SUPERVISORY PERFORMANCE APPROACH IN IMPROVING THE PROFESSIONAL COMPETENCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN MADRASAH ALIYAH, GORONTALO PROVINCE, INDONESIA

Said Subhan Posangi

ABSTRACT

**Purpose:** This research aims to investigate Islamic Education supervisors' performance in enhancing teachers' professionalism in Madrasah Aliyah in the Gorontalo Province.

**Methods:** Employing a qualitative approach, this descriptive-analytic study involves 72 teachers and 8 supervisors from 32 Madrasah Aliyah. Primary data are gathered through interviews, observations, and questionnaires, while secondary data are derived from official documents related to education in the region. Using the Interactive analysis model, the results indicate a significant improvement in the supervisors' performance, characterized by a harmonious, cooperative, and partnership-oriented approach with teachers.

**Result and Conclusion:** The result of studies are that the performance of supervisors of Islamic Religious Education at Madrasah Aliyah in Gorontalo Province has experienced a significant increase. The supervision carried out is harmonious, cooperative, and prioritizes the concept of partnership with teachers. Supervisors not only act as superiors, but also as creative partners in providing guidance to teachers. An open attitude towards criticism and recognition of one's own shortcomings is a characteristic of the supervision approach carried out. The supervisory measures implemented to improve the professional competence of Islamic Religious Education teachers cover a number of aspects. Alignment of vision, mission and perception of implementation of supervision and Islamic religious education is the main focus. Creating a conducive work environment, building cooperation, guiding personnel, and increasing mutual commitment are also strategic steps in efforts to improve the quality of education. However, there are several internal and external obstacles that affect supervisory performance. Internal obstacles involve the awareness and responsibility of supervisors, professional abilities in supervision, and religious motivation which is still uneven. Meanwhile, external constraints involve teachers' attitudes towards supervision, differences in seniority, and welfare conditions that influence teaching performance. Supervisory facilities and infrastructure, unsupportive means of transportation, and lack of communication between parties are also inhibiting factors. Thus, it is necessary to take corrective steps and strategic planning to overcome these obstacles in order to increase the effectiveness of supervision and increase the professional competence of Islamic Religious Education teachers at Madrasah Aliyah in Gorontalo Province.

**Research Implications:** The implications of this research underscore the need for improvement strategies and planning to enhance the effectiveness of Islamic Education supervision and the professionalism of teachers in Madrasah Aliyah in the Gorontalo Province.

**Originality/Value:** The results indicate a significant improvement in the supervisors' performance, characterized by a harmonious, cooperative, and partnership-oriented approach with teachers. Supervisory measures involve aligning visions and missions, creating a conducive working environment, building collaboration, and enhancing collective commitment. Internal and external constraints are identified as inhibiting factors that require remediation.

**Keywords:** Supervisor Performance, Professionalism Competence, Islamic Education Teachers.

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1 Institut Agama Islam Negeri Sultan Amai Gorontalo, Indonesia. E-mail: saidsubhan70@iaingorontalo.ac.id Orcid: https://orcid.org/0000-0001-5213-0198
ABORDAGEM DE DESEMPENHO DE SUPERVISÃO NA MELHORIA DA COMPETÊNCIA PROFISSIONAL DE PROFESSORES DE EDUCAÇÃO RELIGIOSA ISLÂMICA EM MADRASAH ALIYAH, PROVÍNCIA DE GORONTALO, INDONÉSIA

RESUMO

Objetivo: Esta pesquisa tem como objetivo investigar o desempenho dos supervisores de Educação Islâmica na melhoria do profissionalismo dos professores na Madrasah Aliyah, na província de Gorontalo.

Métodos: Com abordagem qualitativa, este estudo descritivo-analítico envolve 72 professores e 8 supervisores de 32 Madrasah Aliyah. Os dados primários são recolhidos através de entrevistas, observações e questionários, enquanto os dados secundários são derivados de documentos oficiais relacionados com a educação na região. Utilizando o modelo de análise Interativo, os resultados indicam uma melhoria significativa no desempenho dos supervisores, caracterizado por uma abordagem harmoniosa, cooperativa e orientada para a parceria com os professores.

Resultado e Conclusão: O resultado dos estudos é que o desempenho dos supervisores de Educação Religiosa Islâmica na Madrasah Aliyah, na província de Gorontalo, registou um aumento significativo. A supervisão realizada é harmoniosa, cooperativa e prioriza o conceito de parceria com os professores. Os supervisores não atuam apenas como superiores, mas também como parceiros criativos na orientação dos professores. Uma atitude aberta à crítica e ao reconhecimento das próprias deficiências é uma característica da abordagem de supervisão realizada. As medidas de supervisão implementadas para melhorar a competência profissional dos professores do Ensino Religioso Islâmico abrangem uma série de aspectos. O alinhamento da visão, missão e percepção da implementação da supervisão e da educação religiosa islâmica é o foco principal. Criar um ambiente de trabalho propício, desenvolver a cooperação, orientar o pessoal e aumentar o compromisso mútuo são também passos estratégicos nos esforços para melhorar a qualidade da educação. No entanto, existem vários obstáculos internos e externos que afetam o desempenho da supervisão. Os obstáculos internos envolvem a consciência e a responsabilidade dos supervisores, as capacidades profissionais na supervisão e a motivação religiosa que ainda é desigual. Entretanto, as restrições externas envolvem as atitudes dos professores em relação à supervisão, as diferenças de antiguidade e as condições de bem-estar que influenciam o desempenho docente. As instalações e infra-estruturas de supervisão, os meios de transporte pouco favoráveis e a falta de comunicação entre as partes são também fatores inibidores. Uma atitude aberta à crítica e ao reconhecimento das próprias deficiências é uma característica da abordagem de supervisão realizada. As medidas de supervisão implementadas para melhorar a competência profissional dos professores de Educação Religiosa Islâmica na Madrasah Aliyah, na província de Gorontalo.

Implicações da Pesquisa: As implicações desta investigação sublinham a necessidade de estratégias e planeamento de melhoria para aumentar a eficácia da supervisão da Educação Islâmica e o profissionalismo dos professores na Madrasah Aliyah na província de Gorontalo.

Originalidade/ Valor: Os resultados indicam uma melhoria significativa no desempenho dos supervisores, caracterizado por uma abordagem harmoniosa, cooperativa e de parceria com os professores. As medidas de supervisão envolvem o alinhamento de visões e missões, a criação de um ambiente de trabalho propício, o desenvolvimento da colaboração e o reforço do compromisso coletivo. As restrições internas e externas são identificadas como fatores inibidores que requerem remediação.

Palavras-chave: Desempenho do Supervisor, Competência Profissional, Professores de Educação Islâmica.
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Resultado y conclusión: El resultado de dos estudios es que el desempeño de dos supervisores de Educación Religiosa Islámica na Madrasah Aliyah, na provincia de Gorontalo, registró un aumento significativo. La supervisión realizada es armoniosa, cooperativa y prioriza el concepto de parcela con los profesores. Os supervisores não atuam apenas como superiores, sino también como parceiros criativos na orientação dos professores. Una actitud abierta a la crítica y al reconocimiento de las propias deficiencias es una característica del abordaje de supervisión realizada. Las medidas de supervisión implementadas para mejorar la competencia profesional de los profesores de Enseñanza Religiosa Islámica abarcan una serie de aspectos. La alineación de la visión, la misión y la percepción de la implementación de la supervisión y la educación religiosa islámica es el foco principal. Crear un ambiente de trabajo propicio, desarrollar una cooperación, orientar a las personas y aumentar el compromiso mutuo también son pasos estratégicos en nuestros esfuerzos para mejorar la calidad de la educación. Sin embargo, existen varios obstáculos internos y externos que afectan el desempeño de la supervisión. Los obstáculos internos implican la conciencia y la responsabilidad de los supervisores, así como las capacidades profesionales de supervisión y la motivación religiosa que aún son desiguales. Entretanto, como restricciones externas involucran como actitudes de los profesores en relación con la supervisión, como diferencias de antigüedad y como condiciones de bem-estar que influyen en el desempeño docente. Como instalaciones e infraestructuras de supervisión, los medios de transporte pueden ser favorables y la falta de comunicación entre las partes también son factores inhibidores. Así, es necesario tomar medidas corretivas y un plan estratégico para superar estos obstáculos, a fin de aumentar la eficacia de la supervisión y aumentar la competencia profesional de los profesores de Educación Religiosa Islámica en Madrasah Aliyah, en la provincia de Gorontalo.

Implicações da Pesquisa: As implicações desta investigação sublinham a necessidade de estratégias y planeamento de melhoria para aumentar la eficacia de la supervisión de la Educación Islámica y el profesionalismo de los profesores en Madrasah Aliyah na provincia de Gorontalo.

Originalidade/ Valor: Os resultados indicam uma melhoria significativa no desempenho dos supervisores, caracterizados por uma abordagem harmoniosa, cooperativa e de parceria com os professores. Como supervisión implica la alineación de visitas y misiones, la creación de un ambiente de trabajo propicio, el desarrollo de la colaboración y el refuerzo del compromiso colectivo. Las restricciones internas y externas se identifican como factores inhibidores que requieren reparación.

Palavras-chave: Desempenho do Supervisor, Competência Profissional, Professores de Educação Islâmica.

1 INTRODUCTION

The role of educational supervisors has a significant impact on improving the quality of education through systemic monitoring and evaluation (Murtafiah, 2022). The responsibilities of educational supervisors are considered to be in line with educational responsibilities because the success or failure of supervisory actions can reflect achievements or obstacles in achieving overall educational goals (Rosyidah, 2021). Thus, the role of supervisors plays an important role in shaping the direction and quality of the education system (Mubayin & Thoyib, 2023).

Education supervisors have complex responsibilities in ensuring the delivery of quality education. The main tasks include monitoring and evaluating teacher performance and the
learning process in schools. As leaders, supervisors must lead with constructive policies, develop harmonious relationships among educational staff, and provide support for teachers' professional development (Agustin, 2023). In addition, they are also responsible for ensuring compliance with educational standards, curriculum guidelines, and applicable policies and regulations. Education supervisors also have a role in developing staff development programs, providing guidance to teachers to improve the quality of teaching, and identifying potential problems that can affect the quality of education in schools.(Alawiyah, 2017).

Apart from leadership aspects, educational supervisors are also expected to have good administrative skills. Supervisors must be able to manage resources, coordinate various school activities, and carry out ongoing evaluations of educational policies and programs (Basuki, 2020). Education supervisors also act as mediators in handling conflicts within the school environment, maintaining security and order, and ensuring that all aspects of school operations run efficiently. Thus, the duties of educational supervisors involve a combination of leadership, managerial, and interpersonal relationship skills to achieve optimal educational quality in the educational institutions they supervise. (Departemen Agama RI, 2010).

The importance of the role of supervisors in improving the quality of education is reflected in their function as supervision agents who provide professional services in guiding and improving teacher competence (Prayitno, 2019). In the context of Islamic religious education, supervisors have the responsibility to assess and develop the technical implementation of Islamic religious education, both in public schools and madrasas. With the existence of supervisors, teachers can get the technical educational and administrative guidance needed to optimize the learning process. Supervisors also have a role in creating informal relationships with teachers, creating an open and programmed supervision environment, so that teachers feel supported and not burdened. Legislative regulations, such as the National Education System Law and the Teacher and Lecturer Law, provide a legal basis that confirms the urgency of supervisors as a pillar of improving the quality of education (Departemen Agama RI, 1999).

In efforts to improve the quality of education, supervisors are the main figures who support teachers in developing their potential. Supervisory functions are not only limited to assessment, but also involve professional development, community outreach, and supervisory support. The existence of supervisors as educational personnel who provide continuous, programmed, and open supervision is very relevant to their duties in helping teachers to carry out their duties well. Therefore, supervisors of Islamic religious education have a strategic role in creating an effective educational environment and providing encouragement and assistance.
to teachers to overcome various problems that arise in the teaching process. Thus, the urgency of supervisors in improving the quality of education is a necessity to ensure that teachers can reach an optimal level of professionalism.

In some places, teachers do not use supervisors as partners in solving problems, and sometimes supervisors are even seen as making it difficult for teachers to develop their careers (Yadnya, 2020). This can occur due to supervisors' unprofessionalism in carrying out their main supervisory duties, including both managerial supervision and academic supervision. Another reason why supervisors are not popular among school personnel is that there is a negative perception of supervisors so they are often avoided by school personnel. School personnel consider that the majority of educational supervisors are not appointed based on academic qualifications or professionalism, but rather are influenced by factors such as the expiration of the structural term of office, transfers due to errors in the original work unit, selection as an alternative to extending the retirement age, and the view that work as a supervisor lighter because of the relatively loose reins. In addition, the assumption that most supervisors are senior civil servants may make it difficult for others to provide criticism, creating an atmosphere that appears reluctant (Sofanudin, 2021).

Supervisors within the Regional Office of the Ministry of Religion of Gorontalo Province have demonstrated that they have implemented their duties and responsibilities to supervise teacher performance, but this has not been optimal. This is caused by the low professionalism of some supervisors in carrying out supervision activities. However, teachers consider supervision activities carried out by supervisors as something that can provide added value in efforts to improve professional competence, assist teachers in solving various problems related to the development of subject matter and the formulation of learning tools, as well as efforts to respond to dynamics and frequent changes. happen. It seems that for teachers, supervision carried out by supervisors is no longer the same as inspections that were carried out in the past, namely more emphasis on the inspection aspect and looking for mistakes made by teachers rather than appreciating teacher creativity. However, the supervision carried out by supervisors currently is more clinical or healing and correcting deficiencies, and teachers' ignorance regarding the effectiveness of learning activities (Catatan Observasi: 2023).

The current implementation of supervision shows a shift from the views expressed by Bolla and Joni in 1981. Teachers tend to be reluctant to be supervised by supervisors, which can be attributed to several factors. First, supervision methods that still use traditional approaches are considered unhelpful and unpleasant, resulting in a lack of harmony in interactions between teachers and supervisors. Second, supervisors tend to provide more
direction than asking about things that are the teacher's main concerns and needs in teaching. Supervisors often focus on control rather than sharing ideas and experiences, resulting in a lack of confidence in teachers' abilities. In addition, supervision is carried out without considering the teacher's real needs, but rather as a routine supervisory task. The lack of clarity between supervision and assessment, as well as the lack of transparency in its implementation, creates anxiety among teachers regarding negative assessments that supervisors may give. All of this causes observation data in madrasas/schools, especially regarding the administration of learning in the classroom, to be unclear, unsystematic and subjective. (Bolla dan Joni, 1981).

The existence of supervisors of Islamic religious education in Madrasah Aliyah Gorontalo Province, in carrying out their duties and responsibilities, is seen as not optimal in part when viewed from the performance of each individual, especially in terms of increasing teacher professionalism competency as expected by Law on Teachers and Lecturers No. . 14 of 2005, but on the other hand there has been quite significant progress. The reason why the performance of supervisors is still not optimal is because the appointment of supervisors, which should be based on careful consideration, comes from teachers who are professional or have served as school principals so they are considered to have been superior teachers at the school, but the impression so far has only been to extend their tenure. for those who are waiting to retire even though they are not qualified, and do not even have experience as teachers.

2 THEORETICAL FRAMEWORK

Some supervisors of Islamic religious education at Madrasah Aliyah within the Regional Office of the Ministry of Religion of Gorontalo Province have demonstrated quite optimal performance in terms of motivating and stimulating teachers' enthusiasm for learning development, which can be seen in various activities including; there is a time schedule for supervisors in conducting madrasa visits, class visits, individual and group coaching, providing examples of good teaching methods, encouraging increased cooperation, encouraging increased creativity and creating harmonious communicative relationships between supervisors and teachers that refer to the principle of partnership.

In the field of educational supervision, several studies highlight various aspects related to change and effectiveness in supervisory practices (Satori, 1989) (Suhardan, 2006) (Gumelar, 2006). Others focus on developing educational supervision instruments for middle school teacher performance with an emphasis on indicators of teacher professional performance, validity and reliability of instruments, as well as utilization through self-assessment and
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assessment by supervisors. (Suyud, 2005) (Supangkat, 2005) (Anwar, 2003) (Usman, 2000) (Matturunggeng, 1991). but (Burhanudin, 2002) highlighting the need to understand and implement the duties and role of supervisors in supervising Islamic religious education in high schools, with a focus on the process and implementation of supervisory management, as well as obstacles such as a lack of supervisors and infrastructure.

Various previous studies have revealed that in educational supervision there are quite fundamental problems that need to be studied and researched, namely the performance of Islamic religious education supervisors with a focus on increasing the professionalism of Islamic religious education teachers. This research is a form of academic anxiety that is quite fundamental. Where, the world of schooling is currently experiencing a dilemma, on the one hand it has to improve the quality of learning, on the other hand it faces the demands of stakeholders, while at the same time there are significant changes to the growth and development of science and technology. In this case, society demands that school graduates not be cornered and alienated by the changes that are occurring so rapidly.

The issue of supervision (supervisor) of Islamic religious education, in the context of educational change, is an element that can provide enlightenment. Enlightenment is comprehensive in the school environment. Where, although sometimes the performance of the supervisor (supervisor) is technical, it has a strategic position in creating a situation that is conducive to achieving the performance of every element in the school, be it the principal, teachers, librarians, administrative staff, students and anyone else involved. directly on the learning process at Madrasah Aliyah in Gorontalo Province.

3 METHODOLOGY

This research is a descriptive analytical research with qualitative methods. This research will describe the ins and outs of the performance of Islamic religious education supervisors in increasing the professionalism of Islamic religious education teachers at Madrasah Aliyah (MA) in Gorontalo Province using juridical/normative, management, pedagogical, sociological and normative theological approaches. This research involved 72 of 192 Islamic religious education teachers at 32 Madrasah Aliyah and 8 Islamic religious education supervisors from the Regional Office of the Ministry of Religion of Gorontalo Province.

Data sources in this research include primary and secondary data. Primary data was obtained through interviews as well as observations and questionnaires from parties who were considered to understand the problem being studied, such as; Head of Mapenda Division, Head
of the Evaluation and Supervision Section for Mapenda, Pokjawas, and Head of the Gorontalo Regency/City Ministry of Religion Office. Meanwhile, secondary data was obtained through documents in the form of Gorontalo Province profiles, population data, supervisor data, teacher data and other educational support elements.

Data collection procedures are carried out by observation, interviews, documentation and questionnaires. The analytical model used in this research is the interactive model developed (Milles & Huberman, 1992) which starts with data collection, data reduction, data presentation, and drawing conclusions/verification. The data analysis process is carried out continuously in the data collection process during the research with the analysis flow as in the following chart:

**Figure 1**

*Data*

The validity of the data in this research was confirmed through two techniques, namely focused observation and triangulation. Focused observation highlights aspects that are relevant to the research focus, such as teaching and learning processes, evaluation, curriculum, educational techniques, and administration. This technique helps identify things that need to be observed to obtain relevant data in answering research problems. Triangulation is carried out in two ways, namely by source and by method, to strengthen the validity of the data obtained.
4 RESULTS AND DISCUSSIONS

4.1 SUPERVISOR’S PERFORMANCE IN INCREASING THE PROFESSIONALISM OF PAI TEACHERS AT MADRASAH ALIYAH IN GORONTALO PROVINCE

Based on the results of a questionnaire analysis of Islamic religious education teachers relating to the performance of supervisors, it was found that supervisors had not carried out intensive supervision of teachers. This is not because supervisors' performance is low but because there is a limited number of supervisors or the ratio of the number of supervisors does not match the ratio of the number of teachers, giving the impression that teachers are not supervised intensively by supervisors. This is according to the data obtained, there were 59 out of 75 teachers (78.63%) who confirmed this with the answer choices, always, often, and sometimes supervisors do not intensively supervise teachers as presented in the following diagram:

Figure 2
Intensif Kepada Guru Supervisi

Supervision carried out by supervisors shows harmony and a cooperative nature which contributes positively to increasing teacher competence and professionalism. The second diagram shows that as many as 86.67% or 65 out of 75 teachers agree that supervision carried out by supervisors consistently, both always and frequently, makes a significant contribution to increasing teacher competency. Harmony between supervisors and teachers in the implementation of supervision is the key to success in achieving the goal of improving the quality of education.
In implementing supervision, educational supervisors play an important role by having a standard format that regulates the matters to be supervised. Before carrying out supervision, supervisors proactively inform teachers about the supervision agenda that will be carried out. This step gives teachers the opportunity to prepare themselves and understand the focus of the supervision that will be carried out. Apart from that, supervisors also have an obligation to provide constructive feedback on the results of supervision to help teachers improve their performance. The success of supervision does not only lie in the procedures carried out, but also in the involvement of the teacher as a subject of supervision. Data in diagram 3 shows that as many as 72% or 96% of teachers stated that supervisors consistently carry out supervision procedurally. This reflects the high level of compliance with the supervision process followed by teachers, which is in line with efforts to maintain the quality of education and conformity with the curriculum applicable in the madrasah concerned.
In implementing supervision, the supervisor's role is directed to function as a working partner for teachers, not as a superior who considers himself superior to the teachers he supervises. The facts obtained from data in diagram 4 show that as many as 60% of supervisors consistently apply creative approaches in providing guidance to teachers. This data illustrates that supervisors promote an inclusive and respectful supervision approach, which in turn can improve the effectiveness of guidance and the quality of teaching.

Furthermore, based on the results of the questionnaire analysis of supervisors of Islamic religious education at Madrasah Aliyah in Gorontalo Province, it was found that teachers, before carrying out teaching duties, always create learning tools, starting from formulating...
programs (daily, semester and annual programs), creating learning syllabi, determining KKM, the implementation process in form of lesson plans, analysis of evaluation results, as well as actions in the form of enrichment and remedial guidance as shown in diagram 5. All teacher administration equipment refers to the applicable curriculum, in this case KTSP, and is equipped with supporting data in the form of learning media readiness and relevance to learning methods used. This fact is supported by the acquisition of as much data as confirms it.

Figure 6

*Guru membuat rencana pembelajaran*

To increase the competency of Islamic religious education teachers at Madrasah Aliyah Gorontalo Province, there are a series of actions that have been implemented with full dedication. Data in diagram 6 shows that these teachers, with a participation rate reaching 100%, consistently participate in educational training and seminars, showing their seriousness in developing skills and knowledge related to learning dynamics. Even though the participation rate in the outstanding teacher competition reached 66.67%, the majority of teachers felt the need to test and improve their abilities through competitions relevant to the field of education. These teachers are also active in increasing references that are considered relevant to learning indicators, with a support level reaching 80%, showing their awareness of the importance of in-depth knowledge of the subject matter. In addition, actions to avoid tasks that are considered uncreative and love work with levels of support of 80% and 100% respectively, reflect their awareness of the importance of creativity and motivation in the learning process. Furthermore, these teachers, with a support level of up to 100%, are committed to being examples and role models for society, especially in the application of Islamic values, indicating their determination as educators who inspire the generation they guide. Thus, Islamic religious education teachers
at Madrasah Aliyah Gorontalo Province have carried out various efforts diligently and consistently to improve their competence and provide a positive impact on the learning process.

**Figure 7**
*Tindakan Peningkatan kompetensi guru pendidikan agama Islam*

![Graph showing Tindakan Peningkatan kompetensi guru pendidikan agama Islam](image)

Source: Islamic Religious Education Supervisory Questionnaire Results

Madrasah Aliyah in Gorontalo Province implements two main lines in the implementation of supervision activities carried out by each supervisor. The first path, referred to as intra-activity, is more focused on creating learning tools and teacher administration that are needed when carrying out learning tasks. Supervisors at the Madrasah Aliyah level are directed to be actively involved in preparing learning tools and teaching administrative activities. The second path, or extra activities, focuses on improving teacher performance, both in the context of educational tasks at the madrasa and when interacting with the community daily. An important aspect recognized in extra activities is teacher loyalty towards superiors, showing the importance of integrity and social involvement in the education profession. This was expressed by Hairin Imran in an interview as follows.

"The activities carried out by each supervisor at Madrasah Aliyah in Gorontalo Province are carried out through two channels, namely intra and extra. The intra-activities are more directed at making learning tools and teacher administration activities that are needed when carrying out learning tasks, while the extra activities are more directed at improving teacher performance both concerning educational tasks in madrasas and when mingling with society in everyday life, including in it is loyalty as a teacher to his superiors. Furthermore, in carrying out supervisory/supervisory duties, supervisors always use three-component approaches, including a conceptual approach, an
operational approach, and a collaborative approach. It's just that all of these approaches have not worked optimally, because there are very few supervisory personnel, there is a lack of facilities and facilities that support the performance of supervisors, and there are still supervisors who do not have a real willingness to learn to develop the coaching pathways that have been programmed by authorized superiors as well as coaching pathways developed themselves by the supervisor concerned through the working group (Imran, 2023)

In carrying out their supervisory duties, Madrasah Aliyah supervisors in Gorontalo Province apply a three-component approach: conceptual, operational and collaborative. However, some obstacles hinder the optimization of this approach. One of the main obstacles is the lack of supervisory personnel, causing a high workload and potentially reducing the quality of supervision. Apart from that, the lack of facilities and facilities that support supervisory performance is also a serious challenge that limits the effectiveness of supervisory duties. Not to be left behind, some supervisors still need to increase their willingness and commitment to learn and develop coaching pathways that have been programmed by superiors or even coaching pathways that they have developed themselves through working groups.

The interview reflects the complex dynamics in the implementation of supervisory duties at Madrasah Aliyah, Gorontalo Province. Although there are efforts to accommodate intra and extra aspects, challenges such as limited resources and the lack of seriousness of some supervisors in self-development are still concerns that need to be addressed to improve the quality of supervision and educational development in the region.

4.2 SUPERVISION STEPS IN IMPROVING THE PROFESSIONAL COMPETENCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN GORONTALO PROVINCE

In an effort to increase the competency of Islamic religious education teachers in Gorontalo Province, education supervisors have taken several crucial steps based on research findings. First, supervisors focus on increasing the professional insight and abilities of religious teachers. This aims to strengthen the quality of carrying out their daily tasks and activities. Second, aligning the vision, mission and perception of Islamic religious education in madrasas is a top priority. By equalizing this understanding, it is hoped that harmony can be created in the delivery of material and objectives of Islamic religious education in various educational institutions. Apart from that, as an effort to overcome teacher work boredom, supervisors also refresh and diversify learning activities. This step aims to reduce monotony in daily interactions with students, create a more dynamic learning atmosphere, and increase teacher involvement in the educational process. With this series of actions, it is hoped that there will be a sustainable improvement in the quality of Islamic learning in Gorontalo Province.
In an effort to improve the performance of supervisors in Gorontalo province, especially those related to professional duties, short-term, medium-term and long-term programs have been prepared. Short-term programs are provided in the form of consultation and evaluation training, attending seminars and so on. This activity was carried out in order to exchange information related to supervision problems in the field. It's just that according to Drs. Amin Mahmud, this very positive program cannot be utilized properly by all supervisors, it is proven that there are still supervisors who do not want to involve themselves in this training, as a result the development of supervisory performance does not experience a significant increase (Mahmud, 2023).

The medium-term program that has been carried out involves involving supervisors in education and training both at regional and national levels. This aims to ensure the availability of supervisory staff who are ready to use. Furthermore, the long-term program is to provide permits (study assignments) and undergraduate or postgraduate scholarships for supervisors who excel to improve their performance. From these very positive programs based on the results of observations and interviews conducted, it turns out that there are still some supervisors who do not take advantage of this best moment, even with an unwillingness to increase their knowledge through further studies, which results in the implementation of supervision duties at madrasas, let alone class visits, not running optimally.

Furthermore, regarding supervisory steps in improving the competency of Islamic religious education teachers in Gorontalo Province, the results of oral interviews with supervisors revealed relevant views. In the interview session (Rasyid, 2023) revealed that to achieve increased teacher competency, supervisors need to have a uniform vision in carrying out their duties. In addition, individual awareness and patience in carrying out tasks are considered important aspects. High knowledge of education and administration, especially those related to supervision, is also considered a key factor.

Furthermore (Rasyid, 2023) also stated that supervisory steps that can be taken to improve the competence of Islamic religious education teachers include high activity, creativity and dedication. Creation of a conducive work environment in supervision, service to all educational officials in madrasas, as well as efforts to help resolve the problems faced are things that need to be emphasized. In addition, the development of cooperation and partnerships, both with internal and external elements, is considered a supporting factor.

Then (Ali, 2023) adding other aspects, such as coaching intra and extra-curricular activities in madrasas, guidance and direction to all personnel, especially teachers, to improve the quality of education and teaching. A democratic attitude and high commitment between
supervisors, madrasa heads and teachers in carrying out supervision are also considered important in this context. Thus, these steps create a holistic framework for improving the competency of Islamic religious education teachers in Gorontalo Province.

The most important thing for a supervisor to do is that a supervisor must be professional and patient in carrying out his or her functions and duties, have high sincerity and make the supervisory task something of the highest religious value. In other words, the wisdom and duties of a supervisor must be directed towards the benefit of the people based on Islamic principles. Because the task of supervising Islamic religious education is that apart from wanting to get worldly rewards, especially spiritual rewards, it is no less important to get blessings from Allah SWT, as a reward for the enormous favors or gifts intended for humans.

4.3 FACTORS THAT ARE OBSTACLES FOR SUPERVISORS IN IMPROVING THE PROFESSIONAL COMPETENCE OF PAI TEACHERS AT MADRASAH ALIYAH IN GORONTALO PROVINCE

Obstacles or constraints are a dilemma found by supervisors in the field, which has become material for reflection during this time to find a solution. The supervisor of Islamic religious education is a functional official who has very heavy duties and responsibilities in supporting the creation of professional teachers in their field. Supervisors are the spearhead of a smooth educational process in terms of supervising teachers, both religious education teachers within the Office of the Ministry of Religion and within the National Education Service.

Based on Minister of Pen Decree 118/1996, supervisors in the Ministry of Religion of Gorontalo Province are supervisors of Islamic Religious Education who are appointed from Civil Servants within the Office of the Ministry of Religion who are given full duties and responsibilities for the implementation of Islamic religious education in madrasas and public schools. assessment and guidance from a technical educational and administrative perspective in pre-madrasah, basic and secondary education units.

The results of research on the performance of supervisors in Gorontalo Province show several significant findings. First, a number of supervisors have not been able to reach the maximum level of performance in various aspects of their supervisory duties, including formulating activities, preparing facilities, implementing supervision, determining follow-up actions, and reporting the results of supervision. This less than optimal performance is caused by complex factors, including a lack of awareness and sense of responsibility, low professional
supervisory abilities, lack of experience and work facilities, and a lack of highly respected religious motivation to do the best for others.

Second, the results of interviews with the Head of the Ministry of Religion Office and the Head of the Mapenda Section in six offices in Gorontalo Province revealed several additional problems related to the performance of supervisors. Some supervisors have not fully carried out their duties in accordance with applicable regulations, lack professional skills, are not creative and innovative, and are indifferent in carrying out their duties. As a result, the expected work performance cannot be achieved, and some supervisors are unable to display good performance.

Third, documentation provides concrete evidence regarding supervision conditions in Gorontalo Province. Some supervisors are appointed only as an extension of retirement age without having the relevant scientific disciplines for technical educational duties. In addition, some supervisors do not have professional skills in the field of supervision and adequate work experience. The findings through this documentary evidence show that supervision in Gorontalo Province still shows low performance, where some supervisors do not maximize the implementation of technical educational and administrative tasks.

4.4 OPTIMIZING SUPERVISOR PERFORMANCE IN INCREASING THE PROFESSIONAL COMPETENCE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS

One aspect of increasing the professionalism or performance of supervisors in madrasah institutions is the supervision and motivation of supervisors towards teachers (Ahmad, 2021). Both have internalized functions, and are determining factors in the field of supervisory professionalism. Supervision can function as a motivator, while motivation itself is something that is expected from supervision so that the learning process can run smoothly.

A very important aspect in implementing supervision for teachers is the existence of work motivation which must be upheld so that supervisory performance can be carried out well. (Puspitasari & Saleh, 2022). But as a consequence, motivation is born and encouragement for the supervisor's welfare, whether funds or allowances or welfare in the form of official vehicles. That is why, in order for the performance of supervisors to run optimally, supervisory supervisory officials at both central and regional levels must continue to strive to provide various facilities and infrastructure needed by supervisors in order to help the smooth running of the duties of supervisors of Islamic religious education in madrasas. This is understandable because the aim of supervision is to empower the professionalism of teachers in educational
institutions as central to the birth of Islamic education, including madrasas which experience challenges that are almost isolated from the flow of modernization. (Piyoto, 2023).

Improving the performance of supervisors can improve the work activities of teachers and this is part of the education management function (Rahman, 2021). Even in all forms of structural and functional tasks and positions, supervision is needed to carry out management functions. In this regard, management and supervisory supervision are required to have three abilities, namely educational administration abilities, evaluation abilities, and educational curriculum development abilities which must be explained by the supervisor (Anom, 2020). Administrative and supervisory duties are carried out by all administrators, supervisors and motivators, which can be carried out simultaneously by a supervisory officer called a supervisor.

The effectiveness of the implementation of supervision in improving the quality of education is very dependent on the abilities and qualifications of the supervisor. In accordance with the Decree of the Minister of State for Administrative Reform (SK Menpan) No. 118 of 1996, school supervisors, including supervisors of Islamic religious education at Madrasah Aliyah, have significant duties, responsibilities and authority. In carrying out their duties, supervisors need to utilize their abilities to increase enthusiasm, provide guidance, and provide motivation to educational staff or teachers. The utilization of supervisory positions is directed at providing value to the progress of supervisors' professionalism, enabling them to be a solution in solving educational problems. Guidelines set out in Menpan Decree No. 118 of 1996 provides a clear basis, so that supervisors can effectively act as supervisors and facilitators, creating a quality and competitive educational environment.

In the institutional realm, the activities of supervisors of Islamic religious education in schools emphasize technical aspects of education, including curriculum, learning processes, and assessment evaluations that focus on the involvement of Islamic religious education teachers. In contrast, supervision in madrasas is more holistic, involving technical aspects of education and administration. The involvement of the madrasa head, teachers and madrasa staff as a whole is the focus in efforts to help and develop madrasa management as a shared responsibility.

From a personnel perspective, the supervisor of Islamic religious education acts as an official of the Ministry of Religion who has full responsibility for supervising Madrasah Aliyah. Their involvement stretches from duties to authority involving all aspects of Islamic religious education at the madrasah level. The substance of Islamic religious education supervision material, both in schools and madrasas, includes technical aspects of education such as curriculum, learning processes, assessments and extracurricular activities. Apart from that,
technical aspects of administration, such as madrasa administration, personnel, student affairs, teachers, laboratories, and so on, are also an integral part of the supervision focus. Supervisors who have adequate professional skills are expected to be able to provide careful and comprehensive assessment and guidance to Islamic religious education teachers in general madrasas and madrasas.

The position of supervisor is a functional career position that can be proposed every two years for promotion to rank/grade. In principle, supervisors are officers who have a functional position who directly carry out the task of developing and directing subject teachers to achieve the desired results. So that the tasks assigned to Islamic religious education supervisors can run smoothly and achieve the desired targets, supervisory training of teachers needs to be carried out on an ongoing basis.

In an effort to empower supervisors as functional officials, there are several crucial indicators to ensure the achievement of an optimal supervision process. First of all, the recruitment of madrasa supervisors must be based on a number of criteria. This includes relevant educational background, accountable academic qualifications, rank and class beyond teacher level, as well as adequate experience as a teacher and even as a madrasa head. Apart from that, having experience in the field of functional teacher training and supervision is also an important factor. Mistakes in determining recruitment policies can arise if someone is appointed as a madrasa supervisor without meeting the standards for formal educational background, academic qualifications, teacher rank/class, as well as lack of experience as a teacher or madrasa head, and lack of experience in functional educational and supervisory training. This can have a negative impact on the coaching, guidance and supervision that teachers and madrasas should receive.

Second, an effective supervisor must be prepared to guide teachers who experience difficulties in learning activities. This requires supervisors to have multiple competencies, dedication and high motivation in providing guidance to teachers. Third, the supervisor's ability to provide guidance regarding education management in madrasas is very important. This includes learning planning, mastering the curriculum, arranging and procuring learning equipment, transparent financial management, providing educational personnel, recruiting students, fostering harmonious relationships between the madrasah and the community, as well as organizing the needs of the madrasah both in the short term of one year and the long term of five annual.

From the three indicators above, it can be analyzed that the duties and functions of supervisors as people who occupy functional positions are different from those who occupy
structural positions. In a structural position, a leader in carrying out his duties and functions displays more managerial functions by using abilities and collaborating with other people who have abilities in certain areas of task. Meanwhile, functional positions must require operational technical skills and abilities from each official in question and cannot use the abilities of other people. However, it is also a reality that it often happens that someone is replaced from a structural position because of certain considerations, then the person concerned is transferred because of certain considerations, then the person concerned is transferred to a functional position as madrasa supervisor, which sometimes these considerations are not based on education, experience and competencies required in this functional position.

One of the uses of educational supervision is to provide input and feedback in educational planning, then in the field of human resources, equipment, educational facilities and policies in the curriculum field, especially regulating steps and policies in the strategic managerial field, as well as policy steps that are directive in the task. Operational technical tasks. The main function of madrasah supervisors is to provide motivational guidance, guidance to all components of the organization and evaluation of the implementation of education, in addition to providing comprehensive attention and evaluation of the implementation of education in madrasahs.

The implementation of the learning process carried out by teachers cannot be separated from the performance of supervisors. That is why a supervisor has at least basic competency (basic competency) which includes competence and mastery of the material being taught, knowing, understanding and appreciating it, as well as practicing the method in the learning process. Supervisors absolutely control the subjects and learning materials that will be taught by teachers to students. Likewise, the need to master teaching methods is something that is also very important for a supervisor, because if in the field the supervisor meets a teacher who has mastered the teaching material and material, but the method of delivery and learning objectives are not appropriate, so the objectives formulated will not be achieved, So this is where the teacher functions to direct and improve it through giving examples.

5 CONCLUSION

From the results of this research, it can be concluded that the performance of supervisors of Islamic Religious Education at Madrasah Aliyah in Gorontalo Province has experienced a significant increase. The supervision carried out is harmonious, cooperative, and prioritizes the concept of partnership with teachers. Supervisors not only act as superiors, but also as creative
partners in providing guidance to teachers. An open attitude towards criticism and recognition of one's own shortcomings is a characteristic of the supervision approach carried out.

The supervisory measures implemented to improve the professional competence of Islamic Religious Education teachers cover a number of aspects. Alignment of vision, mission and perception of implementation of supervision and Islamic religious education is the main focus. Creating a conducive work environment, building cooperation, guiding personnel, and increasing mutual commitment are also strategic steps in efforts to improve the quality of education.

However, there are several internal and external obstacles that affect supervisory performance. Internal obstacles involve the awareness and responsibility of supervisors, professional abilities in supervision, and religious motivation which is still uneven. Meanwhile, external constraints involve teachers' attitudes towards supervision, differences in seniority, and welfare conditions that influence teaching performance. Supervisory facilities and infrastructure, unsupportive means of transportation, and lack of communication between parties are also inhibiting factors. Thus, it is necessary to take corrective steps and strategic planning to overcome these obstacles in order to increase the effectiveness of supervision and increase the professional competence of Islamic Religious Education teachers at Madrasah Aliyah in Gorontalo Province.

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