IMPLEMENTATION OF ACADEMIC SUPERVISION OF ISLAMIC RELIGIOUS EDUCATION DURING THE COVID-19 PANDEMIC

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Abstract :

This study aims to analyze the implementation of academic supervision of Islamic Religious Education supervisors during the covid-19 pandemic at the Ogan Komering Ulu Selatan District Public Middle School. The approach used is descriptive qualitative — data collection through observation, interview, and documentation techniques. The data analysis technique is carried out circularly, starting from data reduction, data display, and conclusion drawing is a data analysis technique carried out. The results showed that the implementation of the academic supervision of the Islamic Religious Education supervisor during the Covid-19 pandemic at the Ogan Komering Ulu Selatan District Public Middle School was carried out online and offline with individual and group techniques. The implementation of academic supervision carried out are activities for fostering Islamic Religious Education (GPAI) teachers, monitoring National Education Standards (SNP), evaluating PAI teacher performance, and carrying out professional guidance and training for PAI teachers. It's just that these activities have not run optimally.

Abstrak :

Penelitian ini bertujuan untuk menganalisis tentang pelaksanaan supervisi akademik pengawas Pendidikan Agama Islam pada masa pandemi covid-19 di SMP Negeri kabupaten Ogan Komering Ulu Selatan. Pendekatan yang digunakan adalah kualitatif deskriptif. Pengumpulan data melalui teknik observasi, wawancara dan dokumentasi. Teknik analisis datanya dilakukan secara sirkuler, dimulai dari reduksi data, display data dan penarikan kesimpulan merupakan teknik Analisis data yang dilakukan. Hasil penelitian menunjukkan bahwa pelaksanaan supervisi akademik pengawas Pendidikan Agama Islam pada masa pandemi Covid-19 di SMP Negeri kabupaten Ogan Komering Ulu Selatan dilaksanakan melalui daring dan luring dengan teknik individual dan kelompok. Pelaksanaan supervisi akademik yang dilakukan yaitu kegiatan pembinaan guru Pendidikan Agama Islam (GPAI), pemantauan Standar Nasional Pendidikan (SNP), penilaian kinerja guru PAI, dan melaksanakan pembimbingan dan pelatihan profesional guru PAI. Hanya saja kegiatan kegiatan tersebut belum berjalan secara maksimal.

INTRODUCTION

Academic supervision of school supervisors that is carried out correctly will positively impact the performance of educators and education staff (Babuta & Rahmat, 2019). This is as stated by Sumarni et al., (2017), which says that the academic supervision of school supervisors has a positive and partially significant effect on teacher performance.

Therefore, academic supervision of school supervisors and supervisors of subject groups such as supervisors of Islamic education is considered necessary because school supervisors are functional technical implementers in the field of management who are directly involved in the area to supervise educators and education staff in developing the potential of students who are focused to national education goals (Dakir, 2018; Fauzi, 2021).

Several researchers have carried out several studies on academic supervision. Munawar (2019) said that educational supervision activities must start from planning, implementation, and evaluation with objectivity and continuous improvement principles. Hendri (2020) says that academic supervision is very effective in fostering teachers in schools. Likewise, the research conducted by Suminarsih (2017) states that the difficulty in implementing leadership lies in following up on the results of the evaluation of the implementation of the supervision program.

Moreover, along with the spread of the Covid-19 virus, supervision activities have experienced a few obstacles. Covid-19, which has become a pandemic, has affected all aspects of human life, including the world of education (Mustajab & Fawa'iedah, 2020; Adham & Mahmudah, 2021). The government recommends avoiding crowds and always following strict health protocols (Russamsi et al., 2020; Rifqi, 2021; Rahman & Subiyantoro, 2021). Even the teaching and learning process, which is usually carried out face-to-face, is carried out through the internet network; the term BDR (Learning From Home) begins to become familiar in the community. In this context, PAI supervisors in carrying out their academic supervision of PAI teachers in schools must follow these changes.

Generally, research on academic supervision of Islamic education supervisors is carried out during regular times or not during emergency conditions. In contrast to other studies, this study reviews the academic supervision of Islamic religious education supervisors during the Covid-19 pandemic. Research on the implementation of educational leadership during the Covid-19 pandemic is still limited in number. Therefore, this research focuses on implementing academic supervision of Islamic religious education supervisors during the Covid-19 pandemic at the Ogan Komering Ulu Selatan District Public Middle School.

The number of supervisors for Islamic Religious Education and the trained teachers in Ogan Komering Ulu Selatan Regency is not balanced. The ideal ratio of the number of supervisors to fostered teachers at the junior high school level is 1:20, while the balance of the number of supervisors of Islamic education and teachers of Islamic education at all levels of education in Ogan Komering Ulu Selatan district is 1:271. Ogan Komering Ulu Selatan Regency

only has two supervisors to foster 542 Islamic Religious Education Teachers. therefore Ogan Komering Ulu Selatan Regency still has a shortage of at least 25 Islamic education supervisors.

Supervisors of Islamic Religious Education are also faced with the topography of the South Ogan Komering Ulu Regency which is quite extensive. South Ogan Komering Ulu Regency has 19 sub-districts with an area of 5,849.89 KM2, most of which are highlands that form hills and mountains.

The Islamic Religious Education Supervisor of Ogan Komering Ulu Selatan Regency carries out more academic supervision of PAI teachers in group meetings than individually (Laila, 2020). Utilization of several online mode applications such as Zoom, Team's, Google Meet, Webex, Google Classroom amid the Covid-19 pandemic has become popular and is very helpful for activities, especially in work from home or learning from home. The use of several online mode applications in supporting the implementation of supervising Islamic Religious Education in the Ogan Komering Ulu Selatan district is still not optimal. This can be seen in the activity report that the supervisor has only once held coaching for Islamic Religious Education teachers through the Zoom Meeting mode, and the rest using live chat (Whatsapp chat) (Laila, 2020; Mustajab & Fawa'iedah, 2020). In addition, the uneven distribution of adequate telecommunications infrastructure in the Ogan Komering Ulu Selatan district to support the implementation of academic supervision in the network is another problem.

For this reason, researchers are interested in exploring research on the implementation of academic supervision of Islamic Religious Education supervisors during the Covid-19 pandemic at SMP Negeri Ogan Komering Ulu Selatan Regency, South Sumatra Province.

RESEARCH METHODS

This study uses a qualitative case study approach that explores the implementation of academic supervision of Islamic Religious Education supervisors during the Covid-19 pandemic at SMP Negeri Ogan Komering Ulu Selatan Regency, South Sumatra Province. Researchers intend to explore natural phenomena or symptoms at the research locus under study.

The primary data sources in this study were Islamic Religious Education supervisors, Head of the Islamic Religious and Religious Education Section (PAKIS), School Principals, and PAI teachers related to the academic supervision of Islamic Religious Education supervisors during the COVID-19 pandemic in Ogan Komering Ulu Selatan Regency. While the secondary data sources in this study are documents, books, articles, web pages and those related to primary data sources.

Data collection techniques through observation, interviews, and documentation. The data analysis technique is done by collecting the data obtained, then reducing it, presenting it, and then the analysis is concluded as the result of the research (Syawaludin et al., 2019).

RESULTS AND DISCUSSION

The implementation of Academic Supervision relates to the performance of coaching, monitoring, assessing, mentoring, and training professional teachers on aspects of teacher competence and the main tasks of teachers (Kemendikbud, 2015). This opinion can be related to the implementation of PAI supervisors' academic supervision during the Covid-19 pandemic in the Ogan Komering Ulu Selatan district.

Islamic Religious Education Teacher Development

One of the activities for implementing the academic supervision of PAI supervisors at the Ogan Komering Ulu Selatan District Junior High School, which was carried out during the COVID-19 pandemic, was coaching for PAI teachers at the junior high school level. This coaching is carried out at least once a semester and is carried out through group techniques. If identified as having problems in the learning process, coaching is carried out through individual techniques. In addition, during the Covid-19 pandemic, PAI supervisors carried out a democratic supervision model, giving PAI teachers freedom to choose the right learning methods and models for their respective students that were adapted to the rules and policies that apply in the school.

The selection of this academic supervision model and technique has been by the conditions and needs of the teachers to be supervised; the choice of a democratic model is entirely appropriate because, with this model, the supervisor frees PAI teachers to carry out the teaching and learning process according to their abilities, pandemic emergency conditions, and learning policies in their respective schools. This is considered appropriate because academic supervision is a program that assists teachers in carrying out their primary duties and functions as educators.

Therefore, with the appropriate supervision model/type and supervision technique as a guide, supervisors, and teachers can carry out their duties more focused and directed. In addition, through supervision models and methods, PAI supervisors and teachers can know what supervision models and supervision techniques are needed and which are more suitable for use, especially during the Covid-19 pandemic.

During the Covid-19 pandemic, PAI supervisors and PAI teachers at the junior high school level conducted coaching activities online (in the network). This is intended so that PAI teachers continue to carry out coaching and improve their competence in managing to learn, especially online learning.

However, from the data obtained by PAI supervisors, only using the Whatsapp application in the implementation of academic supervision of PAI teachers, once using the Zoom Meeting application mode, but it did not work well. This indicates that this process is not running optimally because it is caused by the uneven infrastructure and telecommunications network in Ogan Komering Ulu Selatan district and the limitations of PAI teachers in mastering the field of technology or communicating with various social media.

Therefore, PAI supervisors and teachers are required to have and even improve their abilities in technology or communicating through social media. This is because many benefits can be obtained if you can optimize the use of

social media. Social media can assist one in facilitating the creation of a personal learning environment, which empowers learners to take responsibility for their learning by selecting, creating, and organizing tools and resources to help make effective and efficient learning (Al-Rahmi et al., 2015).

To overcome the unpreparedness and limited ability of PAI supervisors and teachers in using various social media, the implementation of coaching is also carried out offline (outside the network). However, this offline implementation is limited to time and conditions in the field, considering that face-to-face activities during the Covid-19 pandemic must comply with the health procedures set by the government. The meeting held is a joint meeting of PAI teachers from five to ten sub-districts who work together. Implemented for all Islamic Religious Education Teachers levels, starting from elementary, junior high, and equivalent high school in Ogan Komering Ulu Selatan district. This causes coaching with group techniques offline to be ineffective and conducive. In other words, supervisors' implementation of PAI teacher training during the Covid-19 pandemic, which was carried out through a collaborative approach both online and offline, has not been carried out optimally.

In addition, PAI supervisors need to pay attention to aspects when carrying out coaching activities for PAI teachers. These aspects are sometimes ignored and tend to be given only as a form of formality of activities. The suitability of the material sometimes does not meet the needs of PAI teachers.

Several things need to be considered in the implementation of teacher development, namely; 1) Teacher coaching materials include pedagogical, professional, personality, and social competencies; 2) The steps taken in the implementation of teacher development are as follows; a) observing the RPA for activities in the teacher coaching program, b) carrying out teacher coaching by the scenario of activities that have been planned in the RPA, c) making a certificate of implementation of teacher development from the principal or head of the KKG/MGMP attached with a list of attendance; 3) Contains a report on the implementation of teacher development in the form of a matrix and narrative containing aspects, activities, targets, method targets, obstacles, achievements, conclusions, and follow-up.

The implementation of PAI teacher development in public junior high schools carried out by the PAI supervisor in Ogan Komering Ulu Selatan Regency did not pay attention to these aspects. This is obtained from the research results, which states that the material provided only focuses on learning Covid-19 in general and the formation of teaching character through straightforward advice. In addition, coaching also tends to be carried out through the WhatsApp (WA) application, such as chat and short phone calls. Sometimes, it does not require information from the education unit or a report in the form of a matrix, which describes the entire coaching activity.

It is recommended that PAI supervisors pay attention to aspects of coaching to make it easier for PAI supervisors to carry out structured coaching and become comprehensive evaluation material to determine recommendations and follow up on such coaching.

Monitoring of National Education Standards

The next activity in implementing academic supervision of PAI Supervisors at SMP Negeri Ogan Komering Ulu Selatan Regency is to carry out monitoring of the National Education Standards (SNP). Monitoring educational leadership is a supervisory activity by knowing data and information about the implementation of conformity and achievement of graduate competency standards (SKL), content standards (SI), process standards, and assessment standards in planning and implementing learning (Kemendikbud, 2017).

For PAI supervisors at the South Ogan Komering Ulu District Junior High School, the educational standards that have been monitored for implementation include graduate competency standards, content standards, process standards, and assessment standards. SNP monitoring during the Covid-19 pandemic was also carried out through unique techniques and carried out both face-to-face and live telephone. The PAI supervisor's implementation of SNP monitoring also covers all school levels from elementary to secondary, so monitoring activities are not focused on State Junior High Schools but all other school levels.

As for the frequency of SNP monitoring carried out by PAI supervisors is carried out at least once a year for one PAI teacher. However, the tracking of the four national education standards cannot be done entirely for PAI teachers. Each PAI teacher only gets at least one monitoring of national education standards; all four standards can't be monitored by one PAI teacher considering the size and too many trained teachers who are the responsibility of PAI supervisors from primary to secondary levels. This is because there are too many PAI teachers in the schools that the two supervisors are mentoring. Ogan Komering Ulu Selatan Regency only has two supervisors to foster 542 PAI teachers; the number of supervisors and the number of schools being encouraged are deemed disproportionate, resulting in the non-fulfillment of the monitoring of the four National Education Standards for each PAI teacher.

Therefore, supervisors carry out certain strategies, for example, the use of supervisory applications so that monitoring of the four national education standards can be carried out for all PAI teachers so that supervisors can see comprehensively how far the achievement of the four national education standards carried out in schools by the PAI teachers concerned.

Monitoring, monitoring, or observing supervisors on the National Education Standards carried out by PAI teachers in their respective classrooms or schools can strengthen the relationship between supervisors and teachers and provide feedback for a good teaching and learning process going forward. This is also in line with the opinion of Willson (2018) which says that the observation cycle offers the primary catalyst for building relationships, making personal connections, and providing verbal and written feedback. In addition, individual conferences make it possible to encourage collaborative conversation, broaden their reflection, and encourage thinking about teaching practice.

Conducting Performance Assessment of Islamic Religious Education Teachers

The next activity in the implementation of academic supervision is to assess teacher performance. Performance is a translation from English, work performance, or job performance; in Indonesian, performance is also called work performance (Jasmani & Mustofa, 2017). Work performance is referred to as the quantity and quality of the output of each employee working in an organization (Opatha et al., 2017). At the same time, teacher performance assessment is an effort to determine the maximum skills possessed by teachers related to the process and results of implementing their work (Zamroni & Qatrunnada, 2021).

The objectives of the assessment program can be; To evaluate current performance on a job or to determine higher job potential, many factors must be considered, and the data to be collected must be adjusted to the purpose of the assessment (Kagema & Irungu, 2018).

Assessment of teachers by school supervisors is an assessment of teachers' performance who are given additional duties as school principals in the learning element (14 subject/class teacher competencies, 17 BK teacher competencies, or 12 ICT teacher competencies). The assessment tool used is as regulated in Permendiknas Number 35 of 2010 or the provisions of the applicable laws and regulations. Assessment activities on academic supervision include: 1) assessing the Principal's performance on the learning element and 2) verifying the results of teacher performance assessments that have been carried out by the Principal and by the appointed teacher (Kemendikbud, 2017). Therefore, the supervisor's PAI teacher performance assessment is to verify the Islamic Religious Education teacher performance assessment results carried out by the Principal and by the appointed teacher.

PAI supervisors at SMP Negeri Ogan Komering Ulu Selatan Regency do not carry out PAI teacher performance assessments in schools; those who carry out PAI teacher performance assessments in schools are the respective school principals. The supervisor does not explicitly verify the performance assessment of PAI teachers. Still, the supervisor sees and checks the teacher performance assessment that the principal has carried out before signing the Certificate of Carrying Out Tasks (SKMT) for PAI teachers.

From the field findings above, there needs to be cross-sectoral communication regarding the authority of the leadership in assessing teacher performance; for example, the principal assesses the performance of the PAI teacher, and the PAI supervisor verifies it so that if it is necessary to change the performance appraisal made due to the verification of the PAI supervisor, the principal can accept and give a re-value by the results of the assessment verification from the Islamic religious education supervisor (PAI).

PAI Teacher Professional Guidance and Training

The next activity in implementing academic supervision of supervisors during the COVID-19 pandemic at SMP Negeri Ogan Komering Ulu Selatan Regency is the professional guidance and training of PAI teachers. Professional advice and training of teachers in teacher collaboration forums in all types,

levels of education, and in all regional titles are in the form of teacher Continuous Professional Development (PKB) activities and or other activities (Kemendikbud, 2015).

Based on the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No. 16 of 2009 concerning Teacher Functional Positions and Credit Scores, continuous professional development is the development of teacher competencies that is carried out according to the needs gradually, continuously to improve their professionalism. PKB teachers in the form of self-development, scientific writing, and innovative work. Self-development through functional training and teacher collective activities (Kemendikbud, 2015).

The material for professional guidance and training of PAI teachers is quite extensive, which can cause the activities and materials to be delivered to be unpatterned and sustainable. To prevent this, the objectives must be identified in the planning, and the material should be delimited by objectives (Ayvaz-Tuncel & obanoglu, 2018).

Professional guidance and training of PAI teachers at SMP Negeri Ogan Komering Ulu Selatan district are carried out once a semester by merging several sub-districts into one starting from PAI teachers at the Kindergarten level to the SMA/SMK level and implemented using group techniques through KKG/ MGMP. Meetings in the KKG/MGMP discussed effective online or offline learning methods, and learning administration discussed the Learning Implementation Plan (RPP) in the form of a single sheet. The material presented or discussed in addition to academics is also about the application of Religion teachers and their supervisors. Therefore, the implementation of the KKG/MGMP has been by the objectives, especially regarding effective learning during the COVID-19 pandemic, which is endemic.

However, from the three aspects of PKB, namely self-development, scientific writing, and new innovative work on self-development, namely the collective activities of teachers carried out during the Covid-19 pandemic. Meanwhile, scientific papers and imaginative creations have not been carried out due to the time and situation of the pandemic. Meanwhile, communication between supervisors, in this case, the KKG management regarding the implementation of PAI KKG/MGMP activities to PAI teachers and school principals, is carried out through invitation letters.

Therefore, PAI teachers' professional guidance and training at the SMP Negeri Ogan Komering Ulu Selatan district have not been carried out optimally during the Covid-19 pandemic. Because of the three aspects of PKB, namely self-development, scientific writings, and innovative works, only parts of self-development have been implemented. To minimize the obstacles encountered during the Covid-19 pandemic, supervisors need to consider essential steps when carrying out academic supervision. The steps for implementing educational management of supervisors during the Covid-19 pandemic can be seen from the work guide for madrasa supervisors during the Covid-19 period issued by the Directorate of Teachers and Madrasah Education Personnel of the Ministry of Religion of the Republic of Indonesia.

The steps for implementing academic supervision during the Covid-19 pandemic that Supervisors can carry out are; first, conducting observations by the RPA ran online, offline or direct observation if learning is carried out in face-to-face classes with health protocols; second, record the findings and analyze the shortcomings, strengths, and obstacles faced by teachers in education.

CONCLUSION

Based on the analysis and discussion related to the implementation of academic supervision by PAI supervisors during the Covid-19 pandemic, it can be concluded that the performance of educational leadership by PAI supervisors during the Covid-19 pandemic at SMP Negeri Ogan Komering Ulu Selatan Regency, South Sumatra Province, was carried out online (chat). Whatsapp) and offline (visits and live calls), as well as using individual and group techniques. PAI supervisors have carried out four activities at SMP Negeri Ogan Komering Ulu Selatan Regency, namely PAI teacher development activities, monitoring of National Education Standards (SNP), which include graduate competency standards, content standards, process standards, and assessment standards.

The next activity is to assess PAI teachers' performance and carry out professional guidance and training for PAI teachers. Overall, these activities have been carried out even though the Covid-19 pandemic is still endemic; it's just that the effectiveness of these activities has not run optimally. This is due to a mismatch between PAI supervisors and the relatively large number of PAI teachers. This discrepancy has resulted in ineffective PAI teacher development, non-comprehensive SNP monitoring, supervisors do not specifically verify PAI teacher performance, but only see and examine PAI teacher performance assessments that have been carried out by school principals, as well as professional guidance and training activities for PAI teachers, which is only carried out in the aspect of self-development, namely the Teacher's Collective Activities (KKG/MGMP). In contrast, scientific writings and innovative works have not been carried out during the Covid-19 pandemic.

This research is only limited to implementing academic supervision of Islamic religious education supervisors during the Covid-19 pandemic. Still, this research can be used to reference other researchers regarding how supervisors carry out educational leadership during emergency conditions or a pandemic disease outbreak.

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