



Article

IMPLEMENTATION OF ACADEMIC SUPERVISION AND CLINICAL SUPERVISORS IN THE QUALITY DEVELOPMENT OF LEARNING IN ISLAMIC RELIGIOUS EDUCATION AND PRACTICES AT SMP NEGERI 1 GRINGSING BATANG

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ABSTRACT:

The background of this writing is that educators in carrying out learning tasks, not infrequently, an educator encounters difficulties in achieving the learning objectives expected by the education unit. Therefore, a supervisory role is needed to assist educators in dealing with these learning problems. In providing educational services, supervisors carry out academic and clinical supervision to help educators get out of the problems they face. The program implemented in order to empower and help foster the quality of learning is academic supervision. Academic supervision is a series of activities to help educators develop their ability to manage the learning process for the achievement of academic goals. And this clinical supervision is carried out by PAI supervisors in order to improve *skills* in the classroom. In this study, the researchers used 4 problem formulations, namely 1) How is the implementation of academic and clinical supervision of supervisors at SMP Negeri 1 Gringsing?, 2) Why should the quality of teachers of Islamic Religious Education and Good Behavior at SMP Negeri 1 Gringsing be fostered?. 3) Why should the quality of learning in Islamic Religious Education and Morals at SMP Negeri 1 Gringsing be fostered?. 4) What are the factors that influence the implementation of academic and clinical supervision of supervisors in order to foster the quality of learning in PAI subjects?

This research method is designed in the form of qualitative research with a descriptive approach. The data obtained are described in detail according to the research objectives. Data collection techniques were carried out through observation, documentation and direct interviews with PAI supervisors at SMP Negeri I Gringsing, school principals, PAI teachers and students who were designated as informants with purposive. The data validity technique used by researchers was data reduction, data display, and drawing conclusions and using triangulation data

The results of the research on the implementation of Academic and Clinical Supervision of Supervisors in fostering the Quality of Learning for Islamic Education Subjects and Budi Pekerti at SMP Negeri 1 Gringsing Batang, namely (1) academic and clinical supervision of PAI supervisors carried out in order to foster the quality of PAI learning and character, (2) Teacher Quality At SMP Negeri 1 Gringsing Batang, it is fostered and developed through quality improvement activities in the form of Workshops, IHT, Webinars, Training, and all activities are neatly scheduled in the RKKS. (3) Fostering the quality of learning in SMP Negeri 1 Gringsing Batang. is an activity carried out by supervisors, principals, teachers and students is a process to achieve learning objectives, namely the achievement of learning

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quality which can be seen from the achievement of KKM, students' competitive ability at each *event*, both sub-district, district and provincial levels and also the ability of teachers in provide quality and inspiring educational services.

Key words: *Academic Supervision, Clinical Supervision Supervisor, and Learning Quality*

INTRODUCTION

A. Research Background

Academic supervision is a series of activities to assist teachers in developing the potential of learning management in order to achieve learning objectives. Academic supervision is closely related to teacher performance appraisal in the learning process, and teacher performance appraisal is directly proportional to improving the quality of learning and student achievement. The essence of academic supervision is to assist teachers in developing their professional potential. This process to help teachers inevitably has to be related to teacher learning activities. So in the process of academic supervision, it is hoped that later it will answer many problems in the teacher's learning process.

Clinical supervision is teacher professional development that is carried out systematically according to the needs of teachers in the education unit concerned with the aim of improving their *skills* teaching. The guidance is carried out by the teacher by prioritizing honesty, sincerity and acknowledgment by the teacher finding ways to correct his own shortcomings.

Clinical supervision can be interpreted as a leadership process in education that aims to help develop the value of teacher professionalism, especially in teaching performance which is based on observation and analysis of data comprehensively and thoroughly and objectively, with the hope that the data will serve as a guide for changing teaching behavior.

Quality improvement is a process of systematic activity, continuously improving the quality of the learning process and factors related to quality improvement in the hope that learning objectives can be achieved effectively and efficiently². Garvin and Darvis said that quality improvement is a dynamic and related state of processes, results, workforce and tasks and the environment that meet or exceed customer needs³. While the learning process is a series of activities that are planned and systematic by the teacher in order to deliver learning materials.

Learning by many education experts means a change in views and attitudes. Education experts put forward the meaning of behavior change, including changes in good behavior. Changes caused by the learning process occur if: (a) are carried out consciously (b) are continuous and functional (c) are positive and active (d) are directed and aimed (e) are comprehensive in all aspects of behavior⁴.

Islamic Religious Education is guidance that is conveyed by someone to others so that their religious potential can develop optimally in accordance with Islamic law⁵. Meanwhile, in the K-13 Curriculum, Islamic Religious Education gets the additional sentence "and Budi Pekerti", for that it becomes Islamic Religious Education and Character Education. The existence of Islamic religious education and character education subjects in all formal

² Sista, Taufik Rizki. "Implementasi manajemen kurikulum dalam meningkatkan mutu pendidikan." *Educan: Jurnal Pendidikan Islam* 1.1 (2017).

³ Messi, Messi, Wiwin Anggita Sari, and Murniyati Murniyati. "Pelaksanaan supervisi akademik pengawas sekolah sebagai upaya peningkatan profesionalisme guru." *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)* 3.1 (2018): 114-125.

⁴ Dudung, Agus. "Penilaian Psikomotor." *KARIMA (E-1011-01-)* (2018).

⁵ Safitri, Amalia. *Metode pembelajaran pendidikan agama Islam dalam membentuk kesadaran beragama siswa di SMP Negeri 2 Sungai Aur Kabupaten Pasaman Barat*. Diss. IAIN Padangsidimpuan, 2021.

education is expected to function to form students into community members who understand and practice religious teachings correctly.

Improving the quality of learning is a must, because good quality learning will produce *output* as well. Improving the quality of teacher learning will not run optimally, when there is no real role of academic and clinical supervision carried out by supervisors. Mutualism symbiosis occurs in the process of improving the quality of learning through the implementation of academic and clinical supervision of supervisors.

Teachers play a very important role in the world of education. The existence of teachers is very decisive, teachers who have a quality orientation can certainly maximize their role in the learning process. Where the learning process that is built with quality learning designs will give birth to quality learning as well. A good and quality teacher is a teacher who has complete educational competence. These competencies are pedagogic competence, social competence, personality competence and professional competence.

Previous research was carried out by researchers to see the position of the research carried out. In this case, it is to determine where the position of the current research is with the research that has been carried out by previous researchers, so that we can see the novelty offered in this research. For this reason, previous research is the initial research to see the general position of this research. For this reason, the researchers took 5 samples of previous research, namely: 1) academic supervision of supervisors at Madrasah Tsanawiyah in Jepara district, 2) academic supervision based on Islamic values at the Banda Aceh city model elementary school (an analysis of theocentric humanism) author Khairullah, 3) the influence of Academic supervision, pedagogic competence, personality competence, social competence, and professional competence on the performance of high school Islamic religious education teachers in South Lampung. Author Edy Prayitno, 4) Academic supervision of high school teacher supervisors in Kepahiang district. The author is tabaheriyanto 5) the needs for developing clinical supervision models for the headmaster of primary school in gowa, Indonesia. The author andi Nurochmah. 6) the influence of the competence of managerial supervision and academic supervision of school supervisors on teacher performance. Author mochamad slamet

Meanwhile, the problems that occurred in the preliminary research were many pathologists regarding the supervision of supervisors. The negative view of teachers towards supervisors must be rebuilt. That's why it's a negative view concerning supervisors must be processed and packaged with the concept of a humanist supervisor, namely a concept that humanizes humans. In a very simple sense, a humanist supervisor is a supervisor whose every arrival is always awaited by the teacher. Because his arrival always brings enlightenment and *win-win solutions*.

Preliminary research that has been carried out by researchers at SMP Negeri I Gringsing obtains the following learning data; First, SMP Negeri 1 Gringsing Batang is located in Kutosari Village, the teaching staff consists of 56 educators, and 3 as educators holding Islamic religious education and character education subjects. The room is very supportive, where there are 24 classrooms, one TU room, one principal's room, two teacher offices, two computer lab rooms, one security post, one UKS room, and one student council room, the learning process has reached 50 percent use LCD services.

Besides that, SMP Negeri 1 Gringsing Batang became the object of research by researchers because there were several reasons for the researcher. These reasons are:

1. SMP Negeri I Gringsing is the school with the most students in the East Batang area.
2. Academically, SMP Negeri I Gringsing has more achievements than other schools. Indicators of the more accomplished SMP Negeri I Gringsing can be seen from the number of championships this school has won.

3. There are many teachers who excel in the SMP Negeri I Gringsing environment, for example some teachers who are able to win the achievement teacher competition at the district level.
4. The principal who led SMP Negeri I Gringsing in the course of its history was an outstanding school principal, many of whom had won the district-level high-achieving principal⁶ and some even stepped up to the national level.

The academic problems at SMP Negeri 1 Gringsing Batang, especially those with pathological nuances regarding academic and clinical supervision, became the basis for researchers to study further. The hope of this research can provide input on the problem of supervision and thinking about the quality of learning, as well as giving color to the treasures of quality-oriented thinking in the researcher's work environment.

B. Research Problem

Formulation The problem formulation here is intended to provide direction in determining the research framework. The formulation of the problem in this study includes.

1. How is the implementation of academic and clinical supervision of supervisors at SMP Negeri 1 Gringsing?
2. Why should the quality of teachers of Islamic religious education and good manners at SMP Negeri 1 Gringsing be fostered?
3. Why should the learning quality of Islamic Religious Education and Character Education subjects at SMP Negeri 1 Gringsing be fostered?
4. What are the factors that influence the implementation of academic and clinical supervision of supervisors in order to foster the quality of learning for Islamic Religious Education and Character Education subjects at SMP Negeri 1 Gringsing?

C. Research Objectives

The research objectives to be achieved in this study are:

1. To analyze the implementation of academic and clinical supervision of supervisors at SMP Negeri 1 Gringsing Batang
2. To analyze the quality development of teachers in Islamic Religious Education and Good Behavior at SMP Negeri 1 Gringsing Batang
3. To analyze the development of the quality of learning for Islamic Religious Education Subjects and Morals at SMP Negeri 1 Gringsing
4. To analyze and reveal in depth the factors that influence the implementation of academic and clinical supervision of supervisors in improving the quality of teaching and learning of Islamic Religious Education and Characteristics at SMP Negeri 1 Gringsing Batang.

D. Theoretical Framework

1. Academic

Supervision Supervisory academic supervision is an urgent matter to be implemented as a step to improve teacher competence. The implementation of supervisory academic supervision provides a very large opportunity to help develop the ability of teachers to carry out learning activities. Academic supervision of supervisors as well as an approach model for improving teaching skills is also to provide guidance to teachers, especially in improving their competencies, so that teachers improve the quality of learning. Kartini said that *Academic supervision of supervisors as well as an approach model for improving teaching skills is also to provide guidance to teachers, especially in improving their competencies*⁷. Therefore, the presence of supervisors is highly expected and at the same time expected to improve teacher skills. Because supervision is all efforts directed at school principals, teachers and other education personnel in improving teaching, involving stimulus-

⁶ Data diambil dari Sutoyo Waka Kurikulum SMP Negeri 1 Gringsing Senin pkl 9.30 WIB

⁷ Kartini, Dewi, Muhammad Kristiawan, and Happy Fitria. "The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance." *International Journal of Progressive Sciences and Technologies* 20.1 (2020): 156-164.

response to support professionalism and develop teacher abilities, in optimizing their potential.⁸

Academic supervision is closely related to quality learning which is not just formed, but requires the presence of supervisors who always provide motivation and quality development in the learning process, because a quality learning process requires professional teachers, and professional teachers can be formed through effective and efficient academic supervision.

Through academic supervision, it becomes a practical means for self-reflection, learning problems can be managed and matriculated then find the right solution, so that learning problems can be resolved, difficulties and problems in the learning process can be identified, information about the teacher's ability to manage learning activities, and programs follow-ups for teacher professional development can be arranged. For this reason, academic supervision is part of the teacher professional development process, and at the same time becomes a provider of quality learning services for students.

2. Clinical Supervision

Clinical supervision is a process of teacher guidance in education that aims to help teachers develop professionally in the learning process through objective and thorough observation and data analysis as a basic reference for changing teachers' teaching habits⁹. The approach used and applied is special through a face-to-face approach with the teacher. Richard Waller defines clinical supervision in supervision that focuses on improving the learning process through a systematic, measurable cycle of massive and intensive planning, observation, and intellectual analysis of teaching performance with the aim of conducting rational creative and dynamic learning¹⁰.

Meanwhile, in the development of the KTSP, clinical supervision is defined as a face-to-face process between supervisors and teachers who discuss teaching issues and those related to the teaching process. The most prominent thing in this clinical activity is the teacher's performance when presenting learning materials in the classroom based on the results of observations¹¹.

Kimbal Wiles emphasizes clinical supervision to improve learning situations by stating that clinical supervision is a reward for developing better teaching and learning situations¹². In line with Romera, he said *clinical supervision for improving the learning situation by stating that clinical supervision is a guide to develop a better teaching and learning situation*¹³.

3. Superintendent

A school or madrasa supervisor who has the status of a Civil Servant (PNS) who gets total duties, responsibilities and authority by officials who have the authority to carry out the task supervising educational units both in terms of academic supervision and managerial supervision¹⁴. Supervision or also known as supervision is a coaching activity that is planned to help teachers and school staff to work effectively on their work¹⁵. Arikunto, said that supervision activities in school educational institutions have the aim

⁸ Syaiful Sagala, *Administrasi Pendidikan Kontemporer* (Cet. V; Bandung: Alfabeta, 2009), hlm. 229.

⁹ Sahertian, Piet A. *Konsep Dasar dan Teknik Supervisi Pendidikan*. Rineka Cipta, Jakarta, 2000, hlm. 49

¹⁰ Poerwanto, M. Ngalim. 1995. *Administrasi dan Supervisi Pendidikan*, Bandung, Remaja Rosdakarya, hlm 90.

¹¹ *Modul Pengembangan KTSP*, 2010, hlm. 139

¹² Burhanuddin, 1994. *Analisis Administrasi Manajemen dan Kepemimpinan Pendidikan*. Bumi Aksara, Jakarta, 1994, hlm. 49

¹³ Romera, Beatriz Martínez. "Second Annual Toni Morrison Day Celebrates African-American Author." *University News* (2021).

¹⁴ Utami, Wicka Yunita Dwi, Martini Jamaris, and Sri Martini Meilanie. "Evaluasi program pengelolaan lembaga PAUD di Kabupaten Serang." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 4.1 (2019): 67-76.

¹⁵ Faiqoh, Dwi. "Supervisi Kepala Madrasah untuk Meningkatkan Profesionalisme Guru." *Jurnal Kependidikan* 7.1 (2019): 98-110.

of helping teachers and existing school staff,¹⁶ so that they can improve the quality of their work.

The Ministry of Education and Culture of the Republic of Indonesia, explained that the main tasks of school supervisors are: to supervise in the academic and managerial fields¹⁷. Furthermore, specifically regarding the implementation of PAI in schools, there are PAI supervisors who are appointed and assigned by the Ministry of Religion of the Republic of Indonesia to supervise PAI teachers who work in schools. According to the Ministry of Religion of the Republic of Indonesia, regarding the Regulation of the Minister of Religion No. 2 of 2012 Article 1 paragraph 4 states that a PAI supervisor is a teacher with the status of a Civil Servant who is appointed by the government in a functional position of supervisor of religious education¹⁸.

4. Guidance The

implementation of academic supervision needs to be carried out systematically by supervisors. It aims to provide guidance to teachers in order to carry out their duties effectively and efficiently. Academic supervision activities are deemed necessary to improve teacher performance in the learning process, so it is hoped that the quality of learning will improve over time.

The four stages of activities that must be carried out in the preparation of a school supervision program include: a) Setting goals or a set of goals, b) Determining the current situation, c) identifying supporters and barriers to goals, 4) developing a set of actions to achieve goals¹⁹. A good supervisor must prepare a work plan in the form of an academic supervision program. The supervisory program is divided into two, namely the annual supervision program and the semester supervision program.

5. Quality of Learning

Quality based on the language of quality means quality, level, degree, grade. This understanding refers to the added value provided by education and the parties who process and enjoy the results of education. Quality related to Islamic Religious Education and Character.

- a. Quality of Islamic Religious Education (PAI) Teachers and Good Character
- b. Quality of Islamic Religious Education Learning (PAI) and good manners.
- c. Islamic Religious Education (PAI) and Character

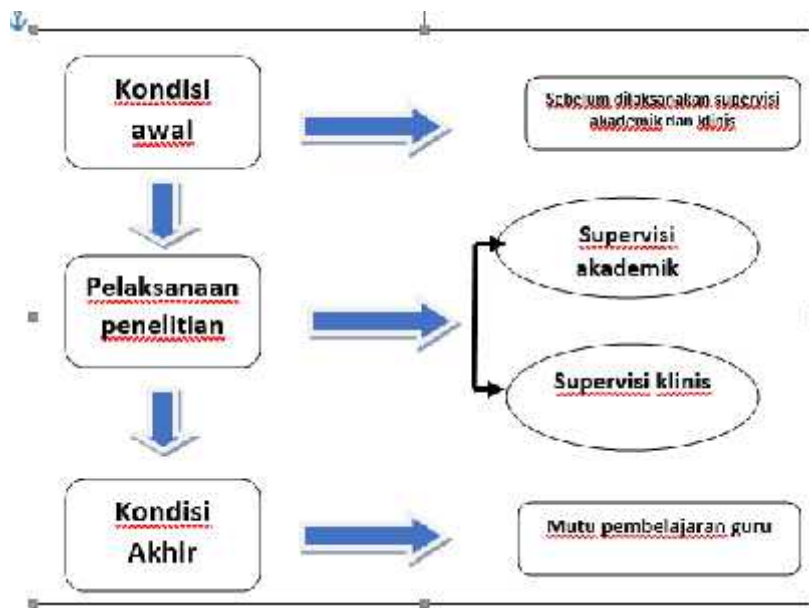
E. Framework for Thinking

¹⁶ Munthe, Ashiong P. "Pentingnya evaluasi program di institusi pendidikan: sebuah pengantar, pengertian, tujuan dan manfaat." *Scholaria: Jurnal Pendidikan Dan Kebudayaan* 5.2 (2015): 1-14.

¹⁷ Muspawi, Mohamad. "Peran Kinerja Pengawas Pendidikan Agama Islam Sekolah Dasar Bagi Peningkatan Kompetensi Pedagogik Guru Pendidikan Agama Islam." *Ta'dib: Jurnal Pendidikan Islam* 8.2 (2019): 632-649.

¹⁸ Hidarya, Ia. "Implementasi Peraturan Menteri Agama Nomor 2 Tahun 2012 Bagi Pengawas Pendidikan Agama Islam." *Sharia: Jurnal Kajian Islam* 1.1 (2022): 13-26.

¹⁹ Mayasari, Nova, Zakaria Zakaria, and Bambang Sahono. *Pembinaan Guru Oleh Pengawas Sekolah Dasar Melalui Supervisi akademik (Studi Deskriptif Kualitatif Di Sekolah Dasar Negeri 02 Kabupaten Kepahiang)*. Diss. Universitas Bengkulu, 2013.



F. Research Methods

1. approach This research

uses a research qualitative, Qualitative research that pays attention to humanism or the human individual and human behavior is the answer to the realization that all the consequences of human actions affect the internal aspects of the individual. This qualitative approach emphasizes the absence of the use of statistical tools in qualitative research.

2. Type of research

The research carried out by the researcher in this thesis is a qualitative descriptive research type.

The qualitative research process in the second stage is called the focus²⁰. The process of qualitative research, in stage 3, is the *selection*, after the researcher conducts an in-depth analysis of the data and information obtained, the researcher can find a theme by constructing the data obtained into a new knowledge building, hypothesis or science.²¹

In this study, the output will be known from phenomena the emerging Then this phenomenon is narrated in depth to draw conclusions on the problems being studied.

3. Sources of data

Sources of data in this study sourced from:

a. Primary Data Sources Primary

data comes from data stored in schools in the form of principal data, teacher data, student data and school infrastructure data. In this case, it is the data at SMP Negeri I Gringsing Batang.

b. Secondary Data Sources

This secondary data was also obtained from similar studies which are still related to the data in the research that the researchers conducted in this study.

4. Types of data The

data used for this study is qualitative data, including: history of its establishment, geographical location of the object being studied, school vision and mission, organizational structure, teacher and student conditions, state of facilities and infrastructure, assessment standards and their assessments, and quality of PAI learning and good manners.

²⁰ Gumilang, Galang Surya. "Metode Penelitian Kualitatif dalam Bidang Bimbingan dan Konseling." *Jurnal Fokus Konseling* 2.2 (2016).

²¹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. (2013).

5. Data collection

techniques Data collection techniques used by researchers in this study are observation techniques, interview techniques and documentation techniques.

6. Data Analysis Techniques

The description of the analysis of information in this study was carried out by using the technique of *data analysis reduction* (data reduction), data display (data presentation), *conclusion/ verifying* (drawing conclusions) and triangulation.

RESEARCH RESULTS AND DISCUSSION

A. Analysis of the Implementation of Academic and Clinical

Supervision Implementation of academic and clinical supervision of supervisors when researchers made observations, researchers found concrete steps taken by supervisors in improving the quality of PAI learning and character education. Steps designed by supervisors in carrying out academic and clinical supervision are;

1. preceded by supervision of learning devices, learning tools are documents owned by an educator,
2. supervision of monitoring the Learning Implementation Plan (RPP),
3. supervision of the learning implementation process, and
4. supervision of learning evaluation.

This indicator of the implementation of good supervision becomes a concept and is also applied by PAI teachers at SMP Negeri 1 Gringsing Batang. This application can be seen when the PAI teacher and Budi Pekerti carry out learning after receiving direction and stimulation from the supervisor.

Meanwhile, the researchers also obtained the same thing from *the data base* interview with the VIII grade PAI and Budi Pekerti teacher, namely Dewi Sarofah, as follows:

1. PAI and character teachers at SMP Negeri 1 Gringsing in reality have complete equipment
2. Learning tools are obtained from the submissions. District PAI KKG. This device is the result of working with teachers at the KKG PAI forum in Batang
3. The learning tools are neatly stored on the teacher's shelves, making it easier for the teacher to retrieve them.
4. Learning tools consist of curriculum, KD mapping, syllabus, lesson plans, attendance, list of grades, remedial and enrichment programs and reference books.

The weakness of PAI teachers and good manners at SMP Negeri 1 Gringsing is that these learning tools are rarely read. So that when the teacher teaches there is no connection between the lesson plans made with the flow of the learning process in the classroom. This process changes when the supervisory process is carried out by the supervisor. They feel helped by the concept of humanist supervision offered by the PAI supervisor, they are also grateful for being reminded of this²². After being discussed together, the way they teach is in accordance with what they have written in the lesson plans they have compiled. In fact, they feel comfortable with the lesson plans that are prepared by themselves. Miscommunication and disconnection between lesson plans and the learning process can more or less be avoided. So that the learning process is in accordance with the prepared plan²³.

The interview data with the principal of this school became a triangulation of data obtained from teachers, students and educators at SMP Negeri 1 Gringsing Batang. Quality-oriented learning design which is the principal's mission is carried out by empowering teachers through IHT, FGD, workshops, training, inspirational classes, and collaboration with IKA GRISSA alumni (Gringsing Satu Alumni Association). Researchers were introduced to the

²² Dewi Sarofah, Guru PAI dan BP Kelas VIII SMP Negeri 1 Gringsing, Wawancara (Gringsing, 7 September 2021 pukul 11.14)

²³ Agus Mulyadi, Guru PAI dan BP Kelas VII SMP Negeri 1 Gringsing, Wawancara (Gringsing, 7 September 2021 pukul 8.43)

programs owned by SMP Negeri 1 Gringsing Batang including their superior classes and superior programs.

Regarding the quality of Juhandoyo as the principal at SMP Negeri 1 Gringsing Batang, he always schedules scientific meetings in the form of workshops. The trick is to invite education practitioners and school supervisors to this school. As a result, this school is able to produce teachers who can compete in district kindergartens. As proof, during this pandemic period, we can still win innovative learning at the kawedanan level on behalf of Agus Mulyadi. At the student level, it also gave birth to a champion for the MAPSI Online competition. And at the teacher level, Siti Komariyah was able to pass the selection of the principal. At the principal level, Juhandoyo passed the supervisory selection. This is proof that SMP Negeri 1 Gringsing Batang was indeed built by prioritizing quality. Both the teacher is in learning, and the students are learning.

SMP Negeri 1 Gringsing Batang often has guests from LPMP Semarang, from the Regional Office of Central Java, from the District Education Office, they stop by here without prior notification. Monitoring teacher learning in class, the impression is always good. Especially for learning in the class of SMP Negeri 1 Gringsing, it is obligatory for teachers to complete learning tools. Including PAI teachers and Budi Pekerti. So when you enter the class, you will definitely encounter a lot of administrative piles, maybe even complete²⁴.

The results of interviews with *stakeholders* of SMP Negeri 1 Gringsing are also combined with the results of observations in the field, the results are not much different. Good learning although there should be improvement here and there. But the shortcomings were covered at the next meeting. Where the next meeting is getting better. And when they went to the administration locker, the researcher saw a lot of administration neatly arranged there. There are curriculum, syllabus, prota, promissory note, lesson plans, teacher's book, student's book and student-worksheet. Neatly arranged on the shelves of each teacher. Then the results of interviews and observations in crosscheck with the findings obtained.

During the learning process, PAI teachers and Budi Pekerti together with their students carried out the learning process in an enjoyable, comfortable and cooperative manner. This makes all students active in the learning process. A sense of comfort and away from feeling pressured in children makes the learning process in class run optimally. In addition, the PAI teachers and Budi Pekerti who teach in this class are very knowledgeable about the material, so that the learning design can be adjusted according to the needs of the child.

We can see this when the researcher conducts observations and interviews in the classroom with one of the students during the PAI and Budi Pekerti subject learning takes place. A student from class IX/A named Lintang who feels comfortable being taught by Mr. Muflihun's Religion, the learning process uses video media, then Mr. Muflikhun explains and asks the students to tell what students see, what lessons can be taken from the video show and are asked to write on the books, then students are asked to read one by one the results of watching the video. Unlike Rendy, a class IX/C student. The PAI lesson delivered by Mr. Muflikhun was fun, the teacher was not fierce, the teaching was good but the intonation of Mr. Muflikhun's voice tended not to be heard by the students sitting in the back seat.

Meanwhile, Rahmi, a class VIII/B student, said that the teaching of PAI and Budi Pekerti which was taught by Mrs. Dewi Sarofah was good. Even though the teacher, when teaching her voice is loud, so that all students hear everything. Starting from the students sitting in the front to the students sitting in the back, everyone heard. So they understand the material presented. But her weakness is her way of teaching this mother by asking her students to write on the blackboard, while explaining briefly. Even though the school already has package books, and other supporting books.

²⁴ Juhandoyo, Kepala SMP Negeri 1 Gringsing, Wawancara 9 Gringsing 7 September 2021 pukul 8.03)

The same thing was also obtained when the researcher conducted an interview with one of the seventh grade students about PAI and Budi Pekerti learning taught by Agus Mulyadi. His way of teaching is good. The approach model is humorous so that students feel comfortable.

The results of this learning data are then checked by the researchers with the results of observations into the classroom when the PAI and Budi Pekerti teachers carry out learning, plus when the researchers do documentation, it shows that the learning process is quite good.

The results of the interviews that the researchers conducted, the researchers found phenomena that emerged from interviews with 3 religious teachers and the principal that academic supervision was rarely carried out. And this academic supervision is only carried out once a semester for the benefit of teachers when they are going to level up. Or this supervision is only carried out when there is a need for teacher PKG only, so the role of supervision to assist teachers in carrying out optimal learning is less important.

Wrong doctrines and assumptions about the bad view of academic supervision of supervisors make teachers unserved of the need for improvement in their learning. With the arrival of supervisors to supervise teachers to schools, it is the best solution to jointly solve problems faced by teachers in managing learning.

Supervisors make observations to find out the weaknesses of teaching teachers, then these findings are made a program to carry out clinical supervision. Furthermore, with the findings in academic supervision, supervisors can provide solutions to teacher problems in clinical supervision activities. Where clinical supervision is directly related to problems and solutions to problems faced by teachers in the classroom.

The arrival of researchers and supervisors to SMP Negeri 1 Gringsing then changed the mindset of the PAI teachers at this school, initially there were feelings of fear, inferiority and pressure. The supervisors came with a *humanist* and *wise* so as to make them feel comfortable with the arrival of the supervisor. The indicator of their comfort is what the researcher found in the interview activities. Where the phenomena of their comfort are manifested in the form of frequent learning problems and learning solutions that are carried out during the interview.

Supervisors in supervising academics this time have followed the principle of integration, namely supervision has been integrated with the overall educational program. PAI supervisors have also used democratic, objective, humanist and constructive principles, but have not applied the principles of sustainability. Supervision is carried out programmatically but not continuously. PAI supervisors in carrying out supervision of PAI teachers and good manners use a collaborative approach through discussions with the PAI teachers to solve learning problems.

PAI supervisors, through a meeting of PAI teachers and Budi Pekerti, held discussions to discuss learning problems experienced by teachers, *share* experiences between teachers and find solutions to these problems. The feedback given to the teacher is based on the results of direct observations which are noted down by the PAI supervisor or remembered. Feedback is done by providing reinforcement to teachers about their teaching strengths, discussing teaching weaknesses and providing directions for improvement.

The results showed that the three PAI and Budi Pekerti teachers at SMP Negeri 1 Gringsing carried out academic supervision well. PAI supervisors observe learning activities in class according to the specified schedule. The steps taken by the PAI supervisor are conducting pre-observations or initial meetings, observing learning in class and post-observation or feedback meetings. Sugito said: "Academic supervision needs to be carried out through three continuous stages, namely pre-observation, observation, and feedback"²⁵.

The pre-observation stage or initial meeting is where the PAI supervisor communicates to create familiarity with the teacher, discusses the lesson plan that has been prepared by the

²⁵ Sugito, Pengawas SMP Negeri 1 Gringsing, Wawancara (Batang, 5 September 2021 pukul 10.43)

teacher and agrees on the aspects that will be the focus of observation, determines and approves the observation instrument that will be used when the teacher teaches in the classroom. . At the observation stage or learning observation, the PAI supervisor observes aspects that have been agreed with the teacher, using the instruments that have been prepared. When making observations, PAI supervisors need to also record the activities of teachers and students during learning activities. During observation, it should not interfere with the learning process. At the post-observation stage or feedback meeting, ask how the teacher feels and comments on the implementation of the learning that has just taken place, submits notes on the observations, invites the teacher to observe and analyze, openly discuss the results of observations, provide reinforcement to the teacher, and agree to plan learning activities and subsequent supervision. At this post-observation stage, PAI supervisors should avoid the impression of only looking for teacher mistakes but provide opportunities for teachers to understand their weaknesses or shortcomings and provide encouragement and reinforcement that teachers are able to improve on these weaknesses.

PAI supervisors have used a supervisory approach and method, which mostly uses classroom observation, as well as the implementation of teaching supervision in improving the quality of teacher learning at SMP Negeri 1 Gringsing, PAI supervisors use class observation supervision techniques, class visits and group techniques, in line with Nafian stated that: "Supervision can provide comprehensive results when using various techniques and methods"²⁶.

Academic supervision can be carried out individually by using class observation techniques, class visits, visits between classes, individual meetings and self-assessment. As Minarsih stated that: "Many academic supervision techniques are carried out individually or in groups"²⁷. Some of the supervision techniques that are carried out individually include class observation, class visits, individual meetings or conversations, self-evaluation and clinical supervision. While group techniques such as teacher meetings, orientation meetings, group discussions conducted by teachers, seminars and workshops, comparative studies or visits to other schools, learning resource centers and supervision bulletins. It could also be with group supervision techniques including *meetings*, group discussions and *in-service training*²⁸. Meanwhile, quality improvement at SMP Negeri 1 Gringsing Batang was developed in many ways. Where this method becomes an outland of quality activities at the school. In the habit of SMP Negeri 1 Gringsing Batang, the quality assurance process is carried out using an *inservice training* better known as IHT. (*in house training*)

B. Analysis of Gaining Improvement of Teacher Quality

In order for the quality of teachers to improve properly, teachers carry out *upgrading* of knowledge that can support their abilities and *skills* in teaching. So the concrete steps taken by the teacher are

1. Following the guidance and training that is routinely carried out by the school. Routine guidance and training activities that have been scheduled by the school in the form of IHT activities This IHT activity is an integral part of the school concept that prioritizes the quality of learning at SMPN 1 Gringsing.
2. Workshops were also held in order to maximize the role of teachers at SMP Negeri 1 Gringsing. This workshop activity step is a vehicle for *upgrading* the knowledge of teachers so that teachers do not miss information and teachers are always proficient in providing educational services in education units.
3. The current webinars on learning technology are also attended by teachers, through MGMP activity forums and scientific activities in the field of Education. So that teachers at SMP Negeri 1 Gringsing are always *updated* on the progress of education.

²⁶ Nafian pengawas SMP SMA dan SMK, Wawancara (Batang, 6 September 2021 pukul 11.43)

²⁷ Minarsih pengawas Madrasah Tk MTs dan Aliah, Wawancara (Batang 11 September 2021 pukul 10.43)

²⁸ Minarsih pengawas Madrasah Tk MTs dan Aliah, Wawancara (Batang 11 September 2021 pukul 10.43)

4. At SMP Negeri 1 Gringsing literacy is promoted by cooperating with alumni of SMP Negeri 1 Gringsing who have become great writers, so that the writing world at SMP Negeri 1 Gringsing Batang sharpens their abilities. So that the problems of writing in the world of education have been resolved. The indicator of the completion of scientific writing problems is evidenced by the documentation of the work of teachers at SMP Negeri 1 Gringsing in the form of printed books with ISBN.

The commitment of SMP Negeri 1 Gringsing to improve the quality of its teachers can be seen in the budget allocation for quality improvement activities, such as workshops and technical guidance for IHT participants. This great hope bore fruit in 2021, the Gringsing State Junior High School won many championships so that the name of the Gringsing State Junior High School 1 was displayed in the 262 edition of the Cross Jateng Newspaper published on November 22 - December 5 2021 with the title " *The Flood of Achievements of the Students of SMP Negeri 1 Gringsing Batang Proud*". We can see the name of SMP Negeri 1 Gringsing which has won many awards from the results of documentation and observations in the school library. There archived achievement data published by the mass media.

C. Analysis of Learning Quality Acquisition

Indicators of learning success that capture the quality of PAI and character education at SMP Negeri 1 Gringsing obtained from interviews, observations and documentation can be seen in:

1. Documents on the Value of PAI and Budi Pekerti learning outcomes at SMP Negeri 1 Gringsing Batang is above the KKM.
2. Student learning achievements are realized in the form of MAPSI competitions at the Batang Regency level.
3. Achievement of PAI and Budi Pekerti teachers at SMP Negeri 1 Gringsing who are academically able to compete in teacher learning competitions.

D. Analysis of Factors Affecting the Acquisition of Learning Quality

Factors affecting the quality of learning can explicitly be grouped as follows:

1. External factors are grouped into 2 groups, namely: one *non-social*, such as weather, climate, and physical and non-physical facilities will play an important role in achieving learning outcomes. And *social*, namely teacher factors that direct and guide students' learning activities as well as being one of the sources of subject matter.
2. Internal Factors
 - a. Physiological factors in learning. These physiological factors are divided into 2, namely:
 1. General physical condition.
 2. The state of certain physical functions, especially the functions of the five senses.
 - b. Psychological factors, namely: willingness, motivation, interest, attention and intelligence and memory²⁹.

Meanwhile Kurnia DW, a class VII BK teacher said: "No less important factors that affect the quality of student learning are intelligence and stable memory. Because with intelligence and stable memory it will be easier to achieve quality learning³⁰. Then, no less important, there are other factors that determine the quality of learning at SMP Negeri 1 Gringsing Batang, namely the factors of teachers, learning materials, and students. So teachers at SMP Negeri 1 Gringsing should design learning with a humanist approach where the humanist concept is what makes learning designs *fun, attractive, and competent*.

This is in line with what researchers found when researchers carried out observations and documentation of learning in the classroom. Where the researchers found the phenomenon of the learning process that is designed by combining technology, so that learning is fun which

²⁹ Siti Rodiyah, Guru BK SMP Negeri 1 Gringsing Batang, Wawancara (Gringsing, 5 November 2021 pukul 11.43)

³⁰ Kurnia DW, Guru BK kelas VII SMP Negeri 1 Gringsing Batang, Wawancara (Gringsing, 5 November 2021 pukul

can be seen from the indicators of teachers who teach using LCD and learning materials are packaged with powerpoints and learning videos.

Meanwhile, the phenomenon obtained by researchers in research documentation where the element of career guidance is also carried out at SMP Negeri 1 Gringsing Batang. This can be seen clearly in the consultation book that the author got from the BK room. There all students are served. Not only students who have problems, but achievement records also appear in career guidance books.

Researchers also found a learning process that not only pursues learning materials, but in the learning process PAI and Budi Pekerti teachers at SMP Negeri 1 Gringsing always motivate their students to always do their best, wherever and whenever.

In line with Juhandoyo, as the head of SMP Negeri 1 Gringsing, said: "Fun learning (*joyful instruction*) is an initial step to create a successful learning process. Because students do not feel pressured, afraid and inferior. So students are motivated in themselves to study seriously. If you really study hard, you can usually get maximum results³¹.

CLOSING

A. Conclusion

In the discussion of the researcher's thesis entitled "IMPLEMENTATION OF ACADEMIC AND CLINICAL SUPERVISION IN THE QUALITY DEVELOPMENT OF LEARNING IN ISLAMIC RELIGIOUS EDUCATION AND CHARACTERISTICS IN SMP NEGERI 1 GRINGSING BATANG", the researcher can conclude as follows:

1. Academic supervision carried out at SMP Negeri 1 Gringsing Batang to assist teachers in managing classroom learning. This supervision is to assist teachers in carrying out optimal learning in addition to aiming to assist teachers in improving the quality of learning, so that it will have a direct impact on learning outcomes. From this academic supervision supervisors can provide clinical assistance to teachers who have difficulty in providing educational services. Because this clinical supervision is to help teachers at SMP Negeri 1 Gringsing Batang in improving *skills* or teaching performance in the classroom.
2. The quality of teachers at SMP Negeri 1 Gringsing Batang, was developed through quality improvement activities in the form of workshops, IHT, webinars, training, coaching, all of which were neatly scheduled in the RKKS. The development of teacher quality is a school commitment because schools are aware that the quality of learning will not be achieved optimally if their teachers are not empowered. The point is how the teacher must have the "*How to Chank*" principle. This principle can increase the enthusiasm of teachers to upgrade their knowledge and support the development of their potential and *skills* in teaching
3. The quality of learning is an activity carried out by teachers and students in achieving learning objectives. The learning objectives expected by SMP Negeri 1 Gringsing Batang are the achievement of quality learning that can be seen from various sides, such as exceeding the KKM in each KD, the ability of students to compete at each *event*, as well as the ability of teachers to provide quality and inspiring educational services. Also the ability of teachers to compete in every learning innovation competition. Achievement of goals in the form of increasing knowledge and skills as well as developing attitudes through a quality learning process. Indicators of learning quality will capture the overall process and learning outcomes that take place at SMP Negeri 1 Gringsing Batang.

³¹ Juhandoyo, Kepala SMP Negeri 1 Gringsing Batang, Wawancara (Gringsing, 5 November 2021 pukul 11.43)

4. Factors that influence the improvement of the quality of PAI learning at SMP Negeri 1 Gringsing Batang are influenced by two main factors. The two main factors are internal and external factors that greatly affect the process and learning outcomes of students in the education unit. Factors that affect the quality of learning from within include physiological factors, where these factors include physical conditions and the condition of the five senses, as well as psychological factors that include talents, interests, intelligence, motivation, cognitive abilities. Learning outcomes are directly proportional to the factors that affect the quality of student learning. So far, student achievement is only seen from internal factors, such as intelligence, potential, and student motivation. Whereas these internal factors can develop along with the functioning of external factors and the student's learning environment. Factors from outside students occur if students carry out harmonious relationships between humans that occur in various social situations such as family, school, friends, and community environments. Students' harmonious relationship with a supportive environment allows them to maximize learning. A harmonious relationship with the learning environment will lead to the achievement of optimal learning quality.

B. Suggestions

Based on conclusions above, this study provides advice to supervisors, school principals, and all *stakeholders* at SMP Negeri 1 Gringsing Batang and education practitioners to jointly position themselves in accordance with their main duties and responsibilities. There are many things that must be discussed together so that the quality of learning can be maintained and leads to the achievement of maximum learning objectives. The suggestions explicitly are as follows:

1. Supervisors as guarantees of learning quality must really maximize the role of supervision by coming to school as often as possible to listen to teacher complaints, so that the closeness between supervisors and teachers who are built with the same frequency of desire, both want to advance the quality of learning will run smoothly. healthy. To be able to achieve a situation like this, supervisors come up with the concept of supervision and supervision that is *humanist* and *wise*.
2. Principals are the most important managers in schools. Where will the school be taken?, that is a concept developed by the principal. The principal who knows the school best with its SWOT analysis is the principal. Then the principal must develop a careful plan for the short, medium and long term. If the school wants a strong and maximum quality of learning, the school must give priority to the budget for improving the quality of teachers and the quality of learning. Teacher quality improvement activities can be carried out with many workshops, mentoring, IHT, webinars and others. When *habit* of quality teacher activities has become a necessity in the hearts of the teachers, it will undoubtedly produce optimal learning quality.
3. The teacher is a very important person in the educational process. Whatever the technology, no matter how clever the teacher is when teaching is only an obligation, the results of his education are not optimal. Teachers must teach with heart so that the *value* of education can touch the hearts of their students. Education is not just a *transfer of knowledge*, but *values* are much more important. Create *habits* good and *smart* in the eyes of their students, so that what is seen, noticed and imitated becomes a reference for intellectual and proud habits.
4. Students are the relay carriers of the nation's future. For this reason, make students proud of themselves, fertilize them with enthusiasm and self-motivation to move forward. How to learn, learn and keep learning. Appreciation for channeling motivation and enthusiasm to students through motivational words for students which are intended to inspire

enthusiasm so that the learning process and achieving achievements can be carried out with more confidence.

5. The community as education customers should participate in maximizing the role in education in schools. Because the success of education is not only determined by the principal, teachers, students, but the success of education is also determined by the extent to which the community supports the learning process in schools. For this reason, school partners with the community must be built in harmony so that the quality of learning can run in accordance with the educational goals that are expected together.
6. To *stakeholders* or components in SMP Negeri 1 Gringsing Batang, both supervisors, principals, teachers and administrative staff as well as servants who are part of the big family of SMP Negeri 1 Gringsing Batang to always contribute their thoughts and provide input, ideas or ideas in the policy-making process at schools, and participate in controlling the implementation of learning in accordance with their respective duties and responsibilities.

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