

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

**Agus**

IAIN Ternate, Indonesia.  
E-mail: agus@iain-ternate.ac.id\*

**Nur Rahmah Asnawi**

Universitas Islam Makassar, Indonesia.  
E-mail: rahmahagus2012@gmail.com

**Adiyana Adam**

IAIN Ternate, Indonesia.  
E-mail: adiyanaadam@iain-ternate.ac.id

**Alim Bubu Swarga**

Khon Kaen University, Thailand.  
E-mail: aimbubus@kkumail.com

**Abstract:** The purpose of the study is to analyze the ability of the supervisor to understand the Islamic Religion Education (IRE) learning process of State Junior High School (State JHS) in Bone Regency, teacher's performance, and the influence between these two. The research design used is correlational with the analysis techniques used are descriptive and inferential statistics such as percentage formulation, product-moment correlation coefficient, regression, and coefficient of determination. The sample used in this study was 77 teachers from a population of 154 teachers. The instruments used were questionnaires and interview guides. The results showed that the supervisor's ability to understand the learning process of IRE in State JHS in Bone Regency was categorized as good with a score of 68%. Teacher performance in the IRE learning process is also categorized as good with a score of 84%. In addition, the supervisor's ability to understand the learning process has a direct influence on teacher performance in the learning process with a percentage of 37%.

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

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\*Corresponding Author: agus@iain-ternate.ac.id

## Introduction

Teachers from the community's perspective are someone who can develop students' skills, however, in Indonesia the teacher always has attention. Muhaimin stated that the root of problem of the low education quality is the low teacher performance. In the sense of their spirit and way of working, as well as their scientific spirit in developing science at school.<sup>1</sup>

The weak quality of education cannot be blamed on the teacher's performance<sup>2</sup> because to improve the quality of education several components must be involved in. The components are parents,<sup>3</sup> community leaders, religious leaders, educational leaders, government, school supervisors, schoolteachers, curriculum, and students.<sup>4</sup> In relation to Islamic Religion Education (IRE), the teachers are given full responsibility by the community, school principals, and supervisors. Therefore, IRE teachers are the hope to build students who believe and fear Allah SWT and noble character.<sup>5</sup>

The efforts to build student character who believe and fear Allah SWT as well as having noble character at the age of teenager (transition),<sup>6</sup> the teacher will face a big challenge, especially in the learning process at school.

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<sup>1</sup> 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).

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

<sup>3</sup> 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>.

<sup>4</sup> Muhammad Nur et al., "Kolaborasi Dengan Berbagai Pihak Dalam Menyukkseskan 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>.

<sup>5</sup> 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>.

<sup>6</sup> 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>.

This is where the importance of IRE teachers mastering the learning process both in the classroom and outside the classroom.<sup>7</sup>

Seeing the phenomena that occur in learning activities both in the classroom and outside the classroom at the State Junior High School (State JHS) in Bone District, IRE teachers need support from various parties, especially the supervisors as an important component in realizing quality learning activities. This is why supervisors and teachers must master the learning process in schools.<sup>8</sup>

The ability of the supervisors to master the learning process is part of the supervisor's academic competence. Sagala said that academic supervision competencies that must be possessed by supervisors in educational units are the ability to understand subjects, the ability to understand the learning process, and the ability to guide teachers.<sup>9</sup>

Furthermore, in *Permenag* No.2 of 2012 concerning Madrasah supervisors and IRE supervisors in schools chapter VI article 8 paragraph 3 more specifically describes that academic supervision competencies that must be possessed by IRE supervisors include being able to understand concepts, principles, theory/technology, characteristics, and the development of the learning process/ guidance for each field of development or subjects in madrasas and or IRE in the schools.<sup>10</sup>

Siraj divides the purpose of academic supervision into temporary purpose and final purpose. The temporary purpose is the purpose related to the condition and situation of academic activity such as understanding the teaching and learning activities, analyzing the process and result of teaching and learning activities, identifying the success and failure of teaching and

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<sup>7</sup> Heumasse et al., "Peran Guru Dalam Membentuk Karakter Siswa Berbasis Nilai Keadilan Sosial Di Kelas IV SD Kristen Tiouw."

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

<sup>9</sup> Syaiful Sagala, *Syaiful Sagala, Supervisi Pembelajaran Dalam Profesi Pendidikan: Membantu Mengatasi Kesulitan Guru Memberikan Layanan Belajar Yang Bermutu* (Bandung: Alfabeta, 2010).

<sup>10</sup> Kementerian Agama Republik Indonesia, "Peraturan Menteri Agama Republik Indonesia Nomor 2 Tahun 2012 Tentang Pengawas Madrasah Dan Pengawas Agama Islam Pada Sekolah" (2012).

learning activities, identifying the supporting factors and obstacle factor of teaching and learning activities, also identify potential and obstacles in improving teaching and learning activities. The final purpose is the purpose related to the improving quality of academic activities such as developing the creativity and initiative of teaching and learning activities, improving efficiency and effectiveness of teaching and learning activities, and also improving the quality of process and result of teaching and learning activities.<sup>11</sup>

Meanwhile, the function of academic supervision is the evaluation of teacher performance in managing the learning activities as the ability (Palembang, M. A. N., & Palembang, U. P. (2018). Academic supervision is the practical reflection to see the reality in learning management such as planning, presenting material, assessing, and improving learning outcomes, improving the strengths and weaknesses of teachers, as to develop teacher skills of facilitating students so that the quality of learning outcomes will be optimal.<sup>12</sup> Technically, academic supervision is carried out to guide and motivate IRE teachers, not to frighten but instead to make the teachers confident in preparing learning programs, implementing learning, and using technology for the learning process.<sup>13</sup>

The ability of supervisors to understand the learning process in schools includes concepts, principles, theories, and characteristics of the learning process<sup>14</sup> as an aspect in measuring the ability of the supervisors at State JHS in Bone Regency. Furthermore, the activities of IRE teachers in

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<sup>11</sup> 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>.

<sup>12</sup> 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>.

<sup>13</sup> Saihu, "Manajemen Supervisi Akademik Guru Pendidikan Agama Islam Pada Sekolah."

<sup>14</sup> Iro Waziroh, "Pengembangan Kompetensi Supervisi Manajerial Dan Akademik Pengawas Pendidikan Agama Islam Di Sekolah Menengah Atas," *Edukais : Jurnal Pemikiran Keislaman* 3, no. 2 (2019): 166–72, <https://doi.org/10.36835/edukais.2019.3.2.166-172>.

learning can be measured by various aspects. Usman said that there are 3 aspects of performance related to learning, such as the ability to plan learning programs, the ability to carry out learning activities, and the ability to evaluate learning.<sup>15</sup>

Davies in Damopolii stated that 4 general functions characterize a teacher, namely; a) Planning or setting learning objectives; b) Organizing or organizing and 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.<sup>16</sup>

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.<sup>17</sup>

With all the indicators in measuring teacher performance, this study focuses more on measuring the performance of IRE teachers at State JHS in Bone Regency related to learning activities both in the classroom and outside the classroom. After measuring the ability of IRE Subject supervisors to master the learning process and teacher performance in Islamic religious education learning activities at State JHS in Bone Regency, it seems that these two variables can be expected to have a significant influence.

The research design used is a correlational research design. Correlational design in quantitative research aims to determine the

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

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

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

relationship between or more variables with other variables. In this study, the variable of the supervisor's ability to understand the learning process and the performance of IRE teachers in learning activities of Islamic religious education at State JHS in Bone Regency.

The study uses a population, Zuriah said the population is the whole concern data of the researchers within a specified scope and time. So, the population relates to the data, not the human factor.<sup>18</sup> Sugiyono said that the population is a generalization area consisting of subjects that have certain qualities and characteristics determined by researchers to be studied and then draw conclusions.<sup>19</sup> The population in this study were all IRE teachers at State JHS in Bone Regency as 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 in this study follows the opinion of Suharsimi Arikunto who said that, if the population you want to study is less than one hundred (100) then the research should be a population study but if the population is more than one hundred(100) then you can take a sample of around 15% or 20-25 % or more.<sup>20</sup> In this case, the author uses 50% for the determination of the sample of IRE teachers.

The main instrument used in this research is a questionnaire. The filling sheet is used to measure the variable about the supervisor's ability to understand the learning process and teacher performance in teaching and learning activities. However, the data analysis uses statistical description with

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

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

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

the formulation of percentage and product moment<sup>21</sup> or the analysis technique which tries to give predicates to the variables in accordance with the actual conditions and tries to describe how the relationship between two variables.

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

Having the academic supervision competence of IRE Subject supervisors on aspects of concept mastery, principles, theory/technology, characteristics, and the development of the learning process in the field of IRE is very important as it relates to subject development in school. All the IRE teachers must know that. There are several indicators related to the supervisor of IRE Subject understanding of the IRE learning process at school such as concepts mastery, principles, theory/technology, characteristics, and the development of the learning process. To know the level of supervisor ability in understanding the concept of the development learning process can be seen below:

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

Description	Alternative									
	Alw	%	Oft	%	Smt	%	Rar	%	Nev	%
IRE learning process development in general concept development	21	28%	34	44%	17	22%	5	7%	1	1%
	17	22%	26	34%	19	24%	13	17%	2	3%

<sup>21</sup> Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: (Cet. 25; Jakarta:PT. Raja Grafindo Persada, 2014), 2014).

process for IRE

The urgency of the IRE development process	3	4%	7	9%	4	5%	12	16%	51	66%
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**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	30	39%	34	44%	9	12%	3	4%	1	1%



IRE learning process										
Socialization of technology used in the IRE learning process	6	8%	33	43%	6	8%	11	14%	21	27%
The technology utilization in the IRE learning process	24	31%	32	42%	16	21%	4	5%	1	1%

To ease the supervisor’s level of understanding related to the learning process, the data is recapitulated in an effort to provide category interpretation. The results of the recapitulation 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 on the frequency and percentage of the X variable table above show of the 10 questionnaire statements to 77 respondents of State JHS in Bone Regency in the positive category 542 or 68% while in the medium category, the frequency is 238 or 30% and in the negative category

the frequency is 17 or 20%. The recapitulation results on variable X 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 so that 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.<sup>22</sup> 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.<sup>23</sup>

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

In accordance with the learning activity divided into three indicators such as introduction activity, main activity, and closing activity. The learning activities of the IRE teacher in State JHS in Bone Regency can be seen below:

**Table 4. Frequency of Teacher Performance in doing the task**

Description	Alternative									
	Alw	%	Oft	%	Smt	%	Rar	%	Nev	%
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%

<sup>22</sup> 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>.

<sup>23</sup> 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.

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Student sitting position	3	4%	7	9%	4	5%	12	16%	51	66%
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	%	Oft	%	Smt	%	Rar	%	Nev	%
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 Creativity	5	6%	8	10%	5	6%	20	26%	39	51%
Learning objective	2	3%	13	17%	15	19%	17	22%	30	39%

**Indicator III. Closing Activity**

Description	Alternative									
	Alw	%	Oft	%	Smt	%	Rar	%	Nev	%
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	56	73%	15	19%	6	8%	0	0%	0	0%

kepada peserta yangterkait dengan materi yang telah diajarkan.										
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 frequency data and percentage of the Y variable table above shows that from 20 items of questionnaire statements to 77 respondents at State JHS in Bone Regency is in the positive category 1287 or 84%, while in the neutral category, the frequency is 211 or 14%, and in the negative category the frequency is 41 or 2%. The recapitulation results on the Y<sub>2</sub> variable indicate that the performance of IRE teachers at State JHS in Bone Regency is in the very good category about 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 influence of the supervisor’s ability to understand the learning process on teacher performance in IRE learning activities at State JHS in Bone Regency is processed by first entering statistical data on the X and Y variables and then looking for the correlation using the Product-Moment Correlation formula through SPSS for windows program. The data processing process is 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 <sup>b</sup>		. 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 <sup>a</sup>	.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 <sup>b</sup>
	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 processed results through SPSS found  $r_{count} = 0.609$ . When consulted with the table for the value of r product moment by calculating the data first as  $df = N - nr = 77 - 1 = 76$ , it turns out that  $df = 76$  is found in the table about 0.227. If the  $df$  is 76, the  $r_{table}$  is obtained at a significance level of  $5\% = 0.227$ . Provisions if  $r_{count}$  is less than  $r_{table}$ , then  $H_0$  is accepted and  $H_1$  is rejected. But on the other hand, if  $r_{count}$  is greater than  $r_{table}$ , then  $H_0$  is rejected and  $H_1$  is accepted.

It turns out that  $r_{table}$  at a significance level of 5% is smaller than  $r_{count}$  ( $0.609 > 0.227$ ) because the value of  $r_{count}$  analysis is greater than  $r_{table}$ , so the null hypothesis ( $H_0$ ) is rejected and hypothesis 1 ( $H_a$ ) is accepted. It indicates that there is a positive relationship between the supervisor's ability to understand the learning process with 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 has an effect of 37% on teacher performance in IRE learning activities at State JHS in Bone Regency.

As has been processed through SPSS, the magnitude of the influence of supervisors' understanding of the learning process on teacher performance in IRE learning activities at State JHS in Bone Regency is 37%. Thus, Variable X influences variable Y. The number of the influence still needs to be improved. St. Arifah said that: Sometimes the concepts, principles, and characteristics of the learning process of IRE education are not in accordance with the implementation of learning activities carried out by teachers. Supervisors always try to make improvements so that teachers can carry out learning activities in accordance with the actual learning process.

One of the problems that often arise is related to learning activities. Sometimes students are not satisfied with the ongoing learning activities. The

ability of supervisors to understand the learning process is 68%. Meanwhile, the performance of teachers in learning activities is 84%. Thus, the teacher's performance in learning activities is much higher than the ability of supervisors to understand the IRE learning process. Then the supervisor's ability to understand the IRE learning process only affects 37% of 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.

A supervisor's capability is very important for improving teacher performance. A number of appropriate supervision techniques will be very helpful in the process of increasing teacher capacity. For example, individualized supervision techniques, are more targeted if applied directly to the main points in the professional aspects of teachers.<sup>24</sup> On the other hand, the managerial ability of a supervisor is also one of the strengths that can be optimized.<sup>25</sup> Not only the supervision management pattern but also the teacher's professionalism, which increases as the supervision process progresses, can be a key factor in determining the success of follow-up supervision activities.<sup>26</sup> So, to optimize this supervision, two-way cooperation between supervisors and teachers is needed.

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<sup>24</sup> 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>.

<sup>25</sup> 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>.

<sup>26</sup> 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.



## Conclusion

The ability of supervisors to understand the learning process of Islamic religious education at State JHS in Bone Regency is in a good category as the range of values is between 60.5% and 80%, which is 68%. The performance of Islamic religious education teachers in learning activities at State JHS in Bone Regency is in the very good category as the range of values is between 81% and 100%, namely 84%. The ability of supervisors to understand the learning process (X) has a direct influence on teacher performance in learning activities (Y) by 37% with a correlation coefficient value of 0.609. Based on the results of this research, the author suggests supervisors keep improving their insights regarding the IRE learning process to enhance teachers' performance.

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