

## Research Article

# The Problems of Supervision of Teacher Education for Islamic Religious Education Subjects in the State Junior High School (SMP) of the West Region of Sijunjung

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**Abstract.** Teaching is an obligation and routine carried out by every teacher by making it a responsibility in educating the nation's children. Teaching will be a problem if the fulfillment of the equipment is not fulfilled optimally, and when supervision is held it becomes a scourge and a frightening thing for subject teachers, one of which is Islamic religious education. The lack of completeness of equipment and limitations in knowledge of the use of teaching media are the reasons for the unpreparedness of teachers to be supervised.

**Keywords:** *Teaching, Teacher, Supervision.*

## A. INTRODUCTION

The teacher is the main component in the teaching and learning process, the teacher will be the first to know whether the students are able to receive the lesson well or not. Teachers also determine the success of students, especially in relation to the teaching and learning process. According to Sabri in Nurkholis (2020) said the teacher is the holder of the main role in the teaching and learning process. The teaching and learning process is a process that contains a series of teacher and student actions or the basis of reciprocal relationships that take place in educational situations to achieve certain goals (Nurjannah et al., 2021; Zuhaeriah et al., 2020).

In Islamic teachings, placing the teacher (educator) in a noble position is also a very important figure, so important is that an educator places the position of an educator at the same level as the position of the prophets and apostles. So in Islamic education it has a message that reads "Seek knowledge from the cradle to the grave, so that educators are a very important component in the education system (Munadi, 2020). Therefore, any efforts to improve the quality of education must be in contact with the resources of teachers or educators (Ramayulis, 2006:32).

The duties and responsibilities of a teacher are stated in Law Number 14 of 200 which states that "professional educators have various main tasks consisting of educating, guiding, teaching, directing, assessing, training, and evaluating students. To be clear, the duties and responsibilities of teachers are as; 1) the teacher serves as an educator, 2) the teacher's job as a teacher, 3) the teacher's job is to train life skills, 4) provides guidance and direction, 5) provides motivation, 6) the teacher acts as a teaching manager, 7) the teacher acts as a model and role model, 8) teachers as community members, 9) teachers as administrators, 10) as advisors, 11) as evaluators".

The presence of a teacher in the world of education is very crucial for the development of students, because their obligation is not only to provide knowledge but also to internalize values to students in order to better understand what is meant by knowledge, knowledge and abilities possessed by students.

Forms of values that are internalized at least include: ethical values; values that are considered good which include justice, dignity, equality, honesty, diversity, the rights of students, pragmatic values; values that prioritize aspects of practicality and effectiveness of thinking that follow the value of sensory effects and religious values (Tafsir, 2005: 24).

In Islam, teachers are people who play an important role in being responsible for the development of students by seeking the development of all potentials of students, both affective potential, cognitive potential and psychomotor potential so that students can develop according to their growth.

Educators are the main factors that determine the quality of education. Because educators deal directly with students in the learning process in class. In the hands of teachers, students have strong personalities and become big-hearted (Tafsir, 2005:24).

A qualified teacher must meet the requirements to become a professional and knowledgeable teacher. Basic competence for educators is determined by the level of sensitivity to the environment and the development of students seen from the weight of the basic potential and tendencies they have in order to fulfill the qualified requirements to educate (Mulyasa, 2007: 19).

## **B. LITERATURE REVIEW**

Etymologically "supervision" comes from the words "super" and "vision" which each word means above and vision so, etymologically supervision means seeing from above. In English, supervision means supervision in the field of education carried out by superiors to subordinates, namely teachers. The person carrying out the supervision is called supervisor, a supervisor has a position above or has a position that is more than the person being supervised.

Definition of educational supervision according to experts:

1. Neagly (1980:20) quoted by Made Pirata, suggests that every service to teachers that aims to produce improvements in instructional, learning and curriculum is said to be supervision. Supervision here is defined as assistance and guidance to teachers in the fields of instruction, learning and curriculum, in their efforts to achieve school goals.
2. Kimbal Willes (1956:8) argues that "supervision is an assistance in the development of a better teaching-learning situation", which is an assistance in developing an improved teaching-learning situation.
3. N. A. Ametembun (1981: 5) continues that educational supervision is a habit to improve the educational situation. The intended education is in the form of guidance or demands towards improving the educational situation in general, and improving the quality of teaching and learning in particular.
4. Sergiovanni (1971:223) quoted by Made Pidarta put forward statements related to supervision as follows: (1) supervision is more of a process than a role, (2) Supervision is a process used by school personnel who are responsible for aspects of school goals that depend directly on other personnel, to help them complete the school's goals.

From some of the definitions of supervision above, it can be concluded that academic supervision is a series of activities planned by supervisors to improve learning management so that maximum learning is obtained by assessing all learning activities of supervised teachers and assessing their learning tools so that the teacher becomes better and better. professional in their field.

## C. RESULTS AND DISCUSSION

### 1. Teacher Problems in Teaching

The results of this study found that the problems faced by teachers in teaching were as follows:

#### a. Problems in formulating goals

The main learning goal is not to demand that children understand and understand so that if a test is held, students get a score of one hundred but the real purpose of learning is to shape students' personalities to be more intelligent, knowledgeable, and most importantly have noble character. The teacher does not have to be able to be an all-rounder, but the teacher has knowledge related to the concepts of learning that are taught so that ideal learning occurs to form the point of view of students' lives that are lived in the teaching and learning process.

Problems or problems for teachers in teaching are only based on what is stated in the textbook so that the teacher's self-development does not match the demands of the world of education. Due to the lack of understanding in formulating goals so that teachers are only able to cover one domain, the lack of cognitive aspects such as knowledge makes it difficult for teachers to provide new knowledge to students, the lack of practical tools makes the formulation of learning objectives not carried out, while in the analysis students do not understand the consequences. lack of practical tools, while evaluations are still held so that student development continues to increase.

Likewise, there are still many teachers who are not proficient in formulating learning objectives that will be taught to students, so that the formulation of teaching objectives does not seem to be students' understanding but teacher's understanding. When faced with such teachers, it is clear that they are wary of being supervised.

#### b. Problems in choosing a teaching method

The method is a communication tool used by the teacher to convey knowledge to students during the teaching and learning process. Communication is delivered through oral and written. Many methods can be used by teachers to communicate with students in the teaching and learning process, including lectures, questions and answers, discussions, assignments, demonstrations, group work, problem solving, field trips, simulations, role playing, case studies and inquiry.

The teacher argues that by adhering to one method chosen for teaching, it is intended that learning can be achieved optimally. Because the lack of access to meet the educational needs of students, teachers are more monotonous, teachers should be able to combine methods to be applied in one learning package. However, the reality is that there are still many teachers who dominate learning activities with the lecture method because of the problems that exist in schools and areas where teachers teach.

As a teaching sign by the teacher, the lecture method can only be effectively used as a last method, because using the lecture method for more than 15 minutes students will feel bored and have no enthusiasm for learning, causing an ineffective teaching and learning atmosphere. Therefore, it is necessary to hold a combination with several other methods.

#### c. Problems using learning resources

Students should be able to learn by using learning resources from literature reviews, the internet and a collection of textbooks. In fact, learning resources that occur in the field are still minimal as well as conventional and traditional which only rely on one source, namely the teacher. The lack of learning resources and isolated areas have resulted in a lack of access to various teaching needs.

The lack of learning resources that can be used as teaching materials makes it difficult for students and teachers to develop the teaching and learning process. However, efforts to provide learning resources are deliberately planned, for example books must be ordered in

advance to meet learning needs, at least journal references so that the journal procurement is incomplete, the only map available is an Indonesian map whose procurement process is based on generations from year to year, libraries incomplete knowledge is able to increase knowledge even though it is not very qualified.

There are also learning resources that are not intentionally planned but can be used for learning activities such as the school environment, both physical and social, for example plantations, rice fields, rivers, communities, farmers, traders and so on.

d. Problems creating and using props

Teaching aids are used as assistants to facilitate the teaching and learning process so that the transfer of knowledge occurs optimally. Based on the form and need for teaching aids, they can be in the form of two-dimensional media (pictures, photos, sketches, diagrams, graphics, and posters) and three-dimensional media (tourist guides, imitation media, embossed maps, globes and dolls).

According to its function based on the lessons carried out in teaching and learning. Teaching aids can be grouped into three, namely auditive, visual, and audio-visual. Teachers can choose and use which teaching aids are appropriate for teaching materials. Due to the limited area that is not able to reach and fulfill the teaching aids, teachers and students procure it by buying in an area that has qualified props or by making their own simple teaching aids based on materials around the school environment.

e. Problems in planning teaching programs

Each teacher must create a teaching program so that the teaching carried out in the classroom can be structured according to the program that has been made. Teaching programs can be structured and planned based on lesson time. The teaching program is developed based on an educational curriculum approved by the government, written in a system and format mutually agreed upon by all teachers so that the curriculum can be adapted to school conditions, making it easier for principals to check and assess teacher performance.

f. Problems in planning and carrying out evaluations

To determine the success of student learning, teachers must carry out an evaluation of the teaching and learning process on an ongoing basis. This continuity aims to make it easier for teachers to know students' abilities. Teachers must develop teaching programs that will be implemented in the teaching process and carry out appropriate evaluations.

The evaluation held must be in accordance with the validity, namely in accordance with the measuring instrument used, it is said to be valid if the measuring instrument is used appropriately to measure or to be measured. In other words, validity means "accuracy" in the use of measuring tools to assess.

## 2. Teacher Problems in Facing Supervision

Based on the teacher's problems in teaching, a new problem arises, namely the teacher's problems in dealing with the supervision held by the school. Basically the problems in teaching and the problems in facing supervision are very closely related. When the teacher is not ready to complete the teaching tools it will be a problem when supervision is held.

The problems faced by teachers in dealing with supervision are:

a. Problems in choosing teaching methods during supervision

The difference when teaching without a supervisory assessor and when supervision is held is that the teacher takes the wrong teaching method so that the material taught to students becomes unfocused. This lack of focus makes the teacher feel insecure when the assessment is carried out.

- b. Problems in using learning resources during supervision  
Learning resources used in teaching become a measure of a teacher's confidence when supervised. However, if the learning resources are inappropriate and not in accordance with the teaching tools, it becomes a scary thing for the teacher when supervised. The incompatibility of teaching materials with teaching materials is sometimes due to the incompleteness of teaching materials in schools and difficult to get them due to areas that are difficult to reach by transportation.
- c. Problems in making and using teaching aids in supervision  
Teaching aids are usually provided by the teacher, but if the use of teaching aids is not supported, such as a laptop, the support is in-focus, but the availability of electricity is limited in schools, resulting in an inefficient teaching and learning process. Not all teachers can use laptop and in-focus teaching aids, resulting in teachers feeling less confident. The development of teaching aids if using the availability of nature and the environment becomes less effective if the teaching aids are also limited.
- d. Problems in planning teaching programs for preparation for supervision  
Each teacher must create a teaching program so that the teaching carried out in the classroom can be structured according to the program that has been made. However, if the teaching program that has been prepared and planned based on the scheduled lesson time is not in accordance with the teaching practice implemented. The number of discrepancies between the programs that have been made and the reality in the classroom becomes a burden for the teacher when supervised. This is due to the incomplete provision of teaching aids. The teacher improvises a lot to complete the existing deficiencies. The teaching program becomes ineffective if there is no support from the school or from the area where the school is located, due to the lack of information tools and internet in the area.

#### **D. CONCLUSION**

The educational supervision program is a process of activities in improving the ability of subject teachers to be more enthusiastic in teaching and correcting deficiencies in teaching. The benefits of this supervision activity are to improve and maintain the ability of students to learn. The target of the supervision program is aimed directly at teachers who carry out the teaching and learning process, but educational supervision is more about the need to meet the needs of students to be better able to develop themselves for the better.

So basically the implementation of educational supervision can be interpreted as guidance for teachers in developing teaching potential to be more qualified. Meanwhile, if in the implementation of supervision there are still many mistakes and shortcomings, it would be better to provide solutions and guidance so that teachers become more confident and professional. Supervision is held so that in carrying out the teaching and learning process and in the implementation of supervision, it is necessary to have professional understanding and skills. Professional in organizing teachers, mastering supervision techniques, and having good ethical behavior.

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