

# Effectiveness of Supervisory Coaching in Developing Professional of Islamic Teachers

Nur Habibullah, Mukhtar, Risnita, Khairul Anwar



**Abstract:** This research aimed at investigating the effectiveness of supervisors in developing the teaching profession of Islamic Religious Education in Jambi Province. The question in this research is why the effectiveness of supervisors' guidance in developing the professionalism of Islamic Religious Education teachers has not been effective. This study used a descriptive qualitative approach. Data collection was done by observation, interview and documentation techniques. Determination of research subjects using purposive sampling techniques. Data analysis techniques were carried out by data reduction, data presentation and conclusion drawing and verification of the reliability of the research results obtained by the extension of participation techniques, observation accuracy, data triangulation and advisory counseling. The results of the study are: Firstly, there were many obstacles and challenges of supervisors in carrying out their duties, among which the lack of guidance and training to supervisors, the lack of teacher training, limited budgets, distance traveled to the target sites, there are still low supervisory competencies, lack of new human resources, lack of facilities, low mutual respect for Islamic supervisors in public schools, and limited visits to teachers due to the large number of Islamic teachers in each region. Secondly, development of the teaching profession by improving the professionalism of teachers and improve the competency of teachers and teacher certification. Thirdly, the efforts to create the effectiveness through enhancing communication and coordination made with Islamic religious teacher, a good cooperation between supervisors and teachers, improve teacher training, making professional development activities of teachers, increase creativity in teacher professional development, increase cooperation with various stakeholders, improve facilities and infrastructure, increase budget allocations, provide rewards to supervisors, increase supervisory competencies with supervisory training, reduce the workload of supervisors, and add quality supervisory human resources. In conclusion, the effectiveness of supervisors' guidance in the development of the teaching profession can be effective if it is well accompanied by factors supporting these effectiveness.

**Keywords :** Effectiveness, Supervisors, Teacher Profession

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\* Correspondence Author

**Nur Habibullah\***, Universitas Islam Negeri Sultan Thaha, Jambi, Indonesia., E-mail: [nur\\_habibullah@gmail.com](mailto:nur_habibullah@gmail.com)

**Mukhtar**, Universitas Islam Negeri Sultan Thaha, Jambi, Indonesia., E-mail: [my4810263@gmail.com](mailto:my4810263@gmail.com)

**Risnita**, Universitas Islam Negeri Sultan Thaha, Jambi, Indonesia., E-mail: [risnita@uinjambi.ac.id](mailto:risnita@uinjambi.ac.id)

**Khairul Anwar**, Universitas Islam Negeri Sultan Thaha Jambi, Indonesia, E-mail: [mr.khairulanwaratebo@gmail.com](mailto:mr.khairulanwaratebo@gmail.com)

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## I. INTRODUCTION

To carry out education comprehensively, human resources such as teachers are the capital and assets of education if they can be optimally empowered. But instead it becomes a "burden" on education if its empowerment is not accompanied by adequate quality teachers. Experience shows that regions or countries that have qualified teachers will be able to compete with other regions or countries.

The noble task of the teacher should be implemented selfless, sincere, patient and professional, will be able to improve the ability of teachers themselves, The qualities of the teacher can be simplified as follows: compassion for students, gentle, humble, respecting knowledge that is open, fair, consequent on words and deeds and simple [3].

In carrying out their duties the teachers are inseparable from the difficulties in achieving the goals set by the school and the institutions, therefore the role of supervisor is also needed to help them explain and correct mistakes made by the teachers in the school. Especially making lesson plans, how the learning process uses the curriculum, and how to activate students in learning. Therefore, the professionalism of teachers as educational staff needs to be developed in order to be able to manage learning well and be able to provide guidance and training to students according to educational goals [30] [50] [51] [56] [55].

Among the solutions that need to be taken into account is to seek qualified teachers in accordance with the expectations of the community, nation and religion. Every teacher, including Islamic Religious Education teachers must get professional development [23]. This is intended so that teachers can work as expected. Teacher profession is in accordance with the holy Quran [5] At-Taubah verse 122 "And It is not for the believers to go forth (to the battle). For there should separate from every division of them a group (remaining) to obtain understanding in the religion and warn their people when they return to them that they might be cautious"(QS; 9: 122).

Improvement of the teaching profession in the learning process cannot be separated from the role of supervisors of education [27] [4] [11] [34]. As supervisors have a huge responsibility to the smooth the education activity in schools, especially teachers of subjects cultivated. Supervisors are also key element in the maintenance and development of teaching in schools. He is as the supervisor must be able to move the school to have a progress and be able to identify the talents and abilities of human resources in its teacher development.



Then the supervisor becomes a coordinator of the knowledge and abilities of the teacher, and he will strive for the development and progress of the entire supervision program [50] [51] [12]. The supervision activities of Islamic Religious Education need to be carried out and the assumption that an activity cannot be expected to run well and smoothly in a sustainable manner, if not carried out supervision. This does not mean that supervision is carried out to find fault, but rather to assist teachers in carrying out their duties.

Education will be of high quality if the teachers are professional and qualified. Teachers will be professional and have clear careers if there is a guide, who moves and leads them to improve and develop them [40] [35].

The work of supervisors of Islamic Education is based on the function of education is to create a healthy and dynamic work atmosphere [2] [3]. In the oversight of educational institutions in this case the supervisor of Islamic religious education subjects, he has the main task as an educational supervisor, the task is to supervise and manage the learning situation well, so that teachers can teach and students can learn well. In carrying out this task the supervisor has a dual function of carrying out overseeing school administration so as to create a good learning situation [13] [22] [20] [26]. Supervision activities in the whole educational process are activities that are integral to the whole process of other educational activities.

Supervisor of Islamic Education in schools according to regulation of ministry of religious affairs No. 2, 2012 [7] is a Civil Servants Teacher who was appointed to the functional position of supervisor of Islamic Education whose task, responsibility and authority oversees the implementation of Islamic Education in schools. Referring to the Ministry of Religious affair's Regulation No. 2, 2012 [7] concerning Madrasah Supervisors and Islamic Religious Education Supervisors in schools stated that PAI supervisors are responsible for improving the quality of planning, processes, and results of education and learning of Islamic religion education in Kindergartens, Elementary school, secondary school, and vocational high school [28].

According to [6][8][9][12] there are four components of activities that are the focus in evaluating the performance of school supervisors, Programming, the indicators include the preparation of a monitoring program. Program implementation, the indicators include: Carry out teacher coaching; monitor the implementation of four SNPs; carry out teacher performance assessments; make an annual report on the implementation of the program; evaluate the results of the implementation of the supervision program; carry out an evaluation of the results of the implementation of the supervision program in the target schools; and make an evaluation report on the results of the implementation of the supervision program.

Guide and train teacher professionals are arranging professional teacher and/or school guidance and training programs in KKG/MGMP/MGP and KKKS/MKKS and the like; carry out professional guidance and training of teachers and/or school principals in KKG/MGMP/MGP and KKKS/MKKS and the like; carry out the guidance and training of school principals in developing school programs, work plans, supervision and evaluation, school leadership

and school licenses; evaluate the results of the implementation of professional guidance and training of teachers and principals in KKG/MGMP/MGP and KKKS/MKKS and the like; guiding young school supervisors in carrying out their main tasks; carry out professional guidance and training of teachers and/or principals in action research (conducted if there are no primary school supervisors); and make a report on the results of professional guidance and training of teachers and/or principals.

In the grand tour that has been carried out by the author at the Ministry of Religious affairs in Jambi province in terms of the effectiveness of the guidance conducted by supervisors in the development of the teaching profession, there is a number of problems in the field. In the initial findings there are still many that have not been effectively carried out by Islamic Religious Education supervisors in the guidance and training of Islamic Religious Education teachers including, first, the existing plans do not fit the needs of teachers, do not have clear patterns and targets.

Second, the lack of coordination in the implementation of activities between supervisors and Islamic Religious Education Teachers. Third, the ineffective process of teacher guidance and training is an indication of the lack of learning innovation. Among them the lack of delivery of new ways during MGMP/KKG, the lack of understanding of the teacher himself accepts the new ways given. Fourth, the lack of KKG activities in workshops, seminars, observations, individuals, KKG/MGMP and *group conferences*, as well as visits to Islamic Religious Education teachers through supervision. With indicators of the number of teachers who complained with reports of teacher activities, many did not understand the activities carried out.

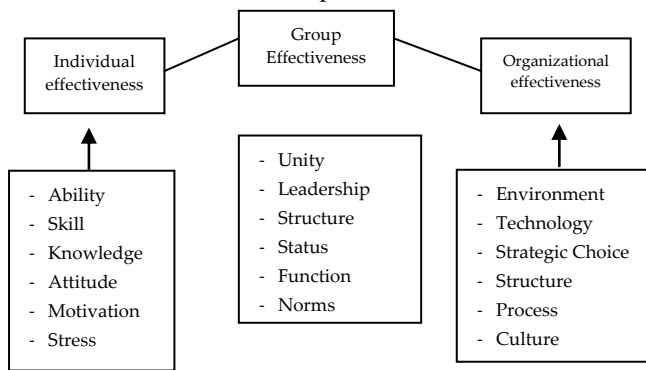
## II. LITERATURE REVIEW

According to [1] effectiveness is the degree to which an organization can achieve its objective, effectiveness emphasizes attention on the appropriateness of the results achieved by the organization with the objectives to be achieved. So the effectiveness of conformity between people carrying out tasks with the intended target. Something is said to be effective if the work is done according to purpose [31] [32] [42] [43].

Effectiveness is one of the achievements to be achieved by an organization. To obtain a theory of effectiveness, researchers use concepts in management and organization theory specifically related to effectiveness theory. Effectiveness cannot be equated with efficiency. Because both have different meanings, even though in various uses the word efficiency is attached to the word effectiveness. Efficiency implies a comparison between cost and results, while effectiveness is directly related to achieving goals [52] [53].

Effectiveness has three levels as based on [16] [21][24][25] there are: First, individual effectiveness is based on an individual perspective that emphasizes the work of employees or members of the organization. Second, group effectiveness is the view that in reality individuals works together in groups.

So the effectiveness of the group is the total contribution of all members of the group. Third, organizational effectiveness which consists of individual and group effectiveness. Through the influence of synergy, the organization is able to get works that are higher in level than the number of works of each part.



**Figure 1. Organizational Effectiveness Model [24]**

Coaching is refinement, process, method, manufacture. Coaching is the same as management, because in coaching there are efforts to plan, do work and evaluate it. Thus, the word coaching in this case is equated with management. According to [37][38][39] stated that the word guidance is as the same as the word management in English and adopt in Indonesian it becomes management that can be interpreted as the art and science of planning, organizing, organizing, directing, and supervising the resources, especially humans, to achieve goals predetermined.

Guidance/management of education units or school management is the management of education that is at the lowest unit to plan educational programs and make decisions that are based on concrete actions taken comprehensively to cover all school needs, vision, mission, and goals of school education [18].

Andrew F. Sikula in the UPI Lecturer Team stated that coaching or management is generally associated with planning, organizing, controlling, placement, directing, motivating, communication and decision-making activities carried out by each organization with the aim of coordinating various available resources so that produce a product or service efficiently. One of the coaching conducted in the organizational work unit is the supervisor.

In the world of education it is known that supervision always refers to activities to improve the learning process [35]. This learning process is certainly related to other activities, such as efforts to improve the personal teacher, improve his profession, communicate and get along, both with school residents and with the community. This activity is inseparable from the end goal of each school, which is producing quality graduates. Behavioural controlling is also an important part of effective control systems [18].



**Figure 2. Three Objectives of Supervision [43]**

Supervision means helping and participating in efforts to improve and improve the quality of teachers [36][42]. Monitoring labour behaviour is an important part of an effective supervision system. Supervision is any assistance from supervisors or all madrasah leaders to improve school management and improve staff/teacher performance in carrying out their respective duties and responsibilities so that they can work professionally and the quality of performance increases [29].

In addition to improving the quality of the educational process and outcomes, direct and indirect supervision can also help teachers to develop their professionalism. Supervisors can help teachers develop the ability to understand teaching materials, teaching processes, life in the classroom, develop competencies as teachers [47][49].

Supervision is a process to find out whether there are irregularities in carrying out the plan so that immediate remedial efforts are made so as to ensure that the activities carried out in real are activities that are in accordance with what is planned. Supervision in schools emphasizes the work that must be carried out correctly by all elements of its implementation including the teacher, although it must force the people who do it [16].

History of supervision in developed countries such as the United States was initially to improve teaching that began with the development and development of curriculum and then subsequently directed to develop human resources in this case is the teacher. So what needs to be improved is the potential of teacher resources both personal and professional [48].

### III. RESEARCH METHOD

This study aims to examine the effectiveness of supervisors in developing the teaching profession of Islamic Religious Education in Jambi Province. The question in this research is why the effectiveness of supervisors guidance in developing the professionalism of Islamic Religious Education teachers has not been effective.

This study used a descriptive qualitative approach. Data collection is done by observation, interview and documentation techniques. [44][45][46] Determination of research subjects using purposive sampling techniques. Data analysis techniques were carried out by data reduction, [15][17] data presentation and conclusion drawing and verification of the reliability of the research results obtained by the extension of participation techniques, observation accuracy, data triangulation and advisory counselling [41] [46]. In this study researchers used a descriptive qualitative research approach using phenomenological studies with the type of empirical, transcendental, or psychological phenomenology, [14] [16] [33] in which researchers come directly into the field in the Office of the Ministry of Religious affairs in Jambi Province. the representation including the Ministry of Religious affairs of Tanjung Jabung Barat regency, the Ministry of Religious affairs of Jambi city, and the Ministry of Religious affairs of Merangin Regency,



by directly examining the Islamic education supervisory department and directly come to schools related to Islamic education, so this research is used to answer questions about what and how a situation and report what it is, because this descriptive research aims to describe what is currently happening, in which there is an attempt to describe, record, analyze, and interpret the conditions that have been happening.

### IV. RESULTS AND DISCUSSION

#### 1. Coaching Supervisors in developing Professionalism of Islamic Education Teachers

##### a. Ministry of Religious affairs of Tanjung Jabung Barat regency

The supervision activities in the Ministry of Religious affairs of Tanjung Jabung Barat regency has not effective yet, it is indeed not appropriate with some problems in supervision, including the lack of supervisory training and training, the lack of guidance and training of teachers by supervisors, the lack of mutual respect for PAIS supervisors in public schools, limited budget, long distance, low competency of supervisors, and lack of facilities.

##### b. Ministry of Religious affairs of Jambi city

From some findings in the scope of the Ministry of Religious affairs of Jambi city in terms of why supervisors 'guidance in the development of the teaching profession has not been effective due to the lack of supervisors' training and training, the lack of guidance and training of teachers by supervisors, the lack of mutual respect for PAIS supervisors in public schools, the lack of HR Supervisors PAIS, limited budget, limited visits to teachers due to the large number of PAIS teachers, and supervisor competency is still low.

##### c. Ministry of Religious affairs of Merangin

In the field findings in the scope of the Ministry of Religious affairs of Merangin Regency has problems that are not much different from other regency including the lack of supervisory training and training, the lack of teacher training and training, limited budget, long distance traveled, low supervisory competence and lack of new human resources, lack of amenities.

#### 2. Supervision guidance of Islamic Education effective in Jambi Province

##### a. Ministry of Religious affairs of Tanjung Jabung Barat regency

Some figures related to the effectiveness of coaching supervisors in the district of Tanjung Jabung Barat is that by improving the quality of supervision planning annual program and the semester program well, improving the quality of the regulatory process by maximizing their planned activities and improve the quality of education/learning with various reports completely made by the PAIS supervisors themselves.

##### b. Ministry of Religious affairs of Jambi city

Some findings in research in Ministry of Religious affairs of Jambi city is making guidance conducted by supervisor is the arrangement of the program is done properly and regularly, activity control processes are carried

out directly by inspectors and carried out in accordance with the schedule determined, and the results of supervision in the form of a report made by complement the right to convey the report to superiors.

##### c. Ministry of Religious affairs of Merangin

From some of the findings in the field can be concluded that the activities carried out surveillance of Ministry of Religious affairs of Merangin been designed properly, both annual program and the semester program has been there, in the process supervisors directly carry out what has been planned from the existing program, all that's left is to overcome various obstacles to carry out the process again, and from the results of the supervision conducted by the supervisor to the trained teacher is to optimize every report that has been made by the supervisor.

#### 3. Developing Teacher professionalism in Islamic Education in Jambi Province.

##### a. Ministry of Religious affairs of Tanjung Jabung Barat regency

Based on the findings in the field, it can be concluded that the professional development activities of teachers in Tanjung Jabung Barat Regency can be done by increasing teacher professionalism, increasing teacher competence and supporting PAI Teacher Certification.

##### b. Ministry of Religious affairs of Jambi city

Based on the findings in the field, it can be concluded that the professional development activities of teachers in the city of Jambi are not much different that can be done, namely improving teacher professionalism, increasing teacher competence and supporting PAI Teacher Certification.

##### c. Ministry of Religious affairs of Merangin

From various findings obtained in the districts of Tanjung Jabung Barat, Jambi City and Merangin Regency, it can be concluded that the development of the teaching profession is to improve teacher professionalism, increase teacher competency and follow teacher certification. These three things are summarized in the development of the teaching profession.

#### 4. Effectiveness of supervisors' guidance in developing the teaching profession of Islamic Religious Teachers in Jambi Province.

##### a. Ministry of Religious affairs of Tanjung Jabung Barat regency

From some responses obtained from research in the Ministry of Religious affairs of Tanjung Jabung Barat regency, it can be found in the results of research in order to make effective coaching conducted by supervisors in the development of the teaching profession of Islamic religious education is to improve communication and coordination with PAI teachers, increase teacher training, make teacher development activities the teaching profession, increasing creativity in developing the teaching profession, increasing cooperation with various parties, increasing facilities and infrastructure,

increasing budget allocations, giving rewards to supervisors, increasing supervisory competencies with training activities and supervisor training, reducing supervisor workload, and adding human resources qualified supervisors.

#### b. Ministry of Religious affairs of Jambi city

From the findings in the field, it can be the results of research for the effectiveness of coaching conducted by supervisors in the development of the teaching profession, namely increasing good cooperation between supervisors and teachers, increasing the work responsibilities of supervisors, increasing teacher training carried out by pairs supervisors, making activities the development of the teaching profession, increasing the creativity of supervisors in developing the teaching profession, enhancing good cooperation with various parties, increasing supervisory support facilities, increasing special budget allocations to supervisors, giving rewards to supervisors, and increasing supervisors' human resources.

#### c. Ministry of Religious affairs of Merangin

From the findings obtained in the field relating to the effectiveness of supervisor training in the development of the teaching profession of Islamic religious education, it can be done by increasing good communication between teachers and supervisors, increasing supervisor competency and increasing the intensity of supervisors and training of supervisors and teachers creatively, improving facilities and increase budget allocation, provide rewards and ease in carrying out supervision, and reduce workload by increasing the quality of supervisory human resources.

### V. CONCLUSION

Supervision of supervisors in developing of the teaching profession of Islamic religion in Jambi province has not been effective because of the lack of guidance and training of supervisors, in particular teacher training and training, limited budget, long distance to the target location, low supervisory competence, lack of HR competencies new, lack of facilities, low respect for PAIS supervisors in public schools, and limited visits to teachers due to the large number of PAIS teachers in each region. Supervision of supervisors in Jambi province has been carried out by carrying out his responsibilities as a supervisor, namely responsibility for the implementation of effective planning, processes and results of education and teaching. Teacher professional development in Jambi province has been carried out by increasing teacher professionalism, namely creative teachers developing their profession, increasing teacher competency by attending various training and teacher training and following teacher certification for recognition as their professional position. The efforts to make effective supervision of supervisors in the development of the teaching profession in the province of Jambi are through enhancing communication and coordination with PAI teachers, namely establishing good cooperation between supervisors and teachers, increasing teacher training, developing teacher professional development activities, increasing creativity in developing the teaching profession, improve cooperation with various parties, improve facilities and infrastructure, increase budget allocations, provide rewards to

supervisors, increase supervisor competency with supervisory training and training activities, reduce the workload of supervisors, and add quality supervisor human resources.

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## AUTHORS PROFILE



**Nur Habibullah**, is a lecturer who has an Education Management background, has been active as an Islamic scholar, he is also teaching at private Islamic college AN Nadwah Kuala Tungkal Jambi, Indonesia



toward organizational commitment.

**Mukhtar** is a professor of Islamic Education management at UIN STS Jambi, recently as a director of post graduate program UIN STS Jambi, as a rector of IAIN STS Jambi in 2006-2010. Has recently published an article about the effect of organizational commitment, leadership style and work motivation



**Risnita** is a lecturer at post graduated program UIN STS Jambi and post graduated program of Jambi University Indonesia, she is also as a vice director at post graduated program of UIN STS Jambi. her recent publication is about school effectiveness in Jambi province.



**Khairul Anwar** is a lecturer who has an educational management background, currently serves as a vice dean of academic affairs in a private Islamic college in Tebo regency Jambi. Has conducted and published a research about lecturers' job satisfaction in Jambi province.