supervisors. The findings of academic supervision planning normatively refer to three things: 1) Ministry plans and programs; 2) Supervisory duties and functions; 3) Academic Calendar in each educational unit.

Referring to these three things, it can be interpreted that the planning tends to be administrative in nature. This approach has not touched on the substance, namely the initial monitoring as well as the findings and follow-up on the evaluation of previous supervision.

## **DISCUSSION**

### **Planning for Academic Supervision of PAK Supervisors on Christian Religion Teachers**

From a management perspective, planning for academic supervision is the first stage which greatly determines the stages of implementation and subsequent stages. Academic supervision planning based on the results of the analysis of previous supervision findings is actually a scientific basis for supervisors to carry out a plan as a follow-up to an improvement. Furthermore, the absence of PAK teachers in the planning process by the supervisor indicates a weak perception of the supervisor on the substance of academic supervision.

Before the implementation of supervision, there are several important things as procedures that must be carried out by supervisors, namely: first, the supervisor must prepare and study the final supervision report data. Data on the evaluation results of the previous period that have been scientifically and rationally reviewed; then study the complete data of the teachers to be supervised related to teacher learning tools and teacher administration; then prepare a supervision instrument. Related to the supervision instrument, there are four dimensions, namely: (i) the teaching program planning instrument (RPP); (ii) classroom supervision instruments; (iii) teacher administration supervision instruments; (iv) assessment supervision instruments. In this stage, the supervisor decides what approaches, methods and techniques of supervision will be used by the teacher in supervision activities.

Hoy & Forsyth (1986: 47) explained: *“Although supervision can be broadly conceived as any set of activities planned to improve the teaching-learning process. It fundamentally involves a cycle of systematic planning, observation, diagnosis, change and renewed planning”*.

That basically supervision, which is a series of activities to improve the teaching and learning process, involves systematic planning, observation, diagnosis, change and planning



renewal. Before carrying out this series of activities, supervisors must have decided on the type of supervision to be used. The world of education in Indonesia uses clinical supervision in its educational supervision.

*In education the movement away from traditional supervision has been dramatic; in fact, the strong professional interest in practices designed to improve teachers' classroom performance has been described as the "clinical supervision movement." The movement had its roots in the late 1950s in the work of Robert Anderson, Morris Cogan, and Robert Goldharnmer as they tried to develop a more effective way of supervising interns at Harvard. Their focus on studying classroom behavior in a systematic manner in an atmosphere of collegueship and mutual respect became known as clinical supervision. (Hoy & Forsyth, 1986: 47-48)*

As Hoy & Forsyth (1986: 93) said in the quote, it explains that clinical supervision is aimed at improving teacher performance that focuses on classroom learning behavior in a systematic way in a friendly and respectful atmosphere. Clinical supervision is a transition from the traditional model of supervision with a supervisory principle as an authoritarian subordinate controller.

In the Academic Supervision Guide, it is stated that the supervision instrument is divided into two stages. First, the preparatory stage for educators to teach, which consists of a Learning Implementation Plan (RPP), Annual Program, Semester Program, Implementation of the learning process and assessment of learning outcomes. Second, the instrument for supervising teaching and learning activities consisting of observation sheets (lesson plans, learning, assessment of learning outcomes) and supplementary observations (teaching skills, subject characteristics, clinical approach).

In fact, academic supervision at the three research sites indicated poor planning under supervision by supervisors. It is said that because the planning is monotonous pattern, adapting previous plans, and does not show the creativity of the supervisor, as well as laziness in filling in the score scores on the research instrument. Planning is an administrative nature that must be prepared by the supervisor because it is related to the main duties and functions of the supervisor.

A professional supervisor, in planning supervision in addition to following the guidelines properly and correctly, must also investigate the phenomenon of learners in their behavior, and the educators in their behavior are then constructed into scientific studies. Thus, academic supervision planning can be done with two approaches, as follows: 1) Based on policy; that is, a supervisor in making plans follows regulatory principles and the main duties and functions of the supervisor (*Top Down Approach*); 2) Because supervisors are experts in their fields, planning should also be based on research. In this context, the research component, which is one of the supervisor's duties, is not just the fulfillment of the research element in the supervisory document as an administrative obligation. In this case, the second approach is research-based academic supervision planning (*botton up approach*).

Based on observations, interviews and document studies related to supervision planning, in general it has not been maximally implemented, let alone related to human resources, both supervisors and teachers. This means that complete knowledge is needed, both supervisors and teachers, that the main goal of academic supervision is the ability of teachers to plan learning activities, carry out activities to assess learning outcomes, utilize assessment results to improve learning services, create a pleasant learning environment, make use of available learning resources, and develop appropriate learning interactions (strategies, methods, techniques). Educational supervision must also be supported by relevant instruments.

The most astonishing finding in the field was the existence of a school that had not been visited by supervisors for more than two years. This means that there is absolutely no preparation of a schedule for supervision by the supervisor. Even if there is a schedule, it is in

the nature of the supervisor's administration in relation to the supervisor's duty report. Another problem is the supervision visit that is not communicated with the school, so sometimes supervisors who are already in school but do not carry out supervision activities because the teacher is not present. In other words, the preparation of the supervision schedule is not functioning properly.

Some things that must be considered in the implementation of supervision are as set out in the Academic Supervision Guidelines, as follows:

- a. Ensuring the academic mental readiness of supervisors as well as the readiness of teachers to be supervised;
- b. Prepare a supervision instrument not primarily for the purpose of assessing, but as objective data records;
- c. Record descriptions of teacher and student behavior and all learning activities during the observation process;
- d. Finding problems critically, objectively, validly and constructively then confirmed to the supervised teacher to be able to improve for the sake of improving the quality of learning;
- e. Does not take over the teacher's duties in the learning process;
- f. It is recommended not to supervise (impose the will) if the teacher to be supervised does not have readiness, because the expected development results will not be obtained;
- g. Conduct post-observational professional dialogue to determine how to improve teacher shortages;
- h. Conduct evaluation and follow-up, what behavior will be given for further supervision;
- i. Make a recapitulation of the results of supervision that serves to make it easier to prepare reports and follow-up.

In practice, many of the things above are underestimated. Most of the supervision activities were of a technical nature, for example checking supporting documents by the supervisor without involving classroom observations and without discussing discussions with the teacher, without *feedback*. The supervisor conducts instant supervision with the result which is then decided not directly when the supervision is completed at school.

## CONCLUSION

Based on the findings and discussion of research on academic supervision by PAK supervisors at Junior High School Christian Religious Education teachers in South Minahasa, a research conclusion was drawn: Planning for academic supervision by PAK supervisors for Christian religion teachers at State Junior High Schools in South Minahasa was generally carried out because it was already a task. the principal, functions and responsibilities of the supervisor; based on the program from the ministry of religion which is embodied in the supervisory program and follows the academic calendar of educational units.

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