

Management of Academic Supervision of IRE Supervisor in Improving the Competence of IRE Teachers in Millennial Era

Mochamad Rifki Romdhoni

Pengawas PAI Kemenag Kantor Kota Bandung, Indonesia

E-mail: Moch.rifki.r68@gmail.com

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Abstrak. Sementara mayoritas penelitian tentang supervisi akademik oleh pengawas tidak dikaitkan dengan kondisi zaman, maka penelitian ini difokuskan dalam era milenial. Penelitian ini bertujuan mendeskripsikan supervisi akademik yang dilakukan Pengawas terhadap Guru Pendidikan Agama Islam (PAI) SMA dan SMK Kota Bandung pada kompetensi pedagogik, profesional, sosial, kepribadian, spiritual dan leadership. Penelitian ini memilih pendekatan kualitatif desain deskriptif terhadap tiga Pengawas PAI dan 34 Guru PAI. Hasil penelitian menggambarkan perencanaan, pengorganisasian dan koordinasi, pelaksanaan, evaluasi, dan tindak lanjut supervisi telah mencapai target peningkatan sejumlah kompetensi Guru PAI. Era milenial menjadi titik tekan Pengawas PAI dengan mengawasi serta membina Guru dalam menggunakan fasilitas informasi dan teknologi. Untuk menyeimbangkan kemampuan IT, Pengawas PAI juga menekankan pentingnya membangun karakter spiritual Guru, sehingga mereka bertanggungjawab secara profesional dan spiritual.

Kata kunci : Guru, milenial, PAI, pengawas, supervisi akademik

Abstract. While the majority of research on academic supervision by supervisors is not related to current conditions, this research is focused on the millennial era. This study aims to describe the academic supervision carried out by Supervisors for Islamic Religious Education (IRE) Teachers at SMA and SMK Bandung City in pedagogic, professional, social, personality, spiritual and leadership competencies. This study chose a qualitative descriptive design approach to three IRE supervisors and 34 IRE teachers. The results of the study illustrate that planning, organizing and coordinating, implementing, evaluating, and supervising follow-up have achieved the target of increasing a number of IRE teacher competencies. The millennial era has become a pressure point for IRE supervisors by supervising and fostering teachers in using information and technology facilities. To balance IT skills, IRE supervisors also emphasize the importance of building the spiritual character of teachers, so that they are professionally and spiritually responsible.

Keywords: Teachers, millennials, IRE, supervisors, academic supervision

INTRODUCTION

One of the efforts to see a performance of management is the supervision effort. In the field of education, supervision means supervision in managing resources in the form of people, money, materials, methods, machines, markets, and all things to achieve effective and efficient educational goals (Amalia, 2019; Saifulloh & Darwis, 2020). Regarding teachers, academic supervision is more closely related to them. Academic supervision is a series of activities to help teachers develop their skills in managing the learning process to achieve learning goals (Glickman, Gordon, & Ross-Gordon, 2007). The results of academic supervision serve as a source of information for the development of teacher professionalism (Rofiki, 2019).

In the Regulation of the Minister of Religious Affairs number 31 of 2013 concerning Amendments to the Regulation of the Minister of Religious Affairs number 2 of 2012 concerning Madrasa Supervisors and Supervisors of Islamic Religious Education in Chapter II concerning the Duties and Functions of Supervisors in Article 4 paragraph 2 it is stated that Islamic Religious Education (IRE) Supervisors in Schools have the function of compiling programs, coaching teachers, guiding teachers, developing the teaching profession, monitoring the implementation of IRE national standards, assessing the results of the implementation of supervisory programs, reporting on the

implementation of supervisory duties. This regulation emphasizes that the supervisory role in supervising teachers has a significant position in achieving national education goals.

Supervisors are important to ensure that the competencies that must be possessed by IRE teachers are maintained. These competencies include pedagogical competence, personal competence, social competence, and professional competence obtained through education (Government, 2007). Teacher pedagogical competence is the ability to manage student learning and understanding of insight or educational foundation, understanding of students, development syllabus curriculum, and learning design. Then ensure the implementation of educational and dialogic learning, use of learning technology, evaluate learning outcomes, and develop students to actualize various potentials (Febriana, 2021; Indonesia, 2019).

The hope in the national education system is to produce quality-oriented and highly competitive graduates (Sihite, 2018). This is the demand of the global world market today. This era is marked by the fourth wave of civilization which is currently known as the industrial era 4.0 where all must adapt in all the framework and work tools to every segment of life, including learning in schools.

The school supervisor is one of the parties considered to have an important role in quality assurance. Competent supervisors become a

support in improving the quality of education where the changing world is entering the era of the industrial revolution 4.0 where information technology has become the basis of human life (Abi Hamid et al., 2021). In the world of education, the preparation of a more innovative learning system in schools must be built so that it can improve teachers' abilities in Information Technology (IT) (Chairunnisa, Afriatin, & Firmansyah, 2020).

Changes in this era cannot be avoided by anyone, so adequate human resources (HR) are needed to be ready to adapt and be able to compete on a global scale. Improving the quality of human resources through formal education channels starting from elementary and secondary education levels up to tertiary institutions is the key to being able to keep up with the development of the Industrial Revolution 4.0 or the millennial era (Firmansyah & Fakhruddin, 2022; Wati & Kamila, 2019). It is no exception in taking education, adjustments can also be made by reorienting the curriculum to build competencies in the Industrial Revolution 4.0 era and preparing online-based learning.

The problems that occur are based on a survey by the Directorate of Education Personnel on supervisors in a district "showing that supervisors have weaknesses in the competence of academic supervision, educational evaluation, and research and development" (Education, 2006). Socialization and training that have

been carried out so far are seen as inadequate to reach all supervisors in a relatively short period of time. In addition, due to limited time, the intensity and depth of mastery of the material cannot be achieved with these two strategies.

There are factors that become obstacles for supervisors to improve teacher professionalism such as there are still supervisors who do not have awareness and a high sense of responsibility in carrying out their duties. There are still supervisors who do not have professional skills in the field of supervision. There are still supervisors who are appointed just to extend the retirement age, so their performance is low. Lack of supervisory facilities and infrastructure. Moreover, currently the mastery of information technology for supervisors has become a necessity, because there are many supervisory tasks that must be completed with information technology.

Connection with the division of this generation into obstacles for supervisors in improving the quality of teacher competence. There is a difference in generations where the supervisors who are on average 40-55 years old are in generation X. Meanwhile, the IRE teachers for SMA/SMK in the city of Bandung are even more diverse. The age of SMA/SMK IRE teachers varies, where in each generation there are still teachers. There is an average age of IRE teachers who are between 24 to 39 years old and belong to the millennial generation. There is also an

average of IRE teachers aged 40 to 60 years who are in the X generation.

Through academic supervision, it is hoped that the academic quality carried out by IRE teachers will increase. Capacity building in this context should not be interpreted narrowly, emphasizing solely on increasing teacher knowledge and teaching skills, but also on increasing teacher commitment, willingness and motivation because by increasing teacher abilities and work motivation, the quality of learning will increase.

METHODS

In accordance with its focus, this study uses a qualitative approach descriptive and tend to use analysis. Process and meaning (subject perspective) are emphasized in qualitative research (Sugiyono, 2011). The theoretical basis is used as a guide so that the research focus is in accordance with the facts in the field. The use of this qualitative method aims to obtain a comprehensive description. Data collection is an activity to find the data needed in order to achieve social research goals. The data collection techniques are questionnaires, observation, interviews, documentation studies.

Sources of data in research are subjects from which data can be obtained. Source of data and population in this study are documents that are in the IRE Supervisory Board for SMA/SMK and SMA/SMK Teachers in the City of Bandung as a guide. The informants in this study were IRE supervisors for SMA/SMK

and SMA/SMK teachers in the city of Bandung

Qualitative data analysis is a method of processing data in depth with data from observations, interviews, and literature. Data analysis in this qualitative research is narrative-descriptive-qualitative in nature (Agustina, 2009; Muhammad, Sujiarto, & Rosa, 2021), through:

1. Inductive analysis;
2. Analysis of findings in the field;
3. Topic and category coding;
4. The arrangement of patterns;
5. Manual and computer techniques in data management;
6. Variation in narrative structure and visual representation;
7. Interpreting.

RESULTS AND DISCUSSION

The supervisors of Islamic Senior High Schools and Vocational Schools of the Ministry of Religion in Bandung City who became the source of the research were three with 34 Islamic Religious Education teachers as samples. Supervisor 1, East Bandung City Fostered Area with 86 assisted SMA and SMK IRE teachers. Second, Supervisor 2, the Southern Fostered Area of Bandung City with a total of 91 assisted teachers. Third, Supervisor 3, the target area is West Bandung City with 80 assisted teachers. The sample of IRE teachers at SMA SMK Bandung City in this study were 34 people from three target areas.

From the interviews, the results were obtained that the IRE

supervisor's academic supervision program in improving the competence of IRE teachers in the millennial era was started by making plans for supervisory devices together. Supervision program preparation activities are carried out in special supervisory meetings through the IRE supervisory working group (called POKJAWAS). Making a supervisory program based on the guidebook for supervising madrasa supervisors and supervisors of Islamic education in schools issued by the Ministry of Religion of the Republic of Indonesia through the Directorate General of Islamic Education in 2014. In the implementation of supervision there is a guidebook issued by the Ministry of Religious Affairs Regional Office Prov. West Java in 2015. Supervisors, Principals, Teachers and Students are the most important in the involvement of program preparation which includes supervisory work programs including coaching for IRE teachers which include pedagogic competencies, personal competencies, social competencies, professional competencies, spiritual competencies, and leadership competencies formulated together so that truth and objectivity not on the basis of opinion and own desires. The programmed supervision of IRE supervisors makes teacher competence better and understands the duties and obligations as an Islamic Religion teacher, especially in building student character by preparing good and correct teacher administration. The increase in the competence of IRE teachers is also

due to evaluating learning programs according to the level that will be given to students, checking learning devices, conducting learning visitations in class even though virtually by providing a zoom meeting link. The millennial era is more effective and simple because it utilizes digital media online (WA, Zoom, Video calls, and others). Easy to evaluate and repair related to teacher administration if there are errors or deficiencies or during supervision.

Organizing and coordinating is done crosswise with other supervisors in increasing the competence of IRE teachers in the millennial era. Supervisors carry out cross-organization and coordination with other supervisors in improving teacher competence because the organizing function (organizing) in management is the process of regulating the duties, authorities and responsibilities of each individual in management. This becomes a unit because it is intended to achieve the goals that have been planned. Having the organization and coordination of other supervisors across is very important. Fellow supervisors sharing experiences and information will add insight in organizing and coordinating with other supervisors. The implementation of organizing and coordinating cross supervisors results in increasing the competence of IRE teachers. It is believed that the coordination and organization of supervisors has assisted in increasing the knowledge of IRE teachers by continuing to be given directions to always improve

professionalism as IRE teachers. With the existence of organization and coordination, it is hoped that IRE teachers will participate in every activity programmed by other supervisors in other agencies. Thus, IRE teachers have information and knowledge and other competencies that are the same and on par with other teachers in other subjects.

Implementation of academic supervision of IRE supervisors in increasing the competence of IRE teachers in the millennial era that the implementation of supervision guarantees the implementation of the IRE academic program in schools. IRE supervisors must know the competence of the academic professionals who are under their guidance. The involvement of each teacher, principal, and representative to the school's curriculum area is very important. This means for IRE supervisors in carrying out teacher academic supervision. Some of the activities carried out by supervisors in academic supervision are verifying the teaching administration of Islamic High School and Vocational High School teachers and supervising the learning activities of Islamic Religious Education teachers in class. This activity is carried out by the supervisor to observe and see directly the activities of the teacher in carrying out the process of teaching and learning activities, whether they are in accordance with the lesson plans that have been made. In this case it is related to the learning steps, the methods used and the evaluation of

learning that is carried out both the process and the product.

In relation to supervising the pedagogic competence of IRE teachers, the supervisor supervises administration and learning. Supervisors are informed and know IRE teacher's ability to understand students, design and implement learning, develop students, and evaluate student learning outcomes to actualize their potential. In addition, the information obtained, IRE teachers master and are able to use advances in learning technology that support quality IRE learning and are able to carry out creative learning in accordance with current advances in digital technology. IRE teachers are able to carry out learning well and make the most of existing IT in learning. It recommends the importance of increasing the pedagogical competence of IRE teachers based on the academic supervision activities of IRE supervisors in the millennial era because supervisors can easily convey information for coaching. In addition, supervision can be used to convey information related to improving the quality of management of the learning process, either through online training, or in the form of exposure in the media. The increase in the pedagogical competence of IRE teachers is marked by an increase in mastery of learning models, methods and approaches.

Meanwhile, the professional competence of IRE teachers increases with the supervision of IRE teacher learning activities. Supervisors comprehensively know the

professional competence of teachers which include; p.mastery of material, concepts, structures and scientific mindsets that can support learning. Mastery of Competency Standards and Basic Competency. Developing creative IRE learning materials and carrying out professional development on an ongoing basis. IRE teachers are observed to be able to carry out learning well and make maximum use of existing IT in improving their professional competence. The increase in the professional competence of IRE teachers based on the supervisory academic supervision activities that the professional competence of IRE teachers increases apart from the academic supervision of supervisors, is also due to an independent learning process, participating in individual training, discussions and teacher council meetings. In addition, IRE teachers carry out strengthening through online training activities which are held free of charge (depending on the activeness of the teacher), as well as conducting teacher activity centers at the city level MGMP IRE.

The social competence of IRE teachers increases due to academic supervision. IRE teachers are able to carry out learning well and make the most of existing IT in improving their social competence. With academic supervision, it is hoped that IRE teachers will be able to carry out learning well by utilizing IT to the fullest in improving their social competence, namely by increasing the ability of teachers to communicate and

interact effectively with students, education staff, parents, guardians of students, and the surrounding community. Enhancement social competence has shown that the results of academic supervisors' supervision in improving social competence include being skilled at communicating with students and parents and being sympathetic.

The personality competence of IRE teachers increases with the academic supervision of IRE supervisors. Efforts to improve personal abilities reflect a solid, stable, mature, wise and authoritative personality, and make oneself a role model for students, and have noble character. The increase in the competence of the personality of Islamic Religious Education Teachers based on the academic supervision activities of IRE Supervisors in the millennial era is very visible. Thanks to academic supervision, the personal competence of IRE teachers increases. More importantly, IRE teachers have become psychological role models for their students. This is the essential essence of personality competence.

In addition, the spiritual competence of IRE teachers is supervised. Supervision is by the supervisor with fostering and improving the character and attitude of IRE teachers. The content is related to awareness of religious values that are directly related to faith in Allah The Almighty. The contribution of the supervisor's supervision in increasing spiritual competence is very visible. IRE teachers feel this. Spiritual

competence has been seen, namely obedience to worship, being an example for school members, providing religious education for students or teachers (routine recitation).

In this case, supervision has increased the leadership competence of IRE teachers. The leadership competence of IRE teachers is related to the character of informal leaders related to the role of IRE teachers, not only at school and in the classroom, but also influencing all school members and even more broadly in the environment around the school in developing an Islamic culture in schools. The impact is that IRE teachers are able to plan religious activities in the school community. They are also able to systematically organize school potential, are able to become innovators, motivators, facilitators, become mentors and counselors in the practice of religious teachings in the school community. The ability to maintain, control and direct the activities that have been programmed to be implemented.

Evaluation of the academic supervision program is carried out by IRE Supervisors through two procedures, namely identification and analysis processes. By carrying out the analysis, the resulting data from the supervision that has been carried out is in accordance with the program that has been made. From the results of this analysis, a follow-up was carried out to improve the competence of IRE teachers at SMA/SMK in the city of Bandung. You do this by analyzing the results of the academic supervision

of the IRE Supervisor for IRE Teachers. Follow-up evaluation results, used to improve IRE Teacher competence. The benefits of such an evaluation procedure are truly felt by IRE teachers. For example related to increasing mastery of learning models, methods and approaches. Especially through IT, IRE teachers develop their insights and competencies more.

Meanwhile, related supervision of learning administration is carried out by supervisors through class visits or monitoring of religious activities. The focus of the evaluation includes the teacher's ability to present student data, arrange learning administration, carry out IRE learning-teaching, the ability to foster and implement IRE refraction for students adapted to the millennial era. The results of this evaluation are followed up in the form of guidance at the beginning of each semester, guidance on the preparation and administration of learning tools, guidance on how teachers create student well-being.

As for the evaluation of academic supervision, it includes preparation or lesson planning, accuracy in selecting approaches, methods, and learning techniques in accordance with the teaching materials that will be delivered to students. The competence of educators as professionals in carrying out the learning process in the classroom. For teachers who show performance that meets or exceeds the standards, they are given the opportunity to take part in a continuous professional development program. The experience of IRE teachers feels the difference from the

implementation of the evaluation they experience. Most IRE teachers assess learning evaluation using an online system (online)(Firmansyah et al., 2022), although the rules and evaluation components remain the same as in the previous era.

Follow-up of the results of supervision is to do mentoring. The guidance consists of preparing teaching administration, guidance and training in the implementation of learning activities in accordance with the lesson plans that have been made, training on the application of IRE teaching techniques and methods. Besides that, follow-up is given through direct intake or through regular supervision and training. The follow-up process is continuously carried out by inviting IRE teachers as learners. It is also carried out through independent and personal guidance or jointly with the MGMP group in each school. In addition, it is also carried out through regional MGMP meetings that are under the supervision of supervisors. The supervisor's follow-up process is to carry out self-guidance, clinical guidance and others. Regarding the positive and negative aspects of the millennial era, IRE Supervisors always convey good values in addressing positive and negative factors.

Supervision is also associated with the development of spiritual character. This value is very important in this era. In this case the value of faith is the belief that all events are the power of Allah, the value of Islam is the implementation of the pillars of Islam

(Rahmawati et al., 2021). The millennial era is an era of free information so that the negative aspects are massive (Firmansyah, 2019). So this is where it needs to be notified that the spread of fake news must be anticipated immediately. Positive values must always be conveyed to anticipate the negative effects of the millennial era. The supervisor's contribution to IRE teachers in conveying good values in addressing positive and negative factors in this millennial era is very much felt. Regarding the value in this millennial era is the process of studying the strengths and weaknesses of implementing learning activities for further development and coaching; identify the obstacles encountered when carrying out a teaching reform idea; directly know the needs of teachers and students in implementing an effective teaching and learning process; obtain some information to develop a professional development program in detail; as well as fostering the teacher's confidence to act and carry out better learning.

From the description of the results of interviews with all participants (Supervisors and IRE Teachers) it was found that the Supervisors' abilities in compiling the academic supervision program for IRE supervisors is currently closely related to the basics of education. This happened because the recruitment of supervisors was purely from teachers. This becomes their motivation in compiling the program according to the rules in the academic

supervision program because it is a separate motivation. The supervisor makes a work program that is adjusted to the main goal of increasing the competence of IRE teachers. The underlying thing is the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 21 of 2010 concerning the Functional Position of School Superintendents and Their Credit Scores, article 7 point (a) states that school supervisors, before carrying out supervision, have the obligation to prepare a supervision program. The Academic Oversight Plan (RPA) basically contains components consisting of aspects/problems, objectives, indicators, timing, settings, strategies/methods/techniques, activity scenarios, resources, assessments and instruments, follow-up plans. The steps for preparing the RPA are analyzing the evaluation results of the previous year's program implementation, which activities have been carried out and how far they have been achieved, which activities have not been carried out, find some weaknesses that need to be corrected for quality improvement,

Organizing and coordinating with other supervisors is done crosswise. Although not specifically institutionalized in supervisors at the SMA and SMK level, organizing and coordination is carried out in supervisory working groups (POKJAWAS) in general. Nevertheless supervisors are aware of the importance of organizing and coordinating between supervisors

because this is a medium for exchanging ideas and solving problems in general supervision and academic supervision in particular. Organizing is an action or steps to determine the required activity components, then dividing the work to the implementing group and delegating authority to the members of the organization. Coordination is important in an organization, which is useful for: (1) preventing chaos, bickering, and twinning or job vacancies; (2) So that people and their work are aligned and directed towards achieving company goals; (3) So that the facilities and infrastructure are used to achieve the goal; (4) So that all elements of management and the work of each individual employee must help achieve organizational goals; (5) So that all tasks, activities and work are integrated to the desired goals (Deswimar, 2017; Modo, 2020).

The implementation of the IRE Supervisor's academic supervision program is technically carried out in schools where Islamic Religious Education Teachers supervise. Supervisors know what to do in carrying out academic supervision because they have a background in IRE Teachers on the basis of PMA number 12 of 2012 chapter I article 1 paragraph 4 that:

Supervisor of Islamic Religious Education, hereinafter referred to as Supervisor of IRE at school is a Civil Servant Teacher appointed in functional position of supervisor of Islamic religious education whose duties, responsibility and authority to

supervise implementation of Islamic Religious Education in Schools (Hidarya, 2022).

Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 211 of 2011 concerning Guidelines for the Development of National Standards for Islamic Religious Education in Chapter IV Schools states that there are six competencies for IRE Teachers, which include pedagogic, professional, social, personality, spirituality and leadership.

Evaluation of the results of the implementation of the Islamic Religious Education Supervisors' academic supervision program will serve as feedback to improve the competence of Islamic High School and Vocational High School Teachers in Bandung City in the millennial era. Evaluation activities aim to determine the implementation of activities and the achievement of objectives of the established coaching program. Evaluation activities carried out are share or discuss with the teacher to find solutions together from weaknesses and shortcomings. "Program evaluation is a process to find out whether educational goals can be realized" (Arikunto, 2006). The purpose of program evaluation is to examine or find the needs of each individual being assessed and then used to plan learning experiences that can meet the needs of each individual. Based on the description above, it can be concluded that the purpose of program evaluation is to provide input;

determine the achievement of a program; make policies and decisions; determine the effectiveness of the methods and processes adopted.

Follow-up in the form of guidance and professional training for IRE Teachers for High Schools and Vocational Schools in Bandung City in the millennial era. In addition, training in the form of education and training has not been carried out in a structured manner. Therefore, after carrying out academic supervision activities it is necessary to formulate a follow-up program. Follow-up on the implementation of academic supervision is a concrete step or recommendation regarding the improvement and improvement of teacher quality based on the results of an analysis of the implementation of academic supervision which contains a map of teacher quality resulting from academic supervision to provide appropriate input for supervised teachers. Follow-up implementation of supervision results is carried out by referring to the aspects listed in the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Process Standards and also linking them to the latest curriculum implementation policies. These policies include strengthening character, literacy culture, drafting HOTs questions and 21st century skills which include: (1) preparation, implementation and assessment of learning; (2) Achievement of graduate competency standards, process standards, content standards, and implementation guidelines; and (3)

Improving the quality of follow-up learning can be done with several alternatives, for example in the form of strengthening and giving awards to teachers who have met the standards, educational reprimands given to teachers who have not met the standards; and the provision of opportunities to participate in training and other similar activities (Chairunnisa et al., 2020).

The research results are interpreted and discussed using the theoretical foundations to produce a core finding. The essence of these findings is the motivation in which supervisors have the motivation to develop their competence. This supervisor's motivation makes IRE teachers also motivated through their supervision. This is in accordance with Purwanto's statement, namely "Arousing and stimulating the enthusiasm of teachers and other school employees in carrying out their respective duties as well as possible." (Purwanto, 2008).

Motivation has a very important role in everyone's life to get through the day at work, school, life, and so on. Motivation is obtained from oneself, other people's praise, motivators, or the media. Occurs because of an inner psychological process that can provide persistence as well as direction and purpose in doing all work, both voluntary work and work that has a specific purpose. There were two motivations in this research, namely:

1) Immediate motivation (direct motivation) is the motivation given directly to each IRE teacher to meet their needs and

satisfaction. The process of directly motivating IRE teachers is an effort to provide direct encouragement and enthusiasm so that IRE teachers want to do it.

2) Indirect motivation (indirect motivation) is the motivation given is the facilities that support and support the passion so that they have the enthusiasm to do their job. Examples of this motivation include comfortable tools, comfortable chairs, comfortable workplaces, good work tools, and so on. The analogy is This passion arises when the supervisor's academic supervision has a real impact, namely it succeeds in increasing the competence of IRE teachers. When the teacher shows there are good changes and increases in competence so that the supervisor is proud and comfortable and becomes an indirect motivation to develop academic supervision for the IRE supervisor.

CONCLUSION

Based on the results and discussion of the research, it can be concluded that the academic supervisory management of IRE Supervisors has achieved the target of increasing the competence of IRE Teachers in the Millennial Era. This is evidenced in the preparation of the academic supervision program. Supervisors are able to develop linear academic supervision programs based on the basics of education. The supervisor makes an academic supervision work program tailored to

the main goal of increasing the competence of IRE teachers and arranged through the steps of identification, analysis, problem formulation, and ways of solving problems. Then assess the effectiveness of the implementation of the supervisor's work program. Planning is agreed upon by fellow supervisors, and also agreed upon by the teacher which will be carried out by the supervisor. Evidenced by the schedule and suitability of the material that is the focus of supervision. Supervisors also always include information technology in their programs because this is a necessity.

Organizing and cross-coordinating with other supervisors have been carried out, and the result is an increase in the competence of IRE teachers in the millennial era. Supervisor knows and implements regarding the organization and coordination carried out in the supervisory working group (POKJAWAS).

The implementation of the IRE supervisory academic supervision program has been realized so that the impact is visible, namely increasing the competence of IRE teachers in the millennial era. Competence directly supervised by related supervisors pedagogical, professional, social, personality, spiritual and leadership competencies. Technically, academic supervision is carried out directly to IRE teachers at schools by recording, observing, evaluating learning programs, learning experiences in class, carrying out assessments. Supervisors

also coach teachers when teachers experience difficulties in administration, methods, and assessment.

Meanwhile, evaluation of the results of the implementation of the IRE supervisor's academic supervision program done through sharing or discussions with the teacher to find solutions together from weaknesses and shortcomings. The result then becomes follow-up. Follow-up was carried out in the form of mentoring and professional training

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