

## The Principal's Role as Supervisor: How to Improving the Professionalism of Educators of Islamic Religious Education Subjects at SMA Negeri 1 Malili, Kab. Luwu Timur

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### **ABSTRACT**

*This study aims to describe the steps implemented by school principals as supervisors in improving the professionalism of educators of Islamic religious education subjects at SMA Negeri 1 Malili, East Luwu Regency. Examine the contribution of school principals as supervisors to increase the professionalism of educators in Islamic religious education subjects, identify the obstacles experienced, and see the principal's efforts in improving the professionalism of educators in Islamic religious education subjects. This research uses pedagogical, juridical, sociological, and normative theology approaches—data sources, primary data taken through interviews with competent parties. At the same time, secondary data is library data and school documentation that is related to research. The instrument used in collecting data is the researcher himself, who acts as a human instrument, whose function is to determine the focus of the research, select informants as data sources, collect data, assess data quality, analyze data, interpret data and draw conclusions from the findings, while the guidelines for interviews, observations, and documents as complementary instruments. The analysis used is descriptive-analytical by reducing data, presenting data, and drawing conclusions. The results of the research and analysis concluded that: 1) the steps implemented by the principal of SMA Negeri 1 Malili as a supervisor in increasing the professionalism of educators of Islamic religious education subjects were by the corridor of supervision implementation. 2) The principal as a supervisor has contributed to increasing the professionalism of educators in Islamic religious education subjects at SMA Negeri 1 Malili, East Luwu Regency. 3) The obstacles faced by the principal of SMA Negeri 1 Malili in improving the quality of PAI learning at SMA Negeri 1 Malili stem from two factors, namely internal and external factors.*

*Keywords: principal, educator professionalism, Islamic religious education*

### **INTRODUCTION**

National education is undergoing essential changes, especially concerning the National Education System Law (SISDIKNAS Law), management, and curriculum, followed by other technical changes; these changes are intended to solve educational problems. In addition, these changes are expected to create a more conducive educational climate for improving the quality of education and developing human resources in the

face of increasingly complex and unresolved problems that arise.

These changes require various kinds of work that educators and other education personnel must complete by their respective roles and functions. As the spearhead of implementing education, the principal plays the most role and greatly determines the quality of education. As a central figure, the principal Thus, professional school principals must prepare themselves and be able to make changes to improve the performance of educators by improving planning

and implementation and evaluating various programs that are carried out effectively and efficiently.

The principal has the task of developing the performance of personal (especially educators) towards the expected professionalism. In addition, as a formal leader, the principal is responsible for achieving educational goals through efforts to move subordinates towards achieving the educational goals that have been set. The principal, in this case, is tasked with carrying out leadership functions, both functions related to achieving educational goals and creating a climate within the academic unit he leads, which is conducive to the implementation of the teaching and learning process effectively and efficiently.

Responsibility relates to the risks faced by a leader, either in the form of sanctions from superiors or other parties related to the actions taken and those carried out by subordinates, educators, employees, and education staff. Efforts to improve the quality of human resources (HR) can be done by improving the quality of education and teaching services, both in formal teaching in schools and specific skills training. Scientific learning and provision of skills are intended so that students can live independently, prosper physically and mentally so that they live calmly (*sakinah*) and productively. To achieve these quality expectations, it takes a leader who can influence the behavior of others in his work by using power, namely the ability to direct, influence others in connection with the tasks that must be carried out.

Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in higher education. To carry out the duties and responsibilities above, an educator must have specific abilities and skills. These abilities and skills are part of the professional competence of educators. Competence is an absolute ability possessed by educators so that their duties as educators can be carried out correctly.

The task of educators is closely related to improving human resources through the education sector, so efforts are needed to improve the quality of educators to become professionals. In order to improve the quality of education can be successful. As stated by Tilaar, improving the quality of education depends on many things, especially the quality of the educators.

Continuous and continuous coaching should be held to make educators professionals, making educators as workers need to be considered, appreciated, and recognized for their professionalism. Educators should become professionals to increase their competence either through the provision of upgrading, training, or get the opportunity to learn again but also need to pay attention to educators from other aspects such as increasing discipline, providing motivation, providing guidance through supervision, and providing guidance incentives, decent salaries with his professionalism to enable educators to be satisfied in working as educators.

The performance of educators or work performance results from work achieved by a person in carrying out the tasks assigned to him based on skills, experience, sincerity, and time. The performance of educators will be good if educators have carried out elements consisting of high loyalty and commitment to teaching tasks, mastering and developing lesson materials, discipline in teaching, and other tasks. Creativity in teaching implementation, cooperation with all school members, leadership that becomes role models for students, pleasing personality, honest and objective in guiding students, and responsibility for their duties. The task of a principal as a manager is to assess the performance of educators. This assessment is essential to consider its function as a motivational tool for leaders to educators and educators themselves.

School leaders in improving the performance of educators can carry out supervision and motivation activities. Supervision and motivation of school principals will have a psychological effect on educators' professional performance. Educators who are satisfied with the supervision

and motivation of principals will work with sincerity and improve their professionalism in educating and directing students. However, if educators are not satisfied with implementing the supervision and motivation of school principals, educators in educating will be less enthusiastic, resulting in educators' decreased professional performance. State Senior High School 1 Malili, from now on abbreviated as SMA Negeri 1 Malili, is an excellent public high school and the most favorite school in Malili City, the capital of East Luwu Regency. As an excellent and favorite school, this school has produced many alumni scattered throughout the country, and some of its alumni have now occupied essential positions, especially in East Luwu Regency. As a school with achievements and potential, especially in fostering and teaching students, SMA Negeri 1 Malili must have professional and high-quality teaching staff.

The professionalism of educators, especially educators of Islamic religious education subjects at SMA Negeri 1 Malili, is reflected in the achievements in Islamic religious education subjects that have been achieved by this academic unit, including winning the Musabaqah Tilāwatil Qur'an (MTQ) district level in East Luwu. This activity is part of the school's vision, which aspires to excel in achievement, faith and piety, science, technology, and personality.

Seeing from the vision proclaimed by SMA Negeri 1 Malili, this academic unit requires its educators, especially educators of Islamic Religious Education subjects, to serve professionally in fostering the morals and behavior of students at SMA Negeri 1 Malili. Professional educators in question are educators who can manage Islamic Religious Education learning by the school learning curriculum as the ideals and goals of national education. Educators of Islamic Religious Education subjects carrying out their professionalism require supervision, direction, and guidance from superiors, namely the principal and supervisor of Islamic Education. Based on the results of observations made by the author in the field, there are several problems as follows:

1. There is no Islamic Religious Education Supervisor, so that it is practical; the supervisor function is carried out directly by the principal at SMA Negeri 1 Malili.
2. The Islamic Religious Education Subject Educators Meeting (MGMP-PAI) role is less than optimal due to the absence of supervisors as directors, mentors, coaches, and role models in each MGMP activity.
3. The learning model of Islamic Religious Education is still centralized (teaching center) due to educators' lack of competence and creativity in learning.

SMA Negeri 1 Malili is one of the front lines whose existence is expected to help shape a responsive model of contextual Islamic education to society's tendencies and future development in East Luwu Regency, characterized by multiple systems and cultures and religions. The supervisory function of the principal, especially in the subject of Islamic religious education, is vital in forming educators with character and professionalism. Thus, at the level of developing Islamic religious education, a study on the role of school principals as supervisors in improving the professionalism of educators in Islamic religious education subjects at SMA Negeri 1 Malili, Kab. East Luwu becomes something that deserves to be raised into a study.

## METHOD

The type of research used is qualitative research. This study provides a systematic, thorough, and accurate description of the role of school principals in increasing the professionalism of educators in Islamic religious education subjects. So, the data generated in this study is not in the form of numbers, but data that is expressed symbolically in the form of written or written words, non-verbal responses, literal oral or descriptive. The approaches used in this research include pedagogical, juridical, sociological, and normative theological approaches. This research will be conducted at SMA Negeri 1 Malili, located on Jalan Montolalu, Kec. Malili, Kab. East Luwu, South Sulawesi Province. Data sources in this study can be divided into primary data sources

(school officials, government officials, educators) and secondary data sources (documentation regarding school profiles, curriculum documents, technical instructions for student admissions, and learning tools for Islamic Education KTSP).

Data collection methods that will be used in this study are observation, interviews, and documentation. The data collected was processed using qualitative methods, namely, parsing the data obtained through observation, documentation, and interviews. Data analysis systematically searches and compiles data obtained from interviews, field notes, and documentation by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choosing which ones are important and which will be learned, and make conclusions so that they are easily understood by themselves and others.

## **RESULT and DISCUSSION**

### **Steps Taken by the Principal as Supervisor in Improving the Professionalism of Educators of Islamic Religious Education Subjects**

#### **a. Preparation of Work Plan and Supervision Schedule**

The work plan and supervision schedule is the first agenda that must be carried out by every supervisor (principal and supervisor) in the school. In general, supervision is divided into two types of supervision, namely annual supervision and semester supervision. There are several things to consider in preparing the work plan and supervision schedule at SMA Negeri 1 Malili. What is a very dilemmatic thing at SMA Negeri 1 Malili is that there is no PAI subject supervisor, so practically, the principal takes over the duties and functions of the supervision. From the explanation given by the resource persons, it can be seen that at SMA Negeri 1 Malili, the principal and the school supervisor have complete control over the supervision of subjects. Especially in PAI subjects, the principal directly supervises the educators concerned. The principal also makes a supervisory program consisting of (1) the Annual Supervision Program, (2) the Semester

Supervision Program, and (3) the Academic Supervision Plan (RKA).

#### **b. Preparation of Supervision Instruments**

Every educator in charge of an educational institution must know and understand the instrument of the learning program that will be implemented, both as a whole (outlines) and in detail about programs related to their fields. The program of an educational institution, in general, has been arranged in a book called a curriculum/lesson plan or guide book or syllabus, which contains the types of activities that can be carried out to achieve school goals. It is one part of the completeness in the supervision instrument. The principal of SMA Negeri 1 Malili, in preparing the PAI supervision instrument at SMA Negeri 1 Malili, requires two things, namely information or supervision data and sources of supervision data. It is considered important as material for coaching, not only obtained from class observations by the principal. In addition, the principal believes that developing supervision instruments from year to year will have a good impact at SMA Negeri 1 Malili.

#### **c. School Meetings, Socialization of Supervision Instruments**

Before carrying out academic supervision operations at SMA Negeri 1 Malili, the principal first held a joint meeting attended by the school supervisor, deputy principal, and educators/teachers. In the meeting, the principal of the school gave directions on the preparations that must be prepared by each educator, especially the PAI subject educator, before supervision was carried out. School meetings play an essential role because school meetings have a particular purpose: leading educators and education staff to enter a new working environment. Therefore, in school meetings, the principal and school supervisor's socialization of work and supervision programs is usually accompanied by questions and answers and presentations of all school activities and situations.

#### **d. Supervision Operational Implementation**

As the head of the school, the principal must foster the ability of his educators; in other words, the principal should be able to carry out supervision effectively. However, from the author's observation, supervision, especially on PAI subjects at SMA Negeri 1 Malili, is still general. Aspects that should be of concern are not apparent, so that giving feedback is too general and does not lead to the aspects needed by educators. Meanwhile, PAI subject educators at SMA Negeri 1 Malili seem not to understand the benefits of supervision. It may be due to the maximum involvement of educators in planning the implementation of supervision. Implementing supervision involving educators from the planning stage allows educators to know the benefits of supervision for themselves.

School principals are expected to understand and carry out supervision on PAI subjects at an ideal level by involving PAI educators to the fullest. The involvement of PAI subject educators is very influential and starts from the planning stage to analyzing its success. One of the efforts to improve the quality of PAI subject educators is through the learning process, and educators are components of human resources that must be fostered and developed continuously to carry out their functions professionally. In order for the professionalism of educators to be measured and observed, here are some indicators of Professional Educators. This indicator is significant for policymakers, school managers, school principals, and even educators themselves to improve their performance, improve the quality of education, and the progress of educators themselves. The seven indicators are (1) having good teaching skills, (2) having broad insight, (3) mastering the curriculum, (4) mastering learning media, (5) mastering technology, (6) having a good personality, (7) Be a good role model.

e. Preparation of supervision reports

Reporting is the final stage of the education supervision program. After carrying out supervision activities for a certain period, the supervisor should compile a report on the supervision activities. The report must also describe the condition of the supervised

educators. Thus, through this report, the supervision process is carried out and how school progress is carried out after the supervision treatment is carried out.

Despite the strengths and weaknesses of the principal, the principal is faced with challenges and opportunities to create a transparent reporting system. Preparing the supervision report will provide opportunities for those who are corrected or supervised to be fully aware of the shortcomings or failures in their performance so far. Therefore, the principal should find a reporting model for the supervision system that can accommodate public interests but still uphold professionalism values. The supervisor's ability to prepare reports during the supervision process is essential.

By adopting the supervision report as outlined in the 2013 learning curriculum, in the supervision report of SMA Negeri 1 Malili related to PAI subjects, the reporting objectives can be described as follows:

- 1) Collect, process, analyze, and interpret data that can describe the efforts made by PAI subject educators and the level of success they have achieved.
- 2) Collect, process, analyze and interpret data that can describe the feasibility of teaching PAI subject educators.
- 3) Help solve problems faced by PAI subject educators through clinical services, especially for problems related to improving the learning process, utilization of learning media, information technology facilities, and libraries.
- 4) Prepare an action plan/follow-up program plan that PAI subject educators must carry out by supervision results.

### **The Contribution of the Principal as an Advisor in Improving the Professionalism of Educators of Islamic Religious Education Subjects**

a. PAI Learning Process Facilitator

As a facilitator in supporting learning in schools, the principal must assist educators in various ways if educators need assistance in

learning and educational activities in general. A principal who can provide the necessary facilities in the teaching and learning process so that students can function better. Principals must also be able to become leaders in learning by focusing on learning that consists of several components: curriculum, teaching and learning processes, assessment of learning outcomes, assessment and development of educators, excellent service in learning, and building learning communities schools.

The school principal has been trying to facilitate learning activities at SMA Negeri 1 Malili. He has made many innovations during his tenure as principal at SMA Negeri 1 Malili. He always tries and encourages educators to consistently implement learning models that interest their students in taking place well, and students become happy and comfortable in the learning process.

#### b. PAI Learning Process Monitors and Supervisors

Monitoring activities carried out at SMA Negeri 1 Malili include planning, implementing, and assessing the learning process. The monitoring results appear in the form of data in natural conditions, facts, and authentic facts. Therefore, the monitoring carried out by the principal of SMA Negeri 1 Malili is notes, recordings, and documentation.

The data or information obtained through the monitoring is then processed and interpreted to make it meaningful. The results of the interpretation of the data or information require further action. According to Kasman, if the data shows that the planning, implementation, and assessment of the learning process has met the standards, the principal and school supervisors strive to develop to a higher level above the standard. Meanwhile, if the data states that they do not meet the standards, their efforts increase them to become standards. Kasman carries out these activities under supervision. So, supervision carried out by the principal of SMA Negeri 1 Malili can only be carried out if there is meaningful data and information from the results of monitoring at his school.

#### c. PAI Learning Process Evaluator

Evaluation is carried out on the planning, implementation, and assessment of the learning process. Evaluation activities take place after the implementation of supervision. If monitoring is a description of the initial conditions, supervision improves or improves, and evaluation determines quality. It means to see whether the planning, implementation, and assessment of the learning process has met the quality standards or not. Thus the evaluation is at the level to see the results of supervision.

The final product of the evaluation conducted at SMA Negeri 1 Malili is an overall picture of the performance of educators in the learning process (planning, implementing, and assessing). From the product, it will be seen that educators have met process and competency standards and educators who have not met process and competency standards. SMA Negeri 1 Malili can be classified as an academic unit whose personnel administration is well organized; this is because each educator has an annual performance report or a kind of educator report card. Thus the head of the education unit at SMA Negeri 1 Malili has a clear map of the competence of educators in that school.

### **Obstacles Faced by Principals in Improving the Professionalism of Educators of Islamic Religious Education Subjects**

#### a. External Constraints

##### 1. Preparation of supervised educators

According to the principal, PAI educators at SMA Negeri 1 Malili are still unaware of the importance of supervision for improving the quality of learning. The research results at SMA Negeri 1 Malili also showed that the motivation of educators to be supervised was considered lacking; this was due to the inherent assumption of educators that supervision was merely an activity to find fault. Even though the implementation of educational supervision is carried out with an advance notification to the educators who will be supervised, the educators who will be supervised are still not well prepared.

##### 2. Educator Discipline

Discipline is one of the critical factors that support the learning process. The purpose of discipline for educators in schools is to improve school quality or quality of education. Because with the existence of a rule, order, norms, and provisions that must be occupied and obeyed and implemented by educators in schools, the school will be perfect. In addition, discipline can improve the quality of education and teaching due to order and regularity about the matter above.

### 3. Limited facilities and infrastructure

Although SMA Negeri 1 Malili is classified as a superior school, this school still lacks learning facilities and infrastructure, especially PAI learning. It was acknowledged by SMA Negeri 1 Malili principal, who stated that the limited school budget made this school have to sort out the urgent basic needs for schools to take precedence over facilities and infrastructure supporting learning activities. In addition, government assistance through programs or grants is usually more focused on learning other than PAI learning.

#### b. Internal Constraints

The educational supervision activity program cannot be carried out by the principal alone. The complexity of the principal's managerial duties results in a principal unable to handle the implementation of educational supervision alone, especially supervision that emphasizes the learning aspect. The study results also showed that the busyness of SMA Negeri 1 Malili sometimes made the supervision activities delayed from the originally planned schedule. However, SMA Negeri 1 Malili still tries to carry out these activities even though they have to replace them at other times and occasions.

## Discussion

### Steps Implemented by the Principal as Supervisor in Improving the Professionalism of Educators of Islamic Religious Education Subjects

#### a. Preparation of Work Plan and Supervision Schedule

Based on the period or period of work, the supervision program at SMA Negeri 1 Malili

consists of: (a) an annual supervision program, (b) a semester supervision program. The annual supervision program is structured with the scope of supervision activities in schools within one year. The principal prepares the annual supervision program with the involvement of the school supervisor. The semester supervision program is a description of the annual supervision program prepared by the principal of SMA Negeri 1 Malili according to the school's objective conditions. In general, in compiling a work plan and supervision schedule as was done at SMA Negeri 1 Malili, always pay attention to the following eight main components:

- 1) Problem aspects, in the form of identifying the results of previous supervision as a priority in the supervision plan (guidance, monitoring, assessment)
- 2) Monitoring objectives to be achieved.
- 3) Success indicators, in the form of targets, to be achieved
- 4) Strategies/work methods/supervision techniques, such as monitoring and evaluation, reflection and Focused Group Discussion, Delphi method, workshops, class visits, class observations, individual meetings, visits between classes)
- 5) Activity scenarios, in the form of systematic and logical steps or stages of supervision that are adjusted to the schedule and time.
- 6) The required resources can be in the form of materials, facilities, people.
- 7) Assessment and instruments, types, and forms are adjusted to the aspects/problems to be solved.
- 8) A follow-up plan can be in the form of stabilization; continuous improvement adapted to the method of supervision.

The supervision work program should consider the criteria abbreviated as "SMART" (Specific, Measurable, Achievable, Realistic, and Time-Bound).

- 1) Specific, meaning that the prepared program has a clear focus and covers a particular field in particular.
- 2) Measurable, meaning that the selected programs and activities can be measured.

- 3) Achievable, meaning that programs designed are affordable to achieve, both in terms of time, cost, and existing conditions.
- 4) Realistic means that programs are based on data or natural conditions and needs of the target schools and are not made up.
- 5) Time-Bound, meaning that the program designed has a precise time limit for achievement or implementation.

As a form of planning, the supervision program at SMA Negeri 1 Malili is related to a series of actions or activities that will be carried out to achieve the objectives of supervision. By taking into account the main planning steps, there are four stages of activities carried out in the preparation of the school supervision program at SMA Negeri 1 Malili, which include:

- 1) Setting a goal or set of goals
- 2) Determine the current situation
- 3) Identifying goals supporting and hindering
- 4) Develop a set of actions to achieve the goal.

b. Preparation of Supervision Instruments

There are four types of supervision activity instruments outlined in the annual supervision work program of the SMA Negeri 1 Malili principle, namely:

- 1) Identification of the results of supervision in the previous year and policies in the field of education
- 2) Processing and analysis of results and evaluation of the previous year's supervision
- 3) Formulation of annual and semester supervision program designs
- 4) Consolidation and refinement of the annual supervision program design.

The substances developed in the semester supervision program include the following aspects.

- 1) Aspects/ Identification of problems faced by the target schools and their solutions. Alternatively, identifying problems that are set

as priorities in the supervision plan (guidance, monitoring, assessment). Based on these problems, specific objectives of supervision activities to be achieved are set in line with the vision and mission of the target schools.

- 2) The target of supervision, namely the components of the education system in schools that are considered the most important, receive special attention based on the results of supervision in the previous year and indicators of success in the form of targets to be achieved,
- 3) The description of the strategy/work method/supervision technique includes the work method/technique to be used, as well as the steps for implementing supervision activities, such as monitoring and evaluation, reflection and Focused Group Discussion, help method, workshops, class visits, class observations, individual meetings, visits between classes, group supervision, etc.), activity scenarios in the form of steps for implementing supervision activities or stages of systematic and logical supervision.
- 4) The required resources can be in the form of materials, facilities, people,
- 5) Assessment and instrument types and forms are adjusted to the aspects/problems to be solved
- 6) The follow-up plan can be in the form of stabilization; continuous improvement adapted to the method of supervision.
- 7) The schedule/time for implementing activities can be arranged in a different schedule format for all target schools.

The preparation of the supervision program to be more focused can be stated in the form of a matrix before being described narratively. The model format used by the principal of SMA Negeri 1 Malili is as follows:



No	Aspek/masalah yang disupervisi	Tujuan dan sasaran Supervisi	Indikator keberhasilan (target)	Strategi/metode/teknik supervisi	Skenario kegiatan	Sumber daya yang diperlukan	Penilaian/ Instrumen	Rencana Tindak lanjut	Jadwal Kerja
A	Supervisi manajerial								
	1. Pembinaan standar pengelolaan: Penyusunan Rencana pengembangan Sekolah, dst.								
	2. dst								
B	Supervisi Akademik								
	1. Pembinaan standar proses: penyusunan dan pengembangan silabus, RPP, KKM dst								
	2. dst								

Figure 1.  
 Matrix Model Format for the Supervision Program of SMA Negeri 1 Malili

c. School Meetings, Socialization of Supervision Instruments

In the plenary meeting of educators, the principal conveys the supervision schedule and the supervision instruments to be assessed. Furthermore, it is also determined the organization of the division of tasks, as a place to participate according to their skills, coordination and communication, work programs and direction, and more. The principal gives confidence to all educators so that each feels recognized and valued as an equal group. Supervision is carried out by actively participating in work. Sometimes it is upfront to be an example, sometimes it is in the middle to encourage, and sometimes it is behind to give educators freedom to work but influence them.

Based on the results of his supervision, he and other educators are trying to get the necessary conditions and trying to eliminate harmful conditions that hinder the smooth path of school life and get methods of working together efficiently, productive according to local conditions. Differences of opinion, disputes that may arise are sought for resolution and deliberation. Errors in how to work are immediately known, so they do not drag on. Educators who lack dedication or lack enthusiasm are led and convinced to carry out their duties properly.

d. Supervision Operational Implementation

The operational supervision carried out by the principal of SMA Negeri 1 Malili is as follows:

1) Class observation

Class observation is one of the best ways to provide learning supervision because it can directly see educators, students, and problems that arise. In principle, there are three types of observations conducted at SMA Negeri 1 Malili, namely by notification, without notification, and by invitation.

2) Observation mechanism

The preparations that are considered in carrying out activities are as follows:

- a) The principal notifies educators that the principal will make observations.
- b) The agreement between the principal and educators is the benchmark on what is observed.

3) Observation in class

- a) greets the teacher who teaches and looks for an unobtrusive seat
- b) must not reprimand the teacher's mistakes in class but record every activity. It is recommended to use electronic devices: tape recorders, cameras
- c) prepare the contents in the form of a checklist

4) Discussing the results of observations

The recorded results are discussed with the educator, and some things need to be said:

- a) The principal prepares (can ask directly to the resource person or use the room in the library) the time and place of the conversation
  - b) A sympathetic, friendly attitude does not buy up conversations, and conversations should not come out of observation data
  - c) Educators are given the opportunity to dialogue and express opinions and show the weaknesses of educators to become educators' motivation in improving weaknesses
  - d) Suggestions for improvement are easy and practical so that the repair agreement is mutually agreed upon.
- 5) Conversation report
- a) The results of the conversation are documented according to each educator who has been observed
  - b) The contents of the document starting from the date, the purpose of the data obtained, discussion notes, problem-solving, and suggestions

e. Preparation of supervision reports

The supervision report aims to provide an overview of the improved quality of schools after implementing supervision. The purpose of the supervision report is to communicate the strengths and weaknesses of the school, including its overall quality, performance standards for educators and other education personnel in schools that lead to student achievement, and what should be done to improve what is needed. In detail, the report on the results of the learning supervision conducted at SMA Negeri 1 Malili was prepared with the following objectives:

- 1) Provide an overview of each item of learning activities that are the main tasks of educators.
- 2) Informing various supporting and inhibiting factors in the implementation of each item of school supervision activities.
- 3) The performance of educators in planning, implementation, and research in the learning process based on the applicable curriculum.
- 4) Application of various educational and learning innovations carried out by educators.

Based on the scope of activity targets, there are two types of supervision reports prepared by the principal of SMA Negeri 1 Malili in each semester, namely:

- 1) Report the results of all activities. This report is more focused on achieving each item of school supervision activities carried out in each subject at SMA Negeri 1 Malili.
- 2) Report the results of supervision in all subjects as much as one report with a predetermined systematic. This report is more comprehensive information about the implementation, the results achieved, and the obstacles the principals and educators face in carrying out the main tasks in each lesson.

The principal of SMA Negeri 1 Malili made a school report submitted to the school supervisor. Furthermore, the supervisor will summarize reports from all high school principals in the Malili sub-district to be submitted to the Department of Education, Culture, Tourism, Youth and Sports (DIKBUDPARMUDORA) East Luwu Regency.

Supervision report writing must be complete, with accurate data, standard language, communicative and easy to understand, attractive presentation, and easy to read. Likewise, the data presented in the supervisor's report must be accurate, meaning that it corresponds to the data contained in the school he is fostering. The language used in the report uses standard, communicative, and easy to understand language, namely using good and correct Indonesian; the sentences are simple and easy to understand by the report readers.

### **The Contribution of the Principal as Supervisor to Improving the Professionalism of Educators of Islamic Religious Education Subjects at SMA Negeri 1 Malili, East Luwu Regency**

a. PAI Learning Process Facilitator

The attitude and behavior of the principal as a facilitator in the learning process are related to discipline and leadership. It is about how a facilitator manages time and responsibilities, builds networks, and treats educators and students proportionally. In addition, the integrity factor is needed by a school principal as a facilitator. It relates to honesty, firmness, and

adherence to norms and ethics, while cooperation and initiative relate to how the facilitator is willing to accept opinions that develop, especially in the learning process. The principal also must not dictate to educators or dominate what educators must do in the learning process that educators do. However, the principal must be able to ask questions, give advice in a balanced manner, and control himself according to the situation and environment to create a conducive and comfortable learning atmosphere for students.

b. PAI Learning Process Monitors and Supervisors

Monitoring and supervision of the PAI learning process at SMA Negeri 1 Malili is carried out by the principal and educators. The plan is in the form of a syllabus and lesson plan (RPP). The implementation of the learning process is carried out by educators based on the planning of the learning process. It is an event in the study room and structured assignments and independent assignments to students. SMA Negeri 1 Malili is responsible for monitoring events in the classroom, including initial activities, core activities, and final activities. Educators and school principals assess learning processes and outcomes at the education unit level. The tangible form of the assessment is a daily test, mid-semester test, semester test, and grade promotion test. So broadly speaking, the supervision carried out by the principal of SMA Negeri 1 Malili is monitoring, supervision, evaluation, reporting, and follow-up.

The four activities of the learning process are one unit with a clear responsibility. Planning is the primary basis of all activities. Correct planning is assumed to lead to correct implementation. Planning is carried out by the head of the education unit and educators. The subject syllabus and local content syllabus for PAI subjects were prepared by the PAI educator concerned and his team, chaired by SMA Negeri 1 Malili. If the syllabus does not meet the required standards, the person in charge is the head of the education unit. In addition, the syllabus is a curriculum device whose responsibility category is in the hands of the head of the education unit. Moreover, in the 2013 Curriculum, the syllabus is a document in the form of two curricula, while the

person in charge of curriculum preparation at the education unit level is the head of the education unit.

While the PAI learning implementation plan (RPP) is prepared by PAI educators based on the characteristics of students in their class, the preparation of the PAI RPP at SMA Negeri 1 Malili is done individually, although it is not prohibited in groups. If the RPP is problematic, it means that the responsible educator is the educator concerned. So, in planning the learning process at SMA Negeri 1 Malili, there has been a dichotomous (separation) of responsibilities between the principal and educators. Syllabus of the responsibility of the head of the education unit and the lesson plan of the educator.

c. PAI Learning Process Evaluator

The substance of the supervision report is the results of monitoring, supervision results, and evaluation results. As explained earlier, between monitoring, supervision, and evaluation of the learning process, there is a hierarchical relationship, a top-down relationship. In addition, it contains meaningful data or information. It is hoped that the data and information can be used to make decisions for education professionals or those with interest in education. Finally, of course, reports are organized in a systematic form by the rules of formal reporting.

The final part of the monitoring activity is the follow-up. The follow-up carried out includes three things, namely: (a) reinforcement and awards are given to educators who have met the standards; (b) an educational warning is given to educators who do not meet the standards, and (c) educators are allowed to participate in further training/upgrading. In essence, follow-up is a continuation of evaluation activities. The evaluation results inform educators who meet educational standards and those who do not meet standards. So, the limit of authority between the principle of SMA Negeri 1 Malili and the school supervisor in supervising the learning process is reflected in the last activity, namely follow-up.

**Constraints Faced by Principals in Improving the Professionalism of Educators of Islamic**

## Religious Education Subjects at SMA Negeri 1 Malili

### a. External Constraints

#### 1. Preparation of supervised educators

Although the motivation of educators to be supervised is still considered lacking, due to the inherent assumption of educators that supervision is merely an activity to find fault, some changes have occurred, especially with the frequent participation of educators in training activities. Furthermore, improving academic quality, among others, by participating in PAI MGMP activities and religious educator coaching workshops held by the Department of Education, Culture, Tourism, Youth and Sports (DIKBUDPARMUDORA) Ministry of Religion of East Luwu Regency. However, even PAI educators are sometimes sent to Makassar City to participate in similar activities on a regional scale.

#### 2. Educator Discipline

Educators need to be aware of and instill the values contained in various knowledge accompanied by examples and examples as well as a discipline because discipline is an internal training so that all actions and behavior of a person always obey the applicable regulations and do not conflict with the rules that have been set outlined. Educators as enforcers of discipline, both in the classroom and outside the classroom, must be role models for implementing a discipline and guide their students as members of a disciplined society.

Thus, discipline is very influential in improving the quality of education because with discipline, all provisions and actions, especially regarding the teaching and learning process in schools, can run well and smoothly. In schools, educators play a very decisive role in the smooth teaching and learning process because without educators; it is impossible for the teaching and learning process to run. Therefore, the discipline of educators is very decisive or influences other disciplines because educators influence students in a school.

#### 3. Limited facilities and infrastructure

Although limited facilities and infrastructure are obstacles at SMA Negeri 1 Malili, this does not necessarily go unnoticed. As a superior school, this school always pushes itself to be more

advanced from year to year. It is evident from the addition of library books and teaching aids. In addition, the principle of SMA Negeri 1 Malili also seeks to improve other supporting facilities such as providing a healthy canteen, a break room for educators, and a learning park for students.

This effort is also fully supported by the Regional Government of East Luwu Regency. As one of the leading schools in the East Luwu Regency, the government has allocated several regional APBD funds to construct facilities and infrastructure for this education unit.

### b. Internal Constraints

Although the principal of SMA Negeri 1 Malili realizes that his weakness is the difficulty of dividing time between the supervision schedule and other tasks, this does not become a significant burden on the ground for the principle of SMA Negeri 1 Malili. The way that the principal does this is to divide the tasks with the vice principals maximally. It is done so that academic supervision activities can be carried out more optimally by the principal of SMA Negeri 1 Malili.

## CONCLUSION

Based on the description and discussion both sourced from the results of library research and field research carried out, several conclusions can be drawn as follows:

1. The steps implemented by the principal of SMA Negeri 1 Malili as a supervisor in improving the professionalism of educators of Islamic religious education subjects at SMA Negeri 1 Malili, East Luwu Regency have been by the corridors of supervision implementation, which include: preparation of work plans and supervision schedules; preparation of supervision instruments; plenary meetings of teachers, socialization of supervision instruments; implementation of operational supervision; and finally prepare the supervision report.
2. The principal, as a supervisor, has contributed to increasing the professionalism of educators in Islamic religious education subjects at SMA Negeri 1 Malili, East Luwu Regency. It is done in 3 ways: a. facilitate the

learning process by focusing on several components of learning, namely curriculum, teaching and learning process, assessment of learning outcomes, assessment and development of educators, excellent service in learning, and building learning communities schools; b. monitoring and supervising the PAI learning process, this is done by collecting data, information, and facts about the actual conditions of the planning, implementation, and assessment of the learning process at SMA Negeri 1 Malili; and c. evaluate the planning, implementation, and assessment of the learning process carried out by educators on students.

3. Obstacles in improving the quality of PAI learning at SMA Negeri 1 Malili come from two factors, namely internal and external factors. Internal factors come from within the principal, namely the complexity of the principal's managerial duties, which resulted in SMA Negeri 1 not being able to handle educational supervision alone, especially supervision that emphasizes the learning aspect. Meanwhile, external constraints come from outside the principal: lack of motivation and preparation of educators to be supervised, lack of discipline of educators, and limited facilities and infrastructure.

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