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The Transformation of Islamic Religious Education Teachers' Creativity through School Supervisor Mentoring

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Abstract

This research uses pedagogical, psychological, sociological, and normative theological approaches, postpositivism. This study will describe the performance of supervisors in increasing the creativity of Islamic religious education teachers. This research took place at SMPN 2 Bulukumba. Sources of data in the form of primary data come from supervisors, principals, PAI teachers, while secondary data is taken from documents related to research. The instrument used in data collection is the researcher himself, whose function is to determine and select informants as data sources, analyze data, interpret data; and instruments in data collection are observation, interviews, and documentation. Through collecting, processing, and analyzing data, the results of research on the performance of PAI supervisors at SMP Negeri 4 Masamba are illustrated. 1. The performance of PAI supervisors at SMP Negeri 4 Masamba has not been maximized; this is due to the lack of supervisors. 2. There are still supervisors who have multiple positions, so that impacts the lack of guidance for PAI teachers. 3. The creativity of PAI teachers at SMP Negeri 4 Masamba is good because the implementation of learning, both preparation and administration, implementation, and evaluation of learning outcomes can show an increase in creativity well. 4. Factors inhibiting supervisors' performance are the internal factors of supervisor recruitment, the presence of supervisors, and external factors of the affordability of the supervisory location. 5. Supervision on increasing the creativity of PAI teachers at SMP Negeri 4 Masamba is still very minimal.

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Introduction

Education is a conscious effort deliberately designed to achieve a predetermined goal, namely improving human resources. One of the efforts to improve the quality of human resources is through the learning process in schools.¹ The quality of education must be guaranteed so that adequate supervision is needed by supervisors, both in terms of educational background, work experience, and the ability to carry out supervisory duties professionally and affirmed in Law Number 20 of 2003 concerning the National Education System article 66.

Supervisors play a role in improving teacher competence; supervisors guide teachers to become professional teachers. Thus, teachers play a significant role in education development, especially those held formally in schools. Teachers can also determine the formation of students' character, especially about the process and results of quality education.

Dadang Suhardan stated that any efforts made by the government to oversee the course of education to improve quality, if not followed up with teacher training, would not have a tangible impact on classroom learning service activities. Teacher coaching activities to become creative teachers are an inseparable part of improving the quality of learning (Suhardan, 2010). Supervision carried out by supervisors as an extension of the government must be measurable. There is an increase in the quality of learning services, which is quite significant as an increase in teacher professionalism, in this case, PAI teachers' creativity. Therefore,

Supervision is the supervision of implementing technical educational activities in schools, not just the supervision of physical materials. Thus, supervision is the supervision of academic activities in the form of the learning process, supervision of teachers in learning, supervision of students who learn, and supervision of the situation that causes it. The activity he does is by identifying learning weaknesses to be improved, the cause of the teacher not carrying out his duties properly. Based on this, a follow-up was carried out in the form of improvements in coaching (Suhardan, 2010).

Supervisors have four essential functions that must be played in each of their duties: administrative function, process evaluation, teaching function, and consultant role. The administrative function is a general oversight function of the quality of teacher performance in teaching their students. The evaluation process helps teachers to understand problematic students who need help in solving their learning problems. The teaching function provides new information relevant to the tasks and needs of teachers so that teachers know what is happening in the world of education today that affects learning. Finally, the role of the consultant is an essential part of the function of a supervisor. The teaching supervisor plays more of a role as the teacher's teacher.

The potential of Islamic Religious Education teachers will increasingly show their quality if it is supported by the implementation of planned and systematic supervision in an educational institution. Therefore, supervisors are required to have an obligation to grow self-motivation and master the principles of supervision in systematically developing the potential of teachers so that they

have a good level of readiness as education supervisors for the creativity and professionalism of teachers.

The teacher's professionalism strongly influences the quality of learning. Therefore efforts to improve the professional ability of teachers in carrying out the learning process through the assistance of supervision need to continuously receive professional attention and assistance from the person in charge of education (Sagala, 2010). The Education Administration Lecturer Team at the University of Education Indonesia explained that to provide professional services to teachers, educational supervisors will pay attention to aspects of the learning process that are conditions for realizing an effective learning process. Kimbal Wiles that "Supervision is a service activity that exists to help teachers do their job better" (Wiles, 1993). This means that supervision is a service activity that takes place to help teachers do a better job.

Educational services in the form of supervision carried out by supervisors are to facilitate, assist and provide solutions to any problems experienced and felt by teachers. This supervision service carries the primary mission of providing services to teachers to develop the quality of learning, facilitating teachers to carry out learning creatively. Effective supervision services from supervisors will impact improving the quality and creativity of teachers in managing and managing learning activities. As a result, quality learning will also provide quality results, creating an active, innovative, creative, and effective learning environment.

Based on the author's observations, the activities of PAI teachers at SMP Negeri 4 Masamba in planning and implementing learning showed an increase in creativity. It can be seen that the teacher plays an independent role in learning planning, even though there is a lack of guidance and training as well as supervision activities that supervisors have not optimally carried out. However, PAI teachers continue to seek or act independently to improve their knowledge, especially in learning, even though supervisors only come to visit or visit their target schools but do not provide coaching services and contribute ideas that can provide new concepts to the implementation of PAI teacher learning, even the volume of supervisor visits is still counted. Minimal.

Based on initial observations in the field, the authors found that PAI teachers at SMP Negeri 4 Masamba already had creativity in the learning process, although supervisors seemed less active in carrying out their duties and functions. However, PAI teachers at SMP Negeri 4 Masamba did not act a priori to the implementation of learning. PAI teachers are fully aware that fulfilling learning is a strategic way for the learning process to succeed and meet institutional and national educational goals. With this condition, the effectiveness of the supervisor's performance must carry out their duties and functions in the maximum and sustainable development of teachers so that PAI teachers are not like chicks who have lost their mothers so that they can do more optimally.

Method

This research is qualitative. The research location was carried out at SMP Negeri 4 Masamba with the consideration that the school was quite representative as a research location, both in terms of geography, time, information, and transportation from the researcher's address to the research location. The data in this study are all data and information obtained from informants who are considered the most knowledgeable in detail and clearly regarding the focus of the research being studied. The primary data sources of this research came from field data obtained through structured and unstructured interviews with competent and knowledgeable informants about this research. In order to obtain several primary data, required data sources from the object of research are called social situations, which consist of three elements: places, actors, and activities that interact synergistically. The primary data sources in this study are supervisors, school principals, and PAI teachers.

In collecting research data, the researcher took the position of participant observer. In addition, researchers conducted in-depth interviews. As an observer, the researcher participates in the subject's activities in every situation desired to be understood. In this data collection, the researcher used three methods, namely observation, interviews, and documentation. Of the three data collection tools can be used because of practical considerations that the possible results can be achieved and more valid and realistic. The data processing technique in this study was through the editing and coding stages, while the data analysis technique was through data reduction, data presentation, and concluding.

Results

PAI supervisor performance at State Junior High School 4 Masamba

1. PAI Supervisor Competence

Supervisors are functional officials who are given the mandate and responsibility of carrying out supervisory duties in each academic unit. It is hoped that the supervision process carried out by supervisors, especially PAI teacher supervisors at SMP Negeri 4 Masamba, can run well, successfully, and smoothly. This is inseparable from the supervisor's ability to carry out his duties. Untung Sunardi revealed that the competence of supervisors would determine the success of supervisors because supervisors consistently improve their competence in various ways, both through training and increasing educational qualifications.

Based on data from supervisors at SMPN 2 Bulukumba, it shows that supervisors in terms of educational qualifications have master's qualifications. When viewed from the rank status, both have the rank of Level I supervisor, and both have been certified. Quantitatively, the number of PAI supervisors at SMP Negeri 4 Masamba, compared with the number of target schools, is already balanced; 2 supervisors with the number of supervised teachers do not reach ten people in a school. When viewed from the level of educational qualifications, work experience, and rank, it includes meeting the supervision requirements.

2. PAI teacher education and teaching at SMPN 2 Bulukumba

In education and learning in schools, the teacher is a generator of creativity. A teacher who wants to develop the creativity of his students must make himself creative. If learning is done well, it is essentially a creative thing.

The creative indicators can be seen from their specific performance related to the planning, implementation, and evaluation of learning. The results showed that the observed PAI teachers turned out to have completed the learning tools, both the educational calendar, the annual program, the semester program, and others. More details can be seen in the following table:

Table 1. PAI Teacher Learning Planning at SMP Negeri 4 Masamba

No	Teacher name	Older Pend.	Porta	Prosem	Syllabus	RPP
1	Informant 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Informant 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Informant 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Checkmark or symbol (☐) above shows that the educational calendar, annual program (porta), semester program (prose), syllabus, lesson plan (RPP) are owned or have been made from the 3 PAI teachers in the table. Observing the table shows that the 3 PAI teachers who were observed preparing their learning programs have completed the educational calendar, annual program, and semester program. The preparation of learning administration for them is a phase of the learning process because it is the basis for carrying out learning programs in the classroom. This is done as a form of teacher responsibility and professionalism in carrying out their duties and obligations. That way, there is no reason not to prepare it.

The results of research on learning activities found that PAI teachers who were observed; carry out learning actively and interestingly, using varied methods, adequate and relevant learning media so that the learning process is fascinating to increase the enthusiasm of students' learning. More details can be seen in the following table:

Table 2. Implementation of PAI Teacher Learning at SMP Negeri 4 Masamba

No	Observation	Keg. preliminary			Core activities		
		apps	Motivat ion	KD	System atic	Medi a	Metho d
1	Informant 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Informant 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Informant 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on the table above, it can be seen that there are variations in carrying out learning, both seen from the initial, core, and closing activities. In the initial activities, all of them apperception, motivate and explain the objectives to be achieved in learning. Furthermore, in the core activities of PAI, teachers carry out systematically, using relevant media and methods. Finally, the last or closing activity is carried out by giving conclusions and assignments.

The next activity is to evaluate. The benchmark for teacher skills in carrying out evaluations is the suitability between learning indicators and the material taught. The results of the observations obtained by the author are that PAI teachers have compiled a grid of face-to-face learning outcomes evaluation questions and data analysis that has been prepared so that they analyze the results of student learning evaluations. By analyzing the results of the learning evaluation of students, it is beneficial for teachers to determine whether or not the subject matter is continued or make improvements, and proceed to the next subject. The author's observations show that no more PAI teachers have made a question grid and given formative tests. As Maruti said, at the end of every classroom learning implementation, PAI teachers were seen making grids and evaluating learning outcomes; this is what is expected of all teachers in general and PAI teachers in particular. This evaluation activity is essential to do so that the learning progress of students can be seen.

Table 3. Evaluation of PAI Teacher Learning Outcomes

No	Observee	Assembling the Grid Questions and Evaluation	Analysis	Repair Learning
1	Informant 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Informant 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Informant 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Based on the description of the table, it can be seen that of the 3 PAI teachers who were observed when viewed in terms of the preparation of the question grid and the implementation of the evaluation of learning outcomes, all of them with a creative spirit compose the question grid and carry out learning evaluations. Furthermore, when viewed in terms of analysis of the results of student learning evaluations, of the three people observed, all of them analyzed the results of student learning evaluations, so the teacher who analyzed the results of the subsequent learning evaluations would follow up or improve. As Kasma stated, after the implementation of the learning evaluation was completed, it was followed up by analyzing the results of the learning evaluation.

3. Supporting and inhibiting factors for supervisors in increasing the creativity of PAI teachers at Masamba State Junior High School in North Luwu Regency and their solutions

Supporting factors for supervisors in increasing the creativity of PAI teachers at State Junior High Schools in North Luwu Regency, namely commitment to appropriate and qualified academic duties and qualifications, the welfare of supervisors to improve performance and facilitate supervisory tasks, supporting facilities for carrying out tasks, the leadership of the Principal as a leader. Supervisors' inhibiting factors in increasing PAI teachers' creativity at SMP Negeri 4 Masamba, namely the recruitment of supervisors, the presence of supervisors, and affordability.

4. Supervisor's efforts in increasing the creativity of PAI teachers at SMP Negeri 4 Masamba

The implementation of coaching for PAI teachers at SMP Negeri 4 Masamba, especially in increasing the creativity of PAI teachers, obtained information that the presence of supervisors in schools in carrying out supervision activities was not good enough as expressed by Nawati that the presence of supervisors at this school was most diligent if they came once in a year. Three months. His arrival only asked questions about the PAI teacher's duties, including learning tools, after which he returned home without any guidance for PAI teachers, meaning that his attention was inadequate. However, what is expected is that they are active in schools running the program, but this is not the kind of program that is run regularly.

Observing the informants' narratives shows a lack of awareness of supervisors in this area to carry out their primary duties as obligations and responsibilities that must be carried out even though all PAI teachers and the head of SMP Negeri 4 Masamba expect the presence of supervisors regularly to supervise.

More details about the supervisor's efforts in increasing the creativity of PAI teachers in managing learning can be found through the author's search to informants, both PAI teachers, and PAI supervisors. Informant 3 that in the implementation of learning supervision by supervisors at this school, they never monitor learning activities, never see PAI learning administration. When the supervisor arrives at the school, he never checks the learning administration, lesson plans, syllabus, and other learning support devices never checks whether there are deficiencies and mistakes in the learning tools. Supervisors do not provide guidance. 41 Furthermore, Nawati revealed that when supervisors came to school, what they did was to ask the condition of the teachers, especially PAI teachers,

Another informant further strengthened the statement of the PAI teachers that the arrival of the PAI supervisor at SMP Negeri 4 Masamba only asked about the condition of the PAI teacher, then looked for the attendance list of the supervisor at the school, after that, they chatted about the condition of the school and asked for permission to go home.

Observing the explanation shows that there has been no serious effort from the supervisor to provide supervision services to PAI teachers in terms of learning preparation. Untung Sunardi revealed that the supervisor only prepared a subject matter teacher meeting forum (MGMP); PAI teachers were forged in this forum to have quality in the learning process. In addition, supervisors only expect the creativity of PAI teachers to seek or find additional knowledge related to learning themselves.

The informant's statement indicated that the supervisor already had a supervisory program, but it was not implemented properly. Supervisors should not only prepare MGMP forums for PAI teachers, but the most important thing is to make a simple supervisory program and then run it gradually and continuously so that it produces results that satisfy all parties, both principals, students, parents of students, teachers, especially PAI teachers. . If the teacher does not carry out the program that is made as it should be, the arrival at the target school becomes a regular meeting even though he meets PAI teachers in

particular, as stated by Kasma that the supervisor only came to this school asking for learning preparation or learning administration without any guidance towards creative learning planning. 45 The same thing, as stated by Adidas that the form of supervisory efforts has not been seen.46

Based on the informants' explanations, the authors conclude that the supervision carried out by the supervisors has not been going well. Furthermore, in implementing classroom learning supervision carried out by supervisors to realize dynamic learning, the authors found the same information from the informants. As Sumardi said that the supervisor's effort is to improve the teacher's ability to develop learning creativity in the classroom; therefore, the supervisor can ask the PAI teacher learning tools if they meet somewhere or suggest contacting the supervisor via cellphone if they want to ask or consult on learning device problems, for example, besides that Guidance efforts are carried out in groups or individually through the MGMP. 47 Meanwhile, Maruppi revealed that he had never witnessed the supervision of PAI supervisors on all of his fosters at SMP Negeri 4 Masamba, either as a group or individually. For example, it could be outside of school; the MGMP conducted at the Ministry of Religion of North Luwu. What is clear is that Maruti believes that PAI teachers at his school receive guidance outside of school, as in the MGMP forum.

The informant's explanation above can be said that the PAI supervisor at SMP Negeri 4 Masamba has not had maximum efforts to increase the creativity of PAI teachers. Because it is impossible to expect a significant increase in the creativity of PAI teachers if they only rely on coaching in the MGMP, and it is impossible to condense the intensity of the meeting.

Discussion

Supervisor's performance in increasing the creativity of PAI teachers at SMPN 2 Bulukumba in North Luwu Regency

He is seeing such a situation, the results of interviews with PAI supervisors. The PAI supervisor at Masamba Junior High School admits that he is limited in his ability to carry out the tasks that must be carried out. All schools should be monitored for the implementation of activities, especially related to religion. All PAI teachers should be supervised for their performance, because to find out the extent of the teacher's work in advancing education, it is the duty of a supervisor. The obstacle faced by supervisors is that if all the target schools must be attended, monitored, and supervised, then the time available is not enough, then the supervisor's performance is impossible to carry out all. Another factor is that he has to develop a coverage area that is too broad, namely throughout the Regency. Not only for high school level but also at the high school level and added to several madrasas, both tsanawiyah and aliyah madrasas. Even though the program has been made before the performance is carried out, all the work must be carried out alone without anyone helping.

Meanwhile, what the supervisor must do is supervise both academically and managerially. However, sometimes a supervisor is required to increase his supervisory knowledge through workshops and various supervisory training at the regional and central level, not to mention other official events even if the target area is by the laws that have been set.

a. Carrying out coaching for teachers and school principals (directing)

Directing or coaching is an effort to provide guidance, suggestions, orders, or instructions to subordinates in carrying out their duties so that these tasks can be carried out correctly and by the objectives. Carrying out coaching for teachers and school principals has been included in the annual supervisory program.

So as much as possible this training is carried out by the supervisor. However, the results of observations, documents, and interviews obtained in the field show that the coaching that the PAI Masamba supervisor will carry out is:

- 1) Conducting ongoing visits to target schools In the opinion of the Principal who was interviewed, the visit of the PAI supervisor was never on the agenda at the school. Several school principals said that when PAI supervisors visited schools suddenly, most of the supervisors came to supervise Islamic Religion teachers, monitor the implementation of practical exams, and ask for UAS result data. Therefore, the visit in the following semester is very unlikely to be attended by the PAI supervisor.
- 2) Holding meetings with MGMPs at schools, PAI supervisors have attended MGMP meetings at the school level. However, because there are only three PAI teachers in each school, two and some even only one teacher, and the school MGMP meetings, in the opinion of PAI teachers, are only held during discussions in the preparation of syllabus and other learning tools at the beginning of the school year, the rest The school level MGMP is carried out at the time of carrying out religious activities. It is just that when supervising teachers, supervisors ask how far the implementation of MGMP in schools is and how it works.
- 3) Carry out managerial supervision to principals and academic supervision to teachers. According to the PAI SMP supervisor in Masamba, supervision is one way to improve the quality of both teachers and principals in learning management. The implementation of educational supervision is a coaching service to teachers or school principals to advance and improve teaching. Teachers are expected to be able to teach well and have a good impact on student learning outcomes. Supervision has a vital role in motivating teachers to optimize teacher performance in schools.

In carrying out the supervision or development of PAI supervisors for the religious teachers of the Masamba Junior High School, every time we supervise the fostered teachers, we do not forget to provide guidance or direction to the teachers. We not only provide guidance when we come to them for supervision at school, but we also provide guidance when religious teachers are holding MGMP at the district level". In addition, various efforts have been made by PAI supervisors to improve the quality and resources of Religion teachers, for example, through coaching during supervision or coaching during MGMP meetings at the district level.

Guidance for teachers is essential for supervisors because it is to find out the extent of the knowledge of their fostered teachers in dealing with obstacles in the learning process. According to the supervisors or PAI teachers, the

guidance for teachers is more emphasized on coaching the learning devices that will be implemented in the learning process in the classroom. Learning tools are essential for teachers to handle during the learning process in the classroom. With the right tools, it is hoped that the teacher can focus on the learning material that will be presented in carrying out the learning process. The supervisor's performance in managerial supervision of the Principal, both conveyed by the Principal and by the PAI supervisor, that for managerial supervision in schools, the PAI supervisor does not have the authority to supervise, because those who have the authority to supervise school management. Although sometimes PAI supervisors also ask for information from schools regarding PAI learning.

For the sake of smooth and successful PAI learning, such as the availability of religious textbooks to handle students at school, the completeness of religious facilities and equipment, and others related to learning infrastructure.

b. Monitor the implementation of content standards, process standards, graduation competency standards, educator standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards

1) Content standard

The content standard includes the basic curriculum framework in the monitoring of the implementation supervisor; not all schools can implement the elements of the primary curriculum framework. However, the supervisor expects that all provisions in the basic framework can be appropriately implemented even though they are still not perfect. According to him, as for SK/KD, almost all PAI teachers in Masamba face the same thing: the completeness of learning according to SK/KD cannot be maximized, even though it is hoped that all education units cannot be maximized must thoroughly teach all SK/KD. This may be due to the learning time with inappropriate teaching materials.

2) Graduate competence standard

Competency Standards Graduates of the PAI subject group in Masamba, in his opinion, not all students in each education unit have the competence to carry out the demands of SKL/KMP. Meanwhile, the supervisor expects that all students in each academic unit already have and are willing to carry out the demands of the SKL/KMP. This may be the influence of ICT, which is accessible, and no one controls and is global.

3) Educator standards

PAI teachers in Masamba already have a minimum educational qualification of S-1/D-4 by the subject area being taught. While teaching competence, most teachers already have the required pedagogic, personality, social, and professional competencies.

4) Infrastructure standard

The classrooms in each of the targeted schools in Masamba have met the standards, including comfortable rooms, sufficient air ventilation, the availability of learning media, and others. For the teacher's room, all education units already have a room for teachers, but a few of them do not meet the standards. Places of worship are places where teachers can monitor students' habituation in carrying out worship, and it turns out that

only a small number of academic units already have adequate places of worship; the rest of the places of worship still borrow empty rooms/rooms that are not actively used. Lastly is the place for ablution, where there are still many academic units that do not yet have a place for ablution; they use the bathroom more or even borrow a neighbor's well for ablution/purification.

5) Management standards

It has been carried out in terms of supervision and evaluation of both schools and fostered teachers even though it cannot be carried out optimally.

6) Process standard

All PAI teachers in Masamba have carried out various planning processes, starting from the syllabus, lesson plans, assessment, analysis, and follow-up according to standards. In implementing the process, most PAI teachers have carried out the process according to the previous plan, but the results have not been maximized. The assessment is the final result of the learning process, most PAI teachers have carried out according to the assessment standards, but most PAI teachers have not obtained maximum assessment results. While reporting the final assessment results, all PAI teachers have carried out reporting on the results of the implementation of the process.

7) Rating standard

For the assessment standards of PAI teachers in Masamba, most of the assessment tools still use written tools. Moreover, in special assessments for mid-semester results, many schools have not included the PAI assessment as one of the mid-semester assessments. Although the final student assessment results are good on average, it still needs to be developed. In analyzing the assessment, only a few PAI teachers in Masamba have made an assessment analysis, even though the school has recommended it to make an assessment analysis.

8) Financing Standard

All school financial sources come from BOS, the distribution has been determined by the government, and all schools have implemented the stipulated provisions. However, unfortunately, specifically for religious activities such as the implementation of Islamic boarding schools, religious character education, implementation of urban, religious activities cannot be taken from BOS funds. So that many schools hold these activities using money from children's fees, infaq or taking from school tactical money. Thus, from the results of interviews, observations, and the supervisor's document, it can be seen that the PAI supervisor in Masamba has carried out monitoring of eight assessment standards.

- c. Carry out performance assessments of teachers and school principals. For example, the assessment carried out by the PAI supervisor Masamba in implementing the assessment of teachers was carried out while supervising the PAI teacher. The assessment is carried out when the teacher delivers the subject matter in the classroom; the assessment includes the preparation of educational administrative completeness such as syllabus, lesson plans, diaries, assessment books, suitability of lesson plans with

teaching materials, and much more. The results obtained from interviews with both supervisors and teachers were adjusted to existing observations and documents, so for the assessment of PAI teachers in Masamba, not all PAI teachers could be supervised by supervisors.

- d. Evaluate the results of the implementation of the supervision program at the target schools. The existing documents show that the PAI supervisor has evaluated the implementation of the supervision program in the target schools. Here, it can be seen from the annual program owned by PAI supervisors that this program was created to find out progress and, at the same time, the constraints of supervision. What has been said by the supervisor that the annual program is made every year is to find out the supervisor's performance because, in the annual program, there is a description of the results of the previous year's supervision. So that in making the next annual work program, the supervisory performance should be better than the previous year.
- e. Develop professional mentoring and training programs for teachers at MGMP Compilation of teacher professional mentoring and training programs. According to the PAI supervisor, the program has been made in the annual program. In interviews and supervisory documents, the annual supervisory program has included the supervisor's policy in education. It is written there that supervisors provide education and training for Principals and Madrasahs, teachers, and staff on improving the various required abilities and competencies. Supervisors also involve PAI teachers and school principals in training activities, workshops held at the provincial and national levels.
- f. Carry out professional guidance and training of teachers. The implementation of guidance to PAI teachers by PAI supervisors is carried out when supervising teachers. For professional training, supervisors have included several PAI teachers in Masamba in increasing their knowledge by including them in workshop activities at the regional and national levels. As a result, the opinion of PAI teachers who have attended the workshop, the workshop was attended by PAI teachers Masamba for ten days, the contents of the workshop were about professional teacher improvement through making CAR, various learning methods, how to make syllabus and lesson plans, delivery of learning through ICT and others.
- g. Carry out guidance and training for school principals in preparing school programs, work plans, monitoring and evaluation, school leadership, and information and management systems. According to the supervisor, the guidance and training of school principals in preparing school programs, work plans, supervision and evaluation, school leadership, and information and management systems is carried out only for madrasahs, while at the school level guidance is under guidance the authority of PAI supervisors.
- h. They are evaluating the professional guidance and training of teachers. The results achieved by supervisors in mentoring, PAI supervisors in North Luwu district constantly monitor the results that have been achieved by looking directly at the performance of teachers who have received guidance and who have attended professional training through workshops. The results of this monitoring will be used to evaluate the teacher's performance.

According to teachers who have received training, what has been learned through workshops is carried out in learning.

- i. Guiding young school supervisors in carrying out their primary tasks
Because, in North Luwu Regency, there is no junior school supervisor, the middle supervisor, in this case, the PAI supervisor in North Luwu Regency does not guide young supervisors. The task of supervisors to schools and fostered teachers are not easy and light; everything must be planned and scheduled so that in carrying out its performance, it becomes more accessible and scheduled according to the programs that have been planned. Therefore, supervision planning plays a vital role in guiding supervisors to carry out their duties as supervisors in serving, guiding, and fostering teachers in carrying out their duties so that the task of teachers can be directed and focused in the teaching and learning process.

The time for carrying out supervisory performance activities has been estimated and organized and possible so that supervisory activities can run according to plan. For supervisory activities, time use planning should also include time allotments. PAI supervisors at SMP 4 in Masamba, North Luwu Regency, as seen from the interviews and observations and documents owned by the supervisors, the PAI supervisors in Masamba, North Luwu Regency have made an annual performance program and also a performance program for odd semesters and even semesters.

Compiling the annual program for PAI supervisors in the North Luwu district was compiled with other PAI supervisors. The implementation of the supervisory performance program that will be carried out for the next year and the semi-annual performance program that the supervisor has made is so detailed and detailed that in carrying out the duties and functions of the supervisor's performance, everything can be carried out. However, in its implementation for odd and even semester programs, especially for Masamba, PAI SMP supervisors have not been able to carry out their performance optimally. This can be seen from the results of observations, interviews, and documents presented before.

Such as the implementation of PPDB monitoring, development of syllabus and lesson plans, academic supervision and supervision of activities in the month of Ramadan, directing the creation of grids and exam questions, and monitoring the implementation of exams. Supervisors can carry out monitoring only a few target schools. A supervisor in his performance should know a lot about the developments in his target school. With frequent supervisors visiting to monitor the implementation of activities at school, monitor exams, and at the same time the scores obtained during the exams, and much more. Then the supervisor will quickly find out the progress or even the shortcomings that occur in the target school.

1. The obstacles faced by PAI supervisors at SMP Negeri 4 in Masamba
Supervisors in carrying out their supervisory performance did not run as smoothly as planned. According to the theory, it can be seen that supervisors experienced several obstacles in carrying out their duties their supervisory performance. These obstacles include:

- a. The area is too large, and the supervisor must foster too many teachers so the supervisory performance cannot be optimal. By the attached data, the Ministry of Religion of North Luwu Regency currently lacks PAI supervisors, especially for the middle and upper levels. This results in less than the optimal implementation of supervisory performance; as a result of this situation, the teachers' performance who become their mentors cannot be optimal.
 - b. There are activities outside the supervisory performance program. Because in addition to carrying out supervisory performance, a supervisor also has an agenda outside the program, such as workshops, training, other events with related agencies.
2. PAI supervisors' efforts in increasing the creativity of PAI teachers in North Luwu
- Due to the many obstacles or obstacles experienced by supervisors in carrying out their supervisory performance, the solutions taken by PAI supervisors in Masamba, North Luwu district are as follows:
- a. To deal with the problem of the number of teachers being fostered, the supervisor takes an alternative, namely in the guidance and direction that must be given to the teacher, the supervisor conveys it at the MGMP meeting at the district level. Thus, the guidance and direction, and information that is felt to be conveyed to the teacher can be conveyed.
 - b. In supervising PAI teachers, the supervisor works closely with the Principal. Because to know a teacher is successful or not in learning only by supervising.
3. The creativity of PAI teachers at SMPN 2 Bulukumba in the implementation of PAIKEM is shown by the various activities during KBM.
- a. By using various methods, the teaching and learning activities of students become focused, students do not feel bored, are interested in learning, and are motivated.
 - b. By using the media, the atmosphere of teaching and learning activities becomes conducive.
 - c. By evaluating both orally and in writing, structured or unstructured, students are motivated to learn.
 - d. By teaching (delivering material) using the correct intonation, dealing with it with patience, students make the learning atmosphere comfortable
 - e. Students engage in various activities that develop their understanding and abilities with an emphasis on learning through doing.
 - f. Teachers use various tools and ways to inspire enthusiasm, including using the environment as a learning resource to make learning engaging, fun, and suitable for students.
 - g. The teacher organizes the class by displaying books and learning materials that are more interesting.
 - h. Teachers apply more cooperative and interactive teaching methods, including group learning.

The implementation of supervision by religious supervisors has implications for a) the readiness of the school to carry out teaching and learning activities. However, the problem has not gone well. b) the school's perception of the issue of the supervision program by religious supervisors is generally good,

c) while the success (benchmarks) of the implementation of supervision include: physical success, number of students, and school student achievement.

Conclusion

From the discussion that has been described previously, the following conclusions can be drawn:

1. The performance of PAI supervisors at SMP Negeri 4 Masamba has not been maximized; this is due to the lack of supervisors; in addition, there are still supervisors who hold concurrent positions. So it affects the lack of guidance by PAI teachers.
2. The creativity of PAI teachers at SMP Negeri 4 Masamba is good because the implementation of learning, both preparation and administration, implementation, and evaluation of learning outcomes can show an increase in creativity well.
3. The inhibiting factors are the internal factors of supervisor recruitment, the presence of supervisors, and external factors of the affordability of the supervision location.

The supervisor's efforts to increase the creativity of PAI teachers at SMP Negeri 4 Masamba are still very minimal.

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