The Effectiveness of Academic Supervision of PAI Subjects at SDIT Nurul Fikri Palangka Raya

Marni¹, Triyani Kurniawati²
Email: marni2210130354@pasca.iain-palangkaraya.ac.id¹, triyanikurniawati@pasca.iain-palangkaraya.ac.id²

Abstract: This study analyzes the effectiveness of the implementation of principal supervision of PAI learning process standards at SD IT Nurul Fikri Palangka Raya. This study aims to determine the process of preparing the supervision program, the techniques applied, and the implementation of supervision carried out by the principal of Nurul Fikri Palangka Raya. The method used in this research is a descriptive qualitative method and data collection using interview, observation, and documentation techniques. The research subject is the Principal of SDIT Nurul Fikri Palangka Raya. This study examines the implementation of the principal's supervision of the Islamic Religious Education (PAI) learning process standards at SDIT Nurul Fikri Palangka Raya. Through an interview with the principal, Mrs. Lina Indah Purwati, M.Pd, on October 2023, this research highlights the effectiveness of supervision planning, implementation, and evaluation. The results showed that the principal had planned the supervision program well, focused on teachers' difficulties in teaching, and carried out supervision regularly. Evaluation of the results of supervision is done carefully, and appropriate follow-up is given to PAI teachers. This is the principal's effort to improve the quality of PAI learning and realize the school's vision as an educational institution that implements national standards. Thus, the principal's supervision has helped in achieving these goals.

Keywords: Effectiveness, Academic Supervision, Headmasters


Kata kunci: Efektivitas, Supervisi Akademik, Kepala Sekolah

Copyrigt ©2023 Marni, Triyani kurniawati
This work is licensed under a Creative Commons Attribution 4.0 International License
INTRODUCTION

In Law Number 57 of 2021 on the National Education System, the principal's duty as a supervisor is to visit the classroom every time and observe the teacher's teaching activities (Depdiknas, 2003, p. 23). Given that in the field of education, supervisors are needed who can dialogue and help teachers' personal growth in accordance with their profession.

Principals have a role in carrying out supervision because they are responsible for the professional development of teachers with a focus on three aspects of teacher ability, namely: the ability to plan, implement and evaluate learning so that it takes place optimally (Sutikno, 2021, p. 7).

Principals as supervisors have the responsibility in improving teachers' ability to manage learning activities in schools and have a very important role in the development and progress of schools. Therefore, it must carry out supervision properly and correctly in accordance with the principles of supervision, techniques, and appropriate approaches.

The duties of a supervisor include helping and motivating teachers, that the learning process must continue to develop with various experiences, knowledge, attitudes and skills of teachers. Teachers must be assisted professionally so that the teacher can develop in his work, namely to improve the effectiveness and efficiency of the learning process.

Various problems in the field faced by educators and educational staffs, it is attempted to be resolved immediately with guidance and correction by the principal not only bureaucratically, but clinically (educational technical coaching). Given that the scope of the principal's duties as a supervisor covers various aspects, it is also necessary to have sufficiently broad knowledge and insight (Ilham, 2017).

One indicator of knowing the success of Islamic Religious Education (literally Pendidikan Agama Islam, hereafter will be written as PAI) can be seen from the aspect of the learning process. The learning process is the core of the overall educational process with the teacher as the main role holder. The learning process contains a series of implementations of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals (Lauma & Pido, 2018, p. 21).

In the copy attachment of the Decree of the Minister of Education and Culture Number 65 of 2013 concerning Process Standards more clearly explains the implementation of the learning process as follows: each education unit conducts learning planning, implementation of the learning process and assessment of the learning process to improve the efficiency and effectiveness of achieving graduate competencies.

The principal's supervision practice at SDIT Nurul Fikri Palangka Raya, on the ability of teachers to teach professionally and in accordance with pedagogical principles, supervises the implementation of learning process standards in performance assessment by the principal. PAI teachers have not fully
implemented the learning process standards set because the initial, core and closing activities are still dominated by teachers rather than students such as not applying the activities of observing, questioning, communicating to students, and not emphasizing contextual learning. PAI teachers at SDIT Nurul Fikri do not use learning media, in learning only use monotonous methods and the material presented is sometimes less relevant to the curriculum/teaching materials. The principal provides an alternative solution by helping classroom teachers to find interesting teaching materials. Therefore, the author is interested in studying the effectiveness of academic supervision of PAI subjects at SDIT Nurul Fikri Palangka Raya.

Supervision can be a direction for the development of teacher resources where teachers teachers who never read new information, and do not increase their knowledge of what they teach will not provide knowledge and knowledge in a more refreshing way to students (Amalia, Irma Tussa’ diyah Hasibuan, Mulia Ardiansyah Harahap, 2023, p. 56).

METHODS

This research uses a qualitative approach that is flexible and open to changes and adjustments during the research so that there are no restrictions for researchers to find new things related to the research topic. Qualitative research also places researchers as people who learn from the community so that these researchers tend to be in accordance with the reality in the field. Data obtained from observations in the field and interviews with sources are conducted in-depth (in-depth interview) and documentation.

In its implementation, this research is carried out naturally in accordance with the conditions that occur in the field without the existence of any bias conditions that occur in the field without any engineering and the type of data collected is descriptive data. Descriptive method is a method of descriptive method is a method of research conducted to describe or explain systematically, factually, and accurately the facts and nature systematically.

Data collection techniques were used through observation, interviews, and documentation studies. All data received naturally without any conditioning is observed, asked, and seen as real evidence then described systematically.

RESULTS

Based on the results of the author's interview with the principal of SDIT Nurul Fikri Palangka Raya, namely Lina Indah Purwati, M.Pd., SDIT Nurul Fikri was founded in 1993, with the intention of preaching and the spirit to provide improvements to the quality of Islamic school education at that time. SDIT Nurul Fikri believes that it is appropriate for Islamic schools to compete with other schools in educating the nation's children, which of course does not only emphasize IQ, but also EQ and SQ. Armed with sincerity and strength of determination, the concept of integration between science and technology (IPTEK) and faith and piety (IMTAQ) initiated by SDIT Nurul Fikri has now been adopted by other educational institutions in various regions in Indonesia. As
an integrated Islamic school, the Islamization of learning becomes the spirit of learning and teaching activities at SDIT Nurul Fikri. The full-day school system applied in the school makes it easier to instill Islamic cultures into students, starting in the morning at 7.15 AM until the afternoon after Asr prayer.

The principal as a supervisor tries to provide assistance to teachers, especially PAI teachers, by carrying out supervision activities as a form of effort to improve the competence of the teachers he leads. In carrying out his duties, a supervisor helps teachers in the learning process. The principal of SDIT Nurul Fikri Palangka Raya supervises PAI teachers to improve the competence of PAI teachers.

The results of the supervision carried out will be collected per semester by the principal and submitted to the supervisor who will then follow up on the results of supervision through coaching. Evaluation is carried out to find out whether the learning objectives have been achieved or there are still obstacles. If there are still obstacles, then a solution will be found to solve the problem. The problem faced by PAI teachers at SDIT Nurul Fikri is that they do not use learning media, in learning to use monotonous methods and the material presented is less relevant to the curriculum or teaching materials.

Based on the results of interviews with the principal of SDIT Nurul Fikri, namely Lina Indah Purwati, M.Pd. on October 2023 at SDIT Nurul Fikri, the application of supervision by the principal to PAI teachers that in planning activities the principal has compiled a supervision program plan for the semester and plans supervision to all PAI teachers. The findings in the field, the principal will follow up on PAI teachers who teach with monotonous methods, in the sense that teachers have not applied interesting teaching materials in PAI learning. The principal will provide guidance to PAI teachers in the form of finding interesting teaching materials for students. The principal implements the supervision program for one semester and conducts supervision in PAI learning. The principal evaluates the results of planning and implementing the supervision program for one semester and evaluates the results of planning and implementing supervision in PAI learning.

**DISCUSSION**

SDIT Nurul Fikri's vision is to become a Qur'an-based Integrated Islamic School that is able to produce Muhsin, Sympathetic and Achieving Learners. While the missions are 1) Forming students who are pious and able to become role models and benefit the community, nation and state, 2) Forming adaptive, intelligent and collaborative learners, and 3) Creating an Islamic and productive school climate and culture.

Effectiveness is a measurement (criterion) that provides an overview (description) of target achievement. The effectiveness of education is certainly not only seen quantitatively (the suitability of the number of outputs with the number of targets), but also pays attention to the quality and timeliness in producing outputs. This means that these activities are able to produce quality supervision efforts, there is a relevance between the knowledge gained and the needs that are being built. As well as having high economic value in accordance with the level of
education obtained. The effectiveness of the educational process includes enthusiasm or high learning motivation in students (Wahyudi, 2009, p. 8–9).

Effectiveness is the utilization of resources, facilities and infrastructure in a certain amount previously determined to produce a number of something for the services of the activities it carries out. Effectiveness shows success in terms of whether or not the predetermined goals are achieved. If the results of the activity are closer to the target, the higher the effectiveness (Siagian, 2010, p. 24).

Effectiveness shows the ability to achieve the goals that have been set appropriately. The achievement of predetermined goals and applicable measures and standards reflects that academic supervision is effective. There are several ways of measuring effectiveness, according to Gibson that effectiveness can be seen from the perspective of: individual effectiveness, group effectiveness, organizational effectiveness. Individual effectiveness is determined by knowledge, attitudes, skills, abilities, motivation and stress. Group effectiveness is determined by cohesiveness (achievement), leadership, structure, status, roles, and norms. Organizational effectiveness is determined by environment, technology, strategic choices, structure, and culture (Usman, 2013, p. 3).

Based on this description, it can be concluded that effectiveness is the level of achievement of organizational goals or objectives as set. Effectiveness is how well the work is done and the extent to which supervision produces goals as expected. This can be interpreted, if a job can be done well as planned. Therefore, in determining the effectiveness of academic supervision in this study, it can be measured through the following indicators:

a. Successful planning
b. Successful implementation
c. Successful follow-up

Etymologically, supervision comes from the words "super" and "vision" which means seeing and reviewing from above or observing and assessing from above carried out by superiors on the activities, creativity, and performance of subordinates (Mulyasa, 2000, p. 154). There are several terms that are almost the same as supervision and even in practice, these terms are often used interchangeably. These terms include supervision, inspection, and inspection.

According to Suharsimi Arikunto, supervision is guidance given to all school staff so that they can improve their ability to develop better teaching and learning situations (Arikunto, 1990, p. 154; Islam & Antasari, 2021).

Supervision means an activity to make observations so that work is carried out in accordance with the provisions. Inspection is intended to see how the activities carried out have achieved the objectives. Inspection is intended to find out the shortcomings or errors that need to be corrected in a job (Sahertia, 2008, p. 45) Then developed scientific supervision, which is: (1) systematic, meaning that it is carried out regularly, planned and continuous. (2) Objective in the sense that there is data obtained based on real observations not based on personal interpretations. (3) Using recording tools that can provide information as feedback to conduct an assessment of the learning process in the classroom (Nasution, 2021, p. 13).
Supervision is a planned coaching activity to assist teachers and school staff in doing their jobs actively. Supervision is assistance in developing learning situations towards a better direction, by providing guidance and direction to teachers and other officers to improve the quality of their work in the field of learning with all its aspects.

Supervision is a service provided by leaders to help them become more capable or skilled in carrying out their duties, in accordance with the demands of development and scientific progress in the field of these tasks. Supervision contains several main activities, namely continuous coaching, developing the professional abilities of personnel, improving the learning situation, with the ultimate goal of achieving educational goals, and the personal growth of students (Nasution, 2021, p. 7).

The scope of academic supervision includes the following points (Afriansyah, 2019, p. 2):

1. Implementation of the current curriculum
2. Teacher preparation, implementation, and assessment of learning
3. Achievement of graduate competency standards, process standards, content standards, and their implementing regulations
4. Improving the quality of learning, this can be done through the following developments:
   a) Learning models that refer to process standards
   b) Learners’ role in the learning process
   c) Learners can build character and have a mindset and freedom of thought
   d) The active involvement of learners in the learning process which is carried out earnestly
   e) Responsible for the quality of digestion of learning activities for each subject taught, so that students have a number of abilities (Sudiyono & Prasojo, 2011, pp. 84–86).

Educational supervision or academic supervision aims to:

1) Helping teachers to better understand and realize the purpose of education in Madrasahs or schools and the function of schools in achieving educational goals.
2) Helping teachers so that they realize and understand the needs and problems faced by learners and help these learners to be better.
3) Implementing effective leadership in a democratic manner in order to improve the teaching and learning process at school.
4) Discovering the abilities and strengths of each teacher and utilizing and developing these abilities, assigning tasks according to their abilities.
5) Helping teachers improve their ability to present material in front of the class.
6) Helping new teachers in the orientation period so that they can adjust to their duties and can utilize their abilities to the fullest.
7) Helping teachers resolve their learners’ difficulties and implement corrective actions (Afriansyah, 2019, p. 2).
The principal as a supervisor tries to provide assistance to teachers, especially PAI teachers, namely by carrying out supervision activities as a form of effort in improving the competence of the teachers he leads. In carrying out his duties, a supervisor helps teachers in the learning process. The principal of SDIT Nurul Fikri Palangka Raya supervises PAI teachers to improve the learning process by means of academic supervision.

According to Glickman quoted by Mansyur, academic supervision is a series of activities in helping teachers to develop their ability to manage the teaching and learning process in order to achieve predetermined learning objectives (Mansyur, 2021, p. 109). Meanwhile, according to Suharsimi Arikunto, academic supervision is supervision that focuses on observing the academic period which is directly within the scope of learning activities carried out by teachers to help students while in the learning process (Arikunto, 2004, p. 5).

PAI teachers are at the forefront of implementing the process of Islamic religious education in schools. In the learning process, religious teachers must maximize all their efforts in order to develop the potential of students through professional teacher transformation.

Conversely, if the quality of teachers is low, the learning outcomes of students also tend to be less satisfactory or not maximized (Agung, 2012, p. 1).

The general objective of academic supervision activities is to ensure that teachers have professional competence as stipulated in the Regulation of the Minister of Education of the Republic of Indonesia No 16 of 2007 concerning the standards of Academic Qualifications and Teacher Competencies and Permendikbud No 022 of 2016. Operationally, there are several concrete objectives of supervision, namely:

1. Helping teachers see clearly the goals of education.
2. Helping teachers guide students' learning experiences.
3. Helping teachers in using learning experience resources.
4. Assisting teachers in using modern learning methods and tools. (Nomor, 16 C.E. 2007)

The purpose of the implementation of supervision at SDIT Nurul Fikri Palangka Raya according to the results of the researcher's interview with the principal is to find out the professionalism of the teacher through the learning that is carried out and how the teacher's teaching in the classroom is adjusted to what is stated in the lesson plan written by the teacher. As explained by the principal in the interview to find out the professionalism of the teacher, the main task of the teacher is planning, implementing, evaluating, from there you have to see the teaching and learning activities in order to know whether the delivery is according to the lesson plan or not, the material is relevant or not and also how the teacher performs.

Purwanto stated that the techniques used by supervision, in this case the principal are divided into two, namely individual techniques and group techniques.

1. Individual Technique
a. Conducting class room visitation. Class room visitation are visits at any time made by a supervisor. This activity is to see what deficiencies or weaknesses that still need to be corrected in the learning process.

b. Conducting observation visit. The principal assigns teachers to watch or observe a teacher who is demonstrating ways of teaching a particular subject.

c. Guiding teachers on ways to learn about learners' personalities and/or solve learners' problems.

d. Guiding teachers in matters related to the implementation of the school curriculum, including: compiling semester programs, compiling lesson plans, organizing classroom management activities, implementing learning evaluation techniques, using media and resources, organizing student activities in the extracurricular field, study tours.

2. Group Technique
   1) Organizing meetings, 2) Organizing group discussions, and 3) Organizing in-service training. Purwanto Ngaliim, Administrasi dan Supervisi Pendidikan (Bandung: Remaja Rosdakarya, 2005).

Group supervision techniques carried out through upgrading have been widely conducted. For example, upgrading for teachers in certain fields of study.

Training on learning methodology and training on educational administration.

Concept of PAI Learning Process Standards are in accordance with the mandate of Government Regulation Number 32 of 2013 concerning National Education Standards, one of the standards that must be developed is process standards. Process standards are national education standards related to the implementation of learning in educational units to achieve graduate competencies. Process standards contain minimum criteria for the learning process in primary and secondary education units throughout the jurisdiction of the Republic of Indonesia. These process standards apply to primary and secondary education levels in formal channels, both in the package system and in the semester credit system.

Process standards are national education standards relating to the implementation of learning in one education unit to achieve graduate competency standards. Process standards, both related to planning, implementation, assessment, and supervision of learning are developed by BSNP (literally Badan Standar Nasional Pendidikan means National Education Standard Board), and stipulated by Ministerial Regulation. From the above description, it is concluded that the PAI learning process standards include planning, implementation, assessment and supervision of the learning process for the implementation of an effective and efficient PAI learning process.

Effectiveness in an activity concerns the extent to which the supervision planned by the principal or desired by him can be implemented or achieved. Supervision as an activity of providing assistance and guidance to teachers is to achieve professionalism.
As the principal, he tries to realize his dream of making SDIT Nurul Fikri Palangka Raya a school that applies the national standards of education. The principal's priority program in this standard is to improve the quality of human resources, with a minimum target that all teachers must have a bachelor's degree according to their field. This school has 2 PAI teachers. Judging from the level of education, all the 3 PAI teachers are already have a bachelor's degree in Islamic Religious Education. Data on teachers and supervision schedules in the PAI learning process at SDIT Nurul Fikri Palangka Raya can be seen in the table below:

**Table 1. Schedule of PAI Learning Supervision at SDIT Nurul Fikri Palangka Raya**

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Subjects</th>
<th>Supervised Teacher</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Thursday, October 5, 2023</td>
<td>Islamic Religious Education (4)</td>
<td>Holie, S.Pd.</td>
<td>Principal</td>
</tr>
<tr>
<td>2.</td>
<td>Tuesday, October 10, 2023</td>
<td>Islamic Religious Education (3)</td>
<td>Syarif Nur Hidayat</td>
<td>Principal</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the principal supervised PAI teachers according to the specified schedule. The principal conducted supervision, especially on the standard aspects of the PAI learning process.

**Table 2. Implementation of PAI Learning Supervision at SDIT Nurul Fikri Palangka Raya**

<table>
<thead>
<tr>
<th>No</th>
<th>Assessment Aspects</th>
<th>Observation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Planning supervision</td>
<td>Principal Plans the supervision program for one semester and plans supervision for teachers</td>
</tr>
<tr>
<td>2.</td>
<td>Implementing supervision</td>
<td>The principal implements a supervision program for one semester and conducts supervision for teachers</td>
</tr>
<tr>
<td>3.</td>
<td>Evaluation</td>
<td>The principal evaluates the supervision program for one semester and provides solutions for teachers</td>
</tr>
</tbody>
</table>

Based on the results of interviews with the principal of SDIT Nurul Fikri, namely Mrs. Lina Indah Purwati, M.Pd. on October 2023 at SDIT Nurul Fikri, the application of supervision by the principal to PAI teachers that in planning activities the principal has compiled a supervision program plan for the semester and plans supervision to all PAI teachers. If there are teachers who experience problems, coaching will be carried out. The principal also implements the supervision program for one semester and carries out supervision in PAI learning.
Even the principal evaluates the results of planning and implementing the supervision program for one semester and evaluates the results of planning and implementing supervision in PAI learning. Research resulted to findings related to the effectiveness of supervision implementation on PAI learning process standards:

Effectiveness of Supervision Plan

In this activity, the principal has planned the supervision program for one semester and planned supervision for all teachers. In addition, the principal together with the teacher plans supervision activities in the classroom by focusing on the difficulties faced by the teacher in teaching. So that this stage must take place in a humane atmosphere so that the teacher becomes open to the difficulties he faces in learning PAI in the classroom.

Interviews conducted with principals generally compile supervision program planning for one semester, taking into account balanced school services and coaching objectives that refer to the principal's vision and mission, goals, and procedures. The supervision planning contains the supervision schedule and rotates back every semester according to conditions.

The results of the interview show that the principal has a plan for supervision, especially related to the standard of the PAI learning process. The planning is made for a period of one semester for each teacher, taking into account the teacher's condition in the preparation of the work plan.

Effectiveness of Supervision Implementation

Supervision is a form of surveillance that focuses on improving teaching, including the standard PAI learning process, through a systematic cycle of planning, observation, and intensive and careful analysis of real teaching performances. The emphasis in the approach is specifically on face-to-face meetings with teachers, which focus on improving their teaching performance and behavior. At this stage of implementation, which is in the form of classroom observations, the principal conducts observations. In this teaching observation activity, the principal observes the teacher's performance in the learning process both regarding aspects of professionalism and the standard PAI learning process.

Supervision of PAI learning is carried out at least once a month or more in one semester. The following researchers show the results of observations of PAI learning supervision steps in the following table:

**Table 3. Supervision of Steps in PAI Learning at SDIT Nurul Fikri Palangka Raya**

<table>
<thead>
<tr>
<th>No</th>
<th>Observation Aspects</th>
<th>Observation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Requesting lesson plans</td>
<td>Teachers provide lesson plans on ethics material to the principal during the week before the supervision is conducted</td>
</tr>
<tr>
<td>2.</td>
<td>Requesting a teacher to teach</td>
<td>A week later the teacher teaches the ethics material according to the steps planned in</td>
</tr>
<tr>
<td></td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Monitoring learning process</td>
<td>The principal records what the teacher does and assesses both the lesson plan and the implementation</td>
</tr>
<tr>
<td>4</td>
<td>Making corrections</td>
<td>The principal gives notes to the teacher and discusses the teacher's weaknesses and problems for improvement the following week</td>
</tr>
<tr>
<td>5</td>
<td>Observing the class toward the corrections</td>
<td>The principal observes the teacher's activities related to the teacher's problems and difficulties and the steps taken at that time to overcome them.</td>
</tr>
</tbody>
</table>

The data above illustrates that a week before the supervision of teachers, the principal appears to receive lesson plans from teachers for ethical material in accordance with the steps planned in the classroom.

Furthermore, the principal noted the events that the teacher did and gave an assessment of both the lesson plan and its implementation. The principal gave notes to the PAI teacher and discussed the teacher's weaknesses and problems for improvement the following week. Finally, the principal observed the PAI teacher's activities related to the teacher's problems and difficulties and the steps to overcome them.

Activities related to the supervision of PAI learning process standards are shown by teachers when preparing lesson plans and learning tools as well as when teaching by showing the behavior of diligence, discipline, openness, tenacity, diligence, high enthusiasm, patience, and responsibility. Supervisors conduct supervision to assess teachers related to PAI learning process standards which is shown by paying attention to the steps of supervision.

The implementation of supervision explained to principal that the strategy for implementing supervision in the classroom is to ask for lesson plans to be used as a guide in supervision, then ask the teacher to teach directly in class, by monitoring the learning from beginning to end. The implementation is based on the teacher's initiative after first making a contract about the form of improvement he wants. After that, a class observation is held to see the teacher's activities in the classroom related to improving teaching skills.

In the implementation of this academic supervision, there is an improvement in teacher performance teachers, including: 1) teachers who are supervised know the strengths and weaknesses in making lesson plans, 2) teachers know the strengths and weaknesses in carrying out the learning process in the classroom, 3) teachers know the strengths and weaknesses in planning and developing the learning process in the classroom, teachers know the strengths and weaknesses in planning and developing learning assessment instruments, and 4) as material for teacher reflection to add and improve insights and knowledge (nguntni, Sukmawati, Syukri, 2023, p. 366).
From the description above, in general, the implementation of supervision has been carried out by the principal in accordance with the procedures in terms of (1) Developing a strategy for its implementation, (2) observing the entire display shown by the teacher in learning that is focused on the agreed plan, (3) observing the teacher's performance from the beginning, the process to the end of the learning activity, (4) noting various aspects he found in learning activities, namely PAI teachers are still monotonous by explaining only in one direction. Students were less involved in discussions and did not use contemporary teaching materials to attract children's attention and (5) the principal asked more questions and listened rather than giving orders.

**Effectiveness of Supervision Evaluation**

The stages of evaluating the supervision program at SDIT Nurul Fikri Palangka Raya School are carried out through two stages, namely the evaluation stage of the supervision implementation and the results stage. The stages of evaluation in the implementation of supervision are: (1) identifying problems resulting from learning findings which include learning tools, learning processes, and learning assessments, then identifying problems found in the field and finding solutions in solving problems. Teachers who are less creative in using teaching materials are assisted by using LCD and showing interesting videos about characters, for example by showing the story of the Prophet's companions who are role models (2) recapitulation of supervision results; (3) analysis of supervision data, namely through the observation process, problems found, causal factors and improvement plans and feedback to be given; (4) compiling an action plan for the results of supervision by paying attention to the focus of the problem, the strengths and weaknesses of educators and finding solutions that will be given to PAI teachers at SDIT Nurul Fikri Palangka Raya.

**CONCLUSION**

Principal supervision of Islamic Religious Education (PAI) learning process standards at SDIT Nurul Fikri Palangka Raya is a planned activity and focuses on improving teacher professionalism. The principal has carried out effective planning, implementation, and evaluation of supervision well, making supervision a tool to improve the quality of PAI learning in the school. The supervision technique carried out by the principal is the individual technique with classroom visit supervision. The principal has planned the supervision program, focused on teachers' difficulties in teaching, and carried out supervision regularly. The problems faced by PAI teachers at SDIT Nurul Fikri are not using learning media, in learning only using monotonous methods and the material presented is sometimes less relevant to the curriculum/teaching materials. In addition, the principal also evaluates the results of supervision and provides appropriate follow-up, namely the principal provides alternative solutions by helping classroom teachers find interesting teaching materials, namely using LCDs and showing interesting videos about ethics, for example by showing the stories of the Prophet's companions who are role models. Thus, the principal's efforts to make SDIT Nurul Fikri a school that applies the national standards of education in PAI learning have been achieved.
REFERENCES


Nomor, P. M. P. N. (16 C.E.). *Tahun 2007 tentang standar kualifikasi akademik dan kompetensi guru*. 193


