

THE INFLUENCE OF SUPERVISOR UNDERSTANDING ON IRE TEACHER PERFORMANCE IN STATE JHS IN BONE REGENCY

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Abstract: The objective of this study is to examine the capacity of supervisors to comprehend the Islamic Religion Education (IRE) learning process at State Junior High School (State JHS) in Bone Regency, the performance of teaching staff, and the impact of these two factors on one another. The research design is correlational, and the analysis techniques employed are descriptive and inferential statistics, including percentage formulation, product-moment correlation coefficient, regression, and coefficient of determination. The sample for this study comprised 77 teachers, selected from a population of 154. The findings indicated that the supervisor demonstrated a commendable aptitude for comprehending the IRE learning process at State JHS in Bone Regency, with a score of 68%. Similarly, teacher performance in the IRE learning process was also classified as good, with a score of 84%. Furthermore, the supervisor's capacity to understand the learning process was observed to exert a direct influence on teacher performance in the learning process, with a percentage of 37%.

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Keywords: IRE, Supervisor's Ability, Teacher's Performance.

Introduction

From the perspective of the community, teachers are regarded as individuals who can facilitate the development of students' skills. However, in Indonesia, teachers are consistently subjected to scrutiny. Muhaimin has postulated that the fundamental issue underlying the suboptimal quality of education can be attributed to the underperformance of teachers. This encompasses not only their professional conduct and work ethic but also their capacity to cultivate a scientific ethos within the educational institution.¹

It is erroneous to attribute the substandard quality of education to the performance of the teacher, as the improvement of educational standards necessitates the involvement of multiple factors.² The aforementioned components include parents,³ community leaders, religious leaders, educational leaders, the government, school supervisors, schoolteachers, the curriculum, and students.⁴ With regard to Islamic Religion Education (IRE), teachers are entrusted with significant responsibility by the community, school principals, and supervisors. Consequently, IRE teachers play a pivotal role in fostering students who adhere to Islamic teachings and embody noble character.⁵

The objective of instilling student character with a belief in and reverence for Allah SWT, coupled with the inculcation of noble character during the adolescent transition period, presents a

¹ Muhaimin Muhaimin, Suti'ah Suti'ah, and Nur Ali, *Paradigma Pendidikan Islam: Upaya Mengefektifkan Pendidikan Agama Islam Di Sekolah*, ed. Siti Lailan Azizah (Bandung: Remaja Rosdakarya, 2012).

² Muhamad Anwar, *Menjadi Guru Profesional* (Jakarta: Prenada Media, 2018).

³ Mersi Heumasse et al., "Peran Guru dalam Membentuk Karakter Siswa Berbasis Nilai Keadilan Sosial di Kelas IV SD Kristen Tiouw," *PEDAGOGIKA: Jurnal Pedagogik Dan Dinamika Pendidikan* 10, no. 2 (November 21, 2022): 293–98, <https://doi.org/10.30598/pedagogikavol10issue2page293-298>.

⁴ Muhammad Nur et al., "Kolaborasi dengan Berbagai Pihak Dalam Menyukseskan Program Sekolah Penggerak di SD Negeri 004 Karakean, Kabupaten Mamasa, Provinsi Sulawesi Barat," *SELAPARANG: Jurnal Pengabdian Masyarakat Berkemajuan* 7, no. 1 (2023): 466, <https://doi.org/10.31764/jpmb.v7i1.13822>.

⁵ Hendri Dunan, "Upaya Kasi Pendidikan Agama dan Keagamaan Islam dalam Pembinaan Kinerja Pengawas PAI di Kementerian Agama Kabupaten Kaur," *Annizom* 3, no. 2 (August 3, 2018), <https://doi.org/10.29300/nz.v3i2.2486>.

significant pedagogical challenge for educators,⁶ particularly in the context of the academic curriculum. This underscores the vital importance of IRE teachers demonstrating expertise in the learning process, both within and beyond the classroom.⁷

The observation of learning phenomena in both classroom and out-of-classroom settings at the State Junior High School (State JHS) in Bone District indicates the necessity for IRE teachers to receive support from various parties, particularly supervisors, as a crucial element in achieving quality learning activities. This underscores the importance of supervisors and teachers acquiring expertise in the learning process within the school context.⁸

The capacity of supervisors to oversee the learning process is an integral component of their academic competence. As articulated by Sagala, the essential academic supervision competencies that must be demonstrated by supervisors in educational units encompass the ability to comprehend subject matter, the capacity to grasp the learning process, and the aptitude to mentor teachers.⁹

Moreover, *Permenag* No. 2 of 2012, concerning Madrasah supervisors and IRE supervisors in schools, Chapter VI, Article 8, Paragraph 3, provides a detailed account of the academic supervision competencies that must be possessed by IRE supervisors. These include the ability to comprehend concepts, principles, theories, technologies, characteristics, and the evolution of the learning process, as well as guidance for each field of development or subject in madrasahs and/or IRE in schools.¹⁰

⁶ Tria Masrofah, Fakhruddin Fakhruddin, and Mutia Mutia, "Peran Orang Tua Dalam Membina Akhlak Remaja (Studi Di Kelurahan Air Duku, Rejang Lebong-Bengkulu)," *TA'DIBUNA: Jurnal Pendidikan Agama Islam* 3, no. 1 (2020): 39, <https://doi.org/10.30659/jpai.3.1.39-58>.

⁷ Heumasse et al., "Peran Guru Dalam Membentuk Karakter Siswa Berbasis Nilai Keadilan Sosial di Kelas IV SD Kristen Tiouw."

⁸ Akhmad Saihu, "Manajemen Supervisi Akademik Guru Pendidikan Agama Islam Pada Sekolah," *An-Nabdhah | Jurnal Ilmiah Keagamaan dan Kemasyarakatan* 12, no. 1 (July 17, 2019): 83–112.

⁹ Syaiful Sagala, *Syaiful Sagala, Supervisi Pembelajaran dalam Profesi Pendidikan: Membantu Mengatasi Kesulitan Guru Memberikan Layanan Belajar yang Bermutu* (Bandung: Alfabeta, 2010).

¹⁰ Kementerian Agama Republik Indonesia, "Peraturan Menteri Agama Republik Indonesia Nomor 2 Tahun 2012 Tentang Pengawas Madrasah dan Pengawas Agama Islam pada Sekolah" (2012).

Siraj distinguishes between two types of academic supervision: a provisional purpose and a definitive purpose. The temporary purpose pertains to the condition and situation of academic activity. This encompasses understanding the teaching and learning activities, analysing the process and result of teaching and learning activities, identifying the success and failure of teaching and learning activities, identifying the supporting factors and obstacle factors of teaching and learning activities, and also identifying potential and obstacles in improving teaching and learning activities. The final purpose is to enhance the quality of academic activities. This may be achieved by developing creativity and initiative in teaching and learning activities, improving the efficiency and effectiveness of teaching and learning activities, and also improving the quality of the process and result of teaching and learning activities.¹¹

In the meantime, the function of academic supervision is the evaluation of teacher performance in managing learning activities, specifically in terms of their ability to do so effectively (Palembang, M. A. N., & Palembang, U. P., 2018). The objective of academic supervision is to provide a practical reflection on the reality of learning management, including planning, presenting material, assessing, and improving learning outcomes. Additionally, it aims to enhance the strengths and address the weaknesses of teachers, thereby developing their skills in facilitating students to achieve optimal learning outcomes.¹² Technically, academic supervision is conducted to guide and motivate IRE teachers, with the intention of instilling confidence in their ability to prepare learning programs, implement learning, and utilise technology in the learning process.¹³

The capacity of supervisors to comprehend the learning process in schools encompasses the conceptualisation, formulation, and operationalisation of learning processes,¹⁴ which serve as a basis for

¹¹ Ismail Darimi, "Peningkatan Kompetensi Pedagogik Guru PAI dalam Pembelajaran," *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam* 5, no. 2 (December 29, 2015): 309–24, <https://doi.org/10.22373/jm.v5i2.630>.

¹² Fitri Wulan Dari et al., "Hubungan Supervisi Akademik Oleh Kepala Sekolah Dengan Kompetensi Pedagogik Guru Pada SMK Negeri 2 Padang," *Journal of Educational Administration and Leadership* 2, no. 3 (2022): 248–53, <https://doi.org/10.24036/jeal.v2i3.206>.

¹³ Saihu, "Manajemen Supervisi Akademik Guru Pendidikan Agama Islam Pada Sekolah."

¹⁴ Iro Waziroh, "Pengembangan Kompetensi Supervisi Manajerial dan Akademik Pengawas Pendidikan Agama Islam di Sekolah Menengah Atas," *Edukais: Jurnal*

evaluating the proficiency of supervisors at State JHS in Bone Regency. Additionally, the performance of IRE teachers in learning can be assessed through a range of criteria. Usman posits that there are three key dimensions of performance pertaining to learning, namely the capacity to design learning programmes, the capability to implement learning activities, and the ability to assess learning outcomes.¹⁵

Davies in Damopolii stated that 4 general functions characterize a teacher, namely; a) Planning or setting learning objectives; b) Organizing or managing learning resources so they can realize learning goals most effectively and efficiently; c) Leading, or motivating, encourage, and stimulate students, so they are ready to realize the learning goals; d) Supervising or to determine whether the job in organizing and leading has been successful as the formulation. If the goal has not been realized, then the teacher must assess and rearrange the situation instead of changing the goal.¹⁶

Henry Simamora said that performance is an achievement of job requirements that can be directly reflected in the output produced both in quantity and quality. To find out whether a teacher's performance is optimal or not, it can be seen from various indicators. The performance indicators include the ability to make plans, the ability to implement lesson plans, the ability to carry out evaluations, and the ability to follow up on evaluation results.¹⁷

This study employs a range of indicators to assess teacher performance, with a particular focus on the performance of IRE teachers at State JHS in Bone Regency with respect to learning activities conducted within and beyond the classroom. Following an evaluation of the capacity of IRE Subject Supervisors to oversee the learning process and teacher performance in Islamic religious education learning activities at State JHS in Bone Regency, it can be anticipated that these two variables will exert a considerable influence.

Pemikiran Keislaman 3, no. 2 (2019): 166–72, <https://doi.org/10.36835/edukais.2019.3.2.166-172>.

¹⁵ Moh. Uzer Usman, *Menjadi Guru Profesional* (Bandung: PT. Remaja Rosdakarya, 2006).

¹⁶ Muljono Damopolii, *Idealisasi Atau Politisasi Program Pendidikan Gratis*, 1st ed. (Makassar: UIN Alauddin Press, 2012).

¹⁷ Henry Simamora, *Manajemen Sumber Daya Manusia* (Yogyakarta: Bagian Penerbitan STIE YKPN, 2000, 2000).

The research design employed is a correlational design. In quantitative research, a correlational design seeks to ascertain the relationship between one or more variables and other variables. In this study, the variable under investigation is the supervisor's ability to comprehend the learning process and the performance of IRE teachers in learning activities pertaining to Islamic religious education at State JHS in Bone Regency.

The study employs a population approach, whereby the population represents the entire data set of the researchers within a specified scope and time frame. Consequently, the population pertains to the data, rather than the human factor.¹⁸ Sugiyono defines the population as a generalised area comprising subjects that possess specific qualities and characteristics, as determined by researchers, for the purpose of investigation and subsequent conclusion-drawing.¹⁹ In this study, the population comprises all IRE teachers at State JHS in Bone Regency, as illustrated in the following table.

Table 1. The Population of the Research

Status		Total
Civil Servant	Non- Civil Servant	
64	90	154

Source: Regional Office Ministry of Religion Bone Regency in 2018

The sampling technique employed in this study is in accordance with the opinion of Suharsimi Arikunto, who posited that if the population under investigation is less than one hundred (100), the research should be conducted on the entire population. However, if the population exceeds one hundred (100), a sample of approximately 15% or 20-25% can be selected.²⁰ In this instance, the author employs a sample size of 50% for the determination of IRE teachers.

The primary instrument employed in this research is a questionnaire. The data collected from the questionnaire is used to measure the variable concerning the supervisor's ability to comprehend the learning process and the teacher's performance in

¹⁸ N Zurah, *Metode Penelitian Sosial Dan Pendidikan Teori-Aplikasi* (Jakarta: BumiAksara., 2009).

¹⁹ Sugiyono, *Memahami Penelitian Kualitatif Dilengkapi Contoh Proposal*, ed. 2008) Cet. 4; Bandung: CV. Alfabeta (Bandung, 2008).

²⁰ Suharsimi Arikunto, *Prosedur Penelitian; Suatu Pendekatan Praktik*. (Jkarta: Edisi Revisi. Cet. VIII; Jakarta: PT. Rineka Cipta, 2009).

teaching and learning activities.²¹ However, the data analysis employs statistical description through the formulation of percentages and the product moment analysis technique, which attempts to predict the variables in accordance with the actual conditions and to describe the relationship between two variables.

The Ability of Supervisor in Understanding the Learning Process of IRE in State JHS in Bone Regency

It is of great importance that IRE Subject Supervisors possess the requisite academic supervision competence with regard to the aforementioned aspects of concept mastery, principles, theory/technology, characteristics, and the development of the learning process in the field of IRE, as this directly correlates with the advancement of subject development in the educational sector. It is imperative that all IRE teachers are aware of this. There are a number of indicators which demonstrate an IRE Subject Supervisor’s comprehension of the IRE learning process at school, including concepts mastery, principles, theory/technology, characteristics, and the development of the learning process. The level of an IRE Subject Supervisor’s ability to understand the concept of the development of the learning process can be gauged as follows:

Table 2. Frequency Distribution of Supervisor Ability in Understanding the Learning Process of IRE in State JHS in Bone Regency

Indicator I. The Supervisor Mastery the Development Concept of the Learning Process of the IRE	Alternative									
	Al w	%	Of t	%	Sm t	%	Ra r	%	Ne v	%
IRE learning process development in general	21	28%	34	44%	17	22%	5	7%	1	1%
concept development process for IRE	17	22%	26	34%	19	24%	13	17%	2	3%
The urgency of the IRE	3	4%	7	9%	4	5%	12	16%	51	66%

²¹ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2014), 2014).

development process										
Indicator II. The Supervisor's Understanding of the Principle Learning Process of the IRE										
Description	Alternative									
	Alw	%	Oft	%	Smt	%	Rar	%	Nev	%
The principles of the development process for the IRE	22	28%	32	42%	18	23%	4	5%	1	1%
The importance of the principles learning process of the IRE	0	0%	18	23%	10	13%	26	34%	23	30%
Indicator III. IRE Subject Supervisor Understanding the Theory										
Description	Alternative									
	Alw	%	Oft	%	Smt	%	Rar	%	Nev	%
Development theory of learning process in IRE	0	0%	17	22%	10	13%	27	35%	22	39%
The importance of the development theory of the learning process in IRE	23	30%	28	36%	18	23%	7	9%	1	1%
Indicator IV. Supervisor Mastery of the Learning Technology										
Description	Alternative									
	Alw	%	Oft	%	Smt	%	Rar	%	Nev	%
The importance of technology in the IRE learning process	30	39%	34	44%	9	12%	3	4%	1	1%
Socialization	6	8%	33	43%	6	8%	11	14%	21	27%

of technology used in the IRE learning process										
The technology utilization in the IRE learning process	24	31	32	42	16	21	4	5%	1	1%
		%		%		%				

In order to facilitate the supervisor’s comprehension of the learning process, the data is presented in a format that allows for the interpretation of the categories. The results of this presentation can be seen in the following table:

Table 3. The Category Interpretation

Respond	Frequency	Percentage	Category	Frequency	Percentage
5	279	35%	Positive	542	68%
4	263	33%			
3	130	16%	Netral	238	30%
2	108	14%			
1	17	2%	Negative	17	2%
Total	797	100%		797	100%

The data presented in the frequency and percentage table above illustrate that, of the 10 questionnaire statements, 542 (68%) were classified as positive, 238 (30%) as medium, and 17 (2%) as negative in the responses of 77 State JHS students in Bone Regency. The results of the variable X recapitulation indicate that the supervisor’s ability to understand the concepts, principles, basic theories,

characteristics, and development of IRE subjects in schools is in the medium or good category. This, in turn, will have an influence on teacher performance.

The supervisor’s ability to understand the IRE learning process can be influenced by various factors. The completeness of learning documents such as teaching modules or lesson plans, the intensity of face-to-face supervision, and the motivation of a supervisor are some important elements that have a major contribution to a supervisor’s understanding of the learning process.²² In addition, the professional competence of supervisors, the professionalism of teachers, a conducive learning environment, and support from the school community are also crucial factors.²³

IRE Teacher’s Performance in the Learning Process in State JHS in Bone Regency

In accordance with the learning activity, which is divided into three distinct phases, namely the introduction, main, and closing activities, the learning activities of the IRE teacher in State JHS in Bone Regency can be observed as follows:

Table 4. Frequency of Teacher Performance in doing the task

Indicator I. Introduction Activity										
Description	Alternative									
	Al	%	Of	%	Sm	%	Ra	%	Ne	%
	w		t		t		r		v	
Do’a for studying	21	28%	34	44%	17	22%	5	7%	1	1%
Read the holy Qur’an.	17	22%	26	34%	19	24%	13	17%	2	3%
Student	3	4%	7	9%	4	5%	12	16%	51	66%

²² Andi Muhammad Darlis, “Pelaksanaan Supervisi Akademik Guru Pendidikan Agama Islam Oleh Kepala Madrasah Aliyah Negeri Di Provinsi Kepulauan Bangka Belitung,” *El-Idare: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (June 21, 2020): 63–72, <https://doi.org/10.19109/elidare.v6i1.5974>.

²³ Rudi Rudi and Ali Mashar, “Peran Supervisor Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pendidikan Agama Islam di SMA Plus Muhammadiyah Merauke Provinsi Papua,” *UNISAN JURNAL* 1, no. 1 (September 30, 2022): 415–23.

sitting position									%	%
Learning material orientation	48	62%	22	29%	4	5%	3	4%	0	0%
Apperception activities	10	13%	5	6%	7	9%	27	35%	28	36%
Student motivation	4	5%	3	4%	9	12%	22	29%	39	51%
Outline of subject	59	77%	10	13%	4	5%	3	4%	1	1%
Mechanism of delivery subject	54	70%	16	21%	6	8%	0	0%	1	1%

Indicator II. Main Activity

Description	Alternative									
	Alw	%	Of t	%	Sm t	%	Ra r	%	Ne v	%
Interactive in the learning process	44	57%	28	36%	4	5%	1	1%	0	0%
Inspiration	40	52%	24	31%	8	10%	5	6%	0	0%
Help the student	4	5%	4	5%	4	5%	12	16%	53	69%
Challenge the student	3	4%	12	16%	15	19%	19	25%	28	36%
Student Activity	51	66%	18	23%	6	8%	0	0%	2	3%
Student	5	6%	8	10%	5	6%	20	26%	39	51%

Creativity		%		%		%		%		
Learning objective	2	3%	13	17	15	19	17	22	30	39
			%	%	%	%	%	%	%	%
Indicator III. Closing Activity										
Description	Alternative									
	Al	%	Of	%	Sm	%	Ra	%	Ne	%
	w		t		t		r		v	
Conclude the learning material	49	64%	22	29%	5	6%	0	0%	1	1%
Direct the student to conclude the material	32	42%	33	43%	9	12%	3	4%	0	0%
Memberikan tugas kepada peserta yangterkait dengan materi yang telah diajarkan.	56	73%	15	19%	6	8%	0	0%	0	0%
Giving home assignment	56	73%	13	17%	4	5%	3	4%	1	1%
Not checking the attendance	5	6%	2	3%	7	8%	6	8%	57	74%

To know the frequency of teacher performance variables in the learning process, the data is recapitulated, as shown in the table as follows:

Table 5. The Category Interpretation

Respond	Frequency	Percentage	Category	Frequency	Percentage
5	922	60%	Positive	1287	84%
4	365	24%			
3	138	9%	Netral	211	14%
2	73	5%			
1	41	2%	Negative	41	2%
Total	1539	100%		1539	100%

The data in the table above, which shows the frequency and percentage of the Y variable, indicates that 1287 responses (84%) are in the positive category, while 211 (14%) are in the neutral category and 41 (2%) are in the negative category. These figures are based on responses from 77 respondents at State JHS in Bone Regency. The results of the recapitulation on the Y2 variable indicate that the performance of IRE teachers at State JHS in Bone Regency is in the very good category, with a frequency of approximately 84%.

The Influence of the Supervisor’s Ability to Understand the Learning Process on Teacher Performance in IRE learning activities at State JHS in Bone Regency

The impact of the supervisor’s capacity to comprehend the learning process on teacher performance in IRE learning activities at State JHS in Bone Regency is investigated through the initial entry of statistical data on the X and Y variables, followed by the identification of the correlation using the Product-Moment Correlation formula through the SPSS for Windows program. The data processing procedure is outlined as follows:

Table 6. Descriptive Statistical between Variable X and Y

	Mean	Std. Deviation	N
Y	79.7792	17.96094	77
X	36.5065	6.65231	77

Table 1. Pearson Correlation Result

		Y	X
Pearson correlation	Y	1.000	.609
	X	.609	1.000
Sig. (1-tailed)	Y	.	.000
	X	.000	.
N	Y	77	77
	X	77	77

Table 8. Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	X ^b	.	Enter
a. Dependent variable: Y			
b. All requested variables entered.			

Table 9. Regression Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.609 ^a	.371	.362	14.34148	.371	44.202	1	75	.000

Table 2. ANOVA Result

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	9091.391	1	9091.391	44.202	.000 ^b
	Residual	15425.856	75	205.678		
	Total	24517.247	76			
a. Dependent Variable: Y						
b. Predictors: (Constant), X						

Table 11. Correlation Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	19.758	9.175		2.154	.034			
	X2	1.644	.247	.609	6.648	.000	.609	.609	.609

The results of the processed data through SPSS yielded an r-count of 0.609. Upon consulting the table for the value of r product moment, it was determined that the data should be calculated first as $df = N - nr = 77 - 1 = 76$. This resulted in $df = 76$, which was found in the table to be 0.227. If the degree of freedom is 76, the critical ratio is obtained at a significance level of 5% ($\alpha = 0.05$), which is 0.227. In the event that the r-count is less than the r-table, the null hypothesis (H0) is accepted and the alternative hypothesis (H1) is rejected. Conversely, if the r-count is greater than the r-table, then the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

The rtable at a significance level of 5% is smaller than rcount ($0.609 > 0.227$), indicating that the null hypothesis (H0) is rejected and hypothesis 1 (Ha) is accepted. This suggests that there is a positive relationship between the supervisor's ability to understand

the learning process and teacher performance in State JHS in Bone Regency.

The correlation between the supervisor's ability to understand the learning process and the teacher's performance in IRE learning activities at State JHS in Bone Regency is 0.609. It means that H_a is accepted and H_0 is rejected. Furthermore, to find out how much the influence the variable, it can be calculated using the Coefficient of Determination formula as follows:

$$\begin{aligned} KD &= r^2 \times 100\% \\ &= (0,609)^2 \times 100\% \\ &= 0,37 \times 100\% \\ &= 37\% \end{aligned}$$

The results of the calculation indicate that the variable of the supervisor's ability to understand the learning process exerts an influence of 37% on teacher performance in IRE learning activities at State JHS in Bone Regency.

As demonstrated by the SPSS analysis, the extent of the impact of supervisors' comprehension of the learning process on teacher performance in IRE learning activities at State JHS in Bone Regency is 37%. Therefore, it can be concluded that Variable X exerts an influence on Variable Y. However, the magnitude of this influence still requires further improvement. St. Arifah has stated that there are instances where the concepts, principles, and characteristics of the IRE learning process do not align with the actual implementation of learning activities by teachers. In response, supervisors strive to implement improvements to ensure that teachers conduct learning activities in accordance with the actual learning process.

One of the most common issues encountered is related to the design and implementation of learning activities. On occasion, students express discontent with the ongoing learning activities. Supervisors demonstrate an average understanding of the learning process, with a score of 68%. Meanwhile, the performance of teachers in learning activities is 84%. Therefore, the teacher's performance in learning activities is considerably higher than the ability of supervisors to comprehend the IRE learning process. Consequently, the supervisor's capacity to understand the IRE learning process only exerts an influence of 37% on the teacher's performance in carrying out learning activities. The teacher's

performance in carrying out learning is more influenced by the experience of the teacher in dealing with students in the classroom.

The ability of a supervisor to facilitate improvement in teacher performance is of significant consequence. The implementation of an array of suitable supervision techniques can prove invaluable in facilitating the enhancement of teacher capacity.²⁴ For instance, individualised supervision techniques are more targeted if applied directly to the main points in the professional aspects of teachers. Conversely, the managerial ability of a supervisor represents another potential area for enhancement.²⁵ In addition to the supervision management pattern, the teacher's professionalism, which is observed to increase as the supervision process progresses, can serve as a key factor in determining the success of follow-up supervision activities.²⁶ Therefore, to optimise this supervision, it is essential to foster a collaborative approach between supervisors and teachers.

Conclusion

The capacity of supervisors to comprehend the pedagogical process of Islamic religious education at State JHS in Bone Regency is deemed to be satisfactory, as evidenced by the range of values, which falls between 60.5% and 80%, with a mean score of 68%. The performance of Islamic religious education teachers in learning activities at State JHS in Bone Regency is in the very good category, with a range of values between 81% and 100%, equating to 84%. The capacity of supervisors to comprehend the learning process exerts a direct influence on teacher performance in learning activities, with a correlation coefficient value of 0.609 and a 37% impact. Based on the findings of this study, it is recommended that supervisors continue to

²⁴ Maman Supriatman, "Pelaksanaan Teknik Supervisi Individual Guru Pendidikan Agama Islam Sebagai Implementasi Kerja Kepengawasan (Studi Kasus pada Sekolah Dasar Islam YAKMI Kecamatan Pinang Kota Tangerang Tahun 2019)," *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan Dan Pembelajaran* 3, no. 2 (2019): 359–66, <https://doi.org/10.35568/naturalistic.v3i2.398>.

²⁵ Agung Muharom, Ade Hermansyah, and Kun Nurachadijat, "Pengaruh Manajerial Kepala Sekolah dalam Meningkatkan Kompetensi Guru PAI Pada Pendidikan Dasar," *Jurnal El-Audi* 2, no. 1 (March 28, 2021): 37–52, <https://doi.org/10.56223/elaudi.v2i1.24>.

²⁶ Abdullah Zaini, "Pengaruh Manajemen Supervisi Dan Profesionalitas Pendidik dalam Peningkatan Kualitas Pembelajaran PAI Di MIN 1 Gresik," *Salimiya: Jurnal Studi Ilmu Keagamaan Islam* 3, no. 2 (June 27, 2022): 31–42.

refine their understanding of the IRE learning process to optimise teacher performance.

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