

Research Credibility Analysis And Quality Test Of Supervisors At The Ministry Of Religion, Pangkalpinang City

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Abstract.

Professional supervisors are supervisors who have competencies including research and development competencies. Research and development competence has eight competency indicators. The challenge in the world of education is the quality and equity of education. One of the components that determine quality is a supervisor who has high professionalism. Two of them relate to the supervisor's ability to master educational research and development concepts and the other six relate to the supervisor's ability to conduct research and educational guidance to teachers. The focus and purpose of this study is to describe and analyze the Competence of Supervisors at the Ministry of Religion of Pangkalpinang City. This research is a qualitative descriptive study. Data collection is done by observation, questionnaires (questionnaires), interviews, and documentation. The results of this study indicate that: (1) The ability of supervisors in the field of research and development aspects of mastery of the concept of approaches, types and research methods is "quite high". The ability of supervisors in the field of research and development aspects of mastery of concepts in determining supervisory issues that are important to be researched is "high". (3) The ability of supervisors in the field of research and development aspects of the preparation of educational research proposals, both qualitative research and quantitative research is "very low". (4) The ability of supervisors in the field of research and development aspects of carrying out educational research, and formulating educational policies that are beneficial to the main tasks and responsibilities of supervisors is "very low". (5) The ability of supervisors in the field of research and development aspects in managing and analyzing data on educational research results, both qualitative research and quantitative research, is “

Keyword: *Research credibility analysis, Quality test, Supervisor, Ministry of religion, pangkal pinang*

I. INTRODUCTION

School or madrasa supervisors generally act as supervisors, functionally providing assistance to school principals and/or teachers in an effort to improve the learning process in the classroom.¹ In order for the quality of education to be good, the supervisory profession must be based on the existence of adequate qualifications and competencies to be able to carry out its supervisory duties professionally. Islam demands a person's professionalism in carrying out his duties. Supervisor is a position or profession that requires special skills. So far, supervisors have not received serious attention and are only considered as educational staff who have the same position as other educational institutions, so that they receive relatively little attention in their development. In fact, they are almost untouched by education reform, even though supervisors have a very vital role in improving education and improving the quality of education.

The supervisor's description was caused by several factors, including the following: (1) The supervisory recruitment system is still not good. Many supervisors are recruited from principals or teachers who are deemed undeveloped or unfit as teachers or principals; (2) There is no clear authority for school/madrasah supervisors.

Teachers, and/or madrasah principals often ignore the presence of supervisors. This is because supervisors do not have the authority related to staffing; (3) Lack of knowledge and experience of supervisors so that in carrying out their duties and responsibilities as supervisors they do not carry out well, and seem not to know what to do. This is what causes the public's assessment of the supervisor's self to be less good; (4) So far, the supervisory position has not been touched by renewal. After being appointed as school/madrasah supervisors, they are hardly touched by training or coaching for their professional development. In fact, they are appointed as school supervisors with the main task of guiding teachers and school/madrasah principals in relation to improving the quality of education and learning.

The competence of supervisors in the field of research and development will affect the level of success of teachers in sustainable professional development (PKB). Continuous Professionalism Development (PKB) in the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 16 of 2009 article 1 dated November 10, 2009 regarding Teacher Functional Positions and Credit Scores, article 1 explains that sustainable professional development is the development of teacher competence carried out according to needs, gradual, continuous, to improve teacher professionalism². One type of continuous professional development is scientific publications in the form of research results and scientific ideas in the field of formal education. According to Arikunto, Suhardjono and Supardi, through the credit score system. It is hoped that a more fair and professional award can be given to teachers which is a profession recognition and will further improve their welfare. This credit score can be used for promotions or promotions for teachers. Thus, supervisors as supervisors in the context of research and development must carry out their roles well, so that teachers do not experience obstacles in promotion or class promotion.

Professional supervisors, as previously explained, are required to conduct research and development. So far there has been no accurate research related to the competence of research and development supervisors in the Province of the Bangka Belitung Islands. The initial search results found that the majority of Islamic Religious Education teachers and madrasah teachers in the Province of the Bangka Belitung Islands experienced stagnation in promotion, especially teachers who had grade IV/a. From the results of an interview with the head of madrasa education in the Province of the Bangka Belitung Islands, it was stated that until the April 2020 period, there had not been a single madrasa teacher and madrasah head in grade IV/b. Only one person who has group IV/b and even then from the supervisory element. In Pangkalpinang City, of the many PAI teachers at the SD, SMP, SMA and SMK levels, only one teacher managed to advance to grade IV/b. One of the PAI teachers at SD Negeri 60 has been stagnant for 14 years in group IV/a. This also happened to one of the teachers at SMP Negeri 6 Pangkalpinang City who had been stagnant for 9 years in group IV/a. At the secondary level at SMK Negeri 4 Pangkalpinang, he admitted that he had not been promoted for about 13 years. Based on the teacher's statement, the main cause The problem is that the existing promotion regulations must require scientific publications. he said that he was not promoted for about 13 years. Based on the teacher's statement, the main cause of the problem is that the existing promotion regulations must require scientific publications. he said that he was not promoted for about 13 years. Based on the teacher's statement, the main cause of the problem is that the existing promotion regulations must require scientific publications.

A. Basic theory

1. Supervision

a. Definition of Supervisor

Based on the Minister of Religion Regulation Number 2 of 2016 concerning Madrasah Supervisors and Islamic Religious Education Supervisors in Schools in article 1 paragraph (3) it is stated that Madrasah Supervisors are Civil Servant teachers who are appointed with functional positions as education supervisors. a unit whose duties, responsibilities, and authorities carry out academic and managerial supervision in madrasahs. Whereas in paragraph (4) it is stated that "Islamic Religious Education Supervisors, hereinafter referred to as PAI Supervisors in schools are appointed as PNS teachers" in functional positions of Islamic religious education

whose duties, responsibilities, and authorities are to supervise the implementation of Islamic religious education. Religious Education in Schools. According to PP RI No.

2. Main Duties and Supervision Functions

a. Main Duties of Supervisor

In accordance with the Regulation of the Minister of PAN & RB Number 21 of 2010 Article 5 it is stated that the task of the Principal of the School Superintendent is to carry out academic and managerial supervisory duties in the education unit which includes the preparation of supervision programs, implementation of coaching, monitoring the implementation of 8 (eight) National Education Standards (SNP).), assessment, mentoring and professional training of teachers, evaluation of the results of the implementation of supervision programs, and implementation of supervisory duties in special fields³.

b. Oversight function

- 1) The supervisory function is a permanent activity of the same type (recognizing, monitoring, directing, assessing and reporting) in an organization that is the responsibility of a person/agency. The supervisory duties as mentioned above are carried out by taking into account the following functions:
- 2) Knowing the ins and outs of supervision and location conditions in the area under his supervision.
- 3) Monitoring the implementation of the development of religious life at all levels.
- 4) Monitoring the implementation of the teaching and learning process carried out by teachers in schools or madrasas.
- 5) Monitoring the madrasa environment in fostering religious life.
- 6) Monitor the inhibiting and supporting factors for the implementation of education in schools or madrasas.
- 7) Checking the provisions that should apply with the facts.
- 8) Directing the activities of teachers and principals to the target and estimating the deviations encountered.

3. Supervisory Competence

a. Definition of Competence

Competence is a skill required by a person demonstrated by his ability to consistently provide an adequate or high level of performance in a particular job function. Competence must be distinguished from competence, although in common usage the terms are used interchangeably. Etymologically the term competence comes from the English "competency" which means skill or ability. Meanwhile, according to Purwadarminta, competence is defined as the authority or power to determine or decide something. In other words, competence is referred to as authority or authority⁴. Dessler formulated the notion of competence as "a demonstrable characteristic of a person that enables the performance of a job". These characteristics include individual technical and interpersonal knowledge and skills. "Competence implies individual technical and interpersonal knowledge and skills⁵.

The British National Vocational Qualifications Council, formulates the notion of competence as the ability to carry out work activities according to the standards required in performance. "The British National Council of Vocational Qualification, defines competence as the ability to perform work activities with the standards required in performance". according to the Australian National Training Agency, competence consists of the specification of knowledge and skills, and the application of these knowledge and skills to required performance standards. "Competency consists of the specification of knowledge and skills and the application of these knowledge and skills to the performance standards required in the job"⁶. It can be understood that cognitive is a person's intellectual ability to think, know and solve problems. According to Bloom, everything related to brain activity is included in the cognitive domain. The cognitive domain is related to the realm of thinking including the ability to memorize, understand, apply, analyze and synthesize, as well as the ability to evaluate. In this cognitive domain, there are six aspects or levels of thinking processes, starting from the lowest level to the highest level. These six aspects can be seen more clearly from the following figure:



Fig 2.1. Six Aspects in the Cognitive Realm

In Figure 2.1, the six aspects are as follows: (1) Knowledge is a person's ability to remember or recognize names, terms, ideas, formulas and so on, without expecting the ability to use them. Knowledge and memory are referred to as the lowest-order thinking processes; (2) Comprehension is the ability to understand or understand something after something is known and remembered. In other words, understanding something and being able to see it from a different angle; (3) Application is the ability to use or apply the material that has been learned in new situations that involve the use of rules and principles. Application is a higher level than understanding; (4) Analysis is the ability to detail or describe a material or condition according to smaller parts of a material or condition according to smaller parts and is able to understand the relationship between parts or factors with other factors; (5) Synthesis is the ability to think which is the opposite of the analytical thinking process. Synthesis is a process that combines parts or elements logically, so that it becomes a structured pattern or forms a new structure; (6) Evaluation is the highest level of thinking in the cognitive domain in Bloom's taxonomy⁷.

Milkovich & Newman, competencies can be classified into 3 (three) groups, namely:

- 1) Personal characteristics
- 2) Visioner
- 3) Certain organizations.

From the description above, it can be concluded that the concept of competence covers all aspects of work performance. This includes performing at an acceptable skill level, organizing one's tasks, responding and reacting adequately when faced with errors, fulfilling roles in work plans and transferring skills and knowledge to new situations.

II. METHOD

1. Type of Research

Based on this, objectively this type of research is descriptive, case studies are used. According to J. Vredenburg, that "the characteristic of a 'case study' is an approach that aims to maintain the integrity of the object, meaning that the data collected in the context of a 'case study' is studied as a unified whole. The aim is to develop in-depth knowledge of the object in question, which means that case studies should be characterized as exploratory studies. . With this method, it is hoped that in descriptive disclosure and exploration of the competence of research and development supervisors at the Ministry of Religion of Pangkalpinang City, it is more clearly described in accordance with events in the field without being overshadowed by paradigm bias. of the research subject.

2. Research Informants

Informants in the form of people or actors, especially PAI and Madrasah supervisors within the Ministry of Religion of Pangkalpinang City, PAI and Madrasah teachers and several stakeholders of the Ministry of Religion of Pangkalpinang City including the Head of PAIS and Head of Madrasah and ranks of the Ministry of Religion of Pangkalpinang City. Informants in the form of social settings used as research

locations, namely the office of the Ministry of Religion of Pangkalpinang City.

3. Data Source Retrieval Techniques

The data collection technique used by the researcher is purposive and snowball sampling. In this case, Sugiyono stated that: Purposive is a technique of collecting data sources with certain considerations, for example the person is considered to know best about what we expect so that it will make it easier for researchers to explore the objects/social situations that lie beneath them. study. Snowball sampling is a technique for collecting data sources that are initially small in number, but over time they become large⁸.

Based on the purposive sampling technique, the researcher determined that the key informants in this study were all supervisors within the Ministry of Religion of Pangkalpinang City.

4. Data Collection Techniques

- a) Observation
- b) Interview
- c) Documentation⁹

5. Teknik Analisis Data

The data analysis technique in this study is qualitative analysis and is combined with library data. This research took place simultaneously with the data collection process through three stages, namely data reduction, data display, verification and conclusion drawing.

a) Data Reduction

Mereduksi data berarti merangkum, memilah hal-hal yang pokok, memfokuskan pada hal-hal yang penting dan membuang yang tidak perlu. Reduksi dan situasi sosial dalam penelitian ini difokuskan pada kompetensi penelitian dan pengembangan pengawas di lingkungan Kementerian Agama Kota Pangkalpinang. Dalam penelitian kualitatif ini reduksi data dilakukan sejak awal dan sesuai dengan permasalahan penelitian lapangan yang dilakukan, yang dilakukan secara bertahap dengan membuat ringkasan data dan menelusuri tema-tema yang disebar.

b) Data Display

After the data is reduced, the next step is to display the data, this process is done by making narrative text. By displaying data that will make it easier to understand what happened and plan further work based on what has been understood.

c) Data verification

At this stage, the answers from the initial conclusions are temporary, and will change if no evidence is found and vice versa, thus the conclusions may be able to answer the predetermined problem formulation, but may not. Data reduction, data presentation, data verification are things that are intertwined before, during and after data collection that are tied into one analysis.

d) Draw conclusions

Conclusions are drawn by comparing and analyzing in depth to get meaning and themes as the basis for the preparation of the dissertation, which in the end draws conclusions as the basis for providing research recommendations. And testing is done as a way to strengthen and expand the evidence used as the basis for making research conclusions. Logically, data interpretation is also carried out in terms of theory which is an attempt to explain and compare data that has been processed and applied to see the relevance of research data and development of supervisory competencies within the Ministry of Religion of Pangkalpinang City.¹⁰

III. RESULT AND DISCUSSION

The findings in this study indicate that the research and development competencies of supervisors at the Ministry of Religion of Pangkalpinang City out of the eight existing competency indicators, two competencies are related to the supervisor's ability to master the concept of research and development. education is categorized

as quite high, while the other six competency indicators related to the ability of supervisors in conducting research and educational guidance to teachers are low. This is based on the following research results:

First, the competence of research and development of supervisors in the Religious environment of Pangkalpinang City in terms of mastery of research approaches, types, and methods is quite high when viewed from the supervisor's understanding of the concept of approaches, types and research methods. So based on the results of the study, supervisors within the Ministry of Religion of Pangkalpinang City are competent in understanding the concept of mastery of research approaches, types and methods.

Second, the competence of research and development supervisors in the Religious environment of Pangkalpinang City in the aspect of determining important research problems to be investigated is quite high. Based on the results of these studies, supervisors within the Ministry of Religion of Pangkalpinang City are very competent in understanding the concept of determining research problems that are important to be studied.

Third, the competence of research and development supervisors in the Religious environment of Pangkalpinang City in the aspect of preparing educational research proposals, both qualitative and quantitative research, is very low. Based on the results of this study, the intensity of supervisors at the Ministry of Religion of Pangkalpinang City in preparing educational research proposals, both qualitative research and quantitative research, is not yet competent.

Fourth, the competence of research and development supervisors in the Religious environment of Pangkalpinang City in the aspect of managing and analyzing data from educational research results, both qualitative and quantitative research, is very low. Based on the results of these studies, supervisors within the Ministry of Religion of Pangkalpinang City are not yet competent in managing and analyzing data from educational research results, both qualitative and quantitative research. This is indicated by the presence of five supervisors who manage and analyze research reports from a total of eleven supervisors.

Fifth, the competence of research and development of supervisors in the Religious environment of Pangkalpinang City in the aspect of writing Scientific Work (KTI) in the field of education or in the field of supervision and its use to improve the quality of low-level education. Based on the results of this study, supervisors within the Ministry of Religion of Pangkalpinang City are not yet competent in writing Scientific Works (KTI) in the field of education or in the field of supervision and use them to improve the quality of education.

Sixth, the competence of research and development of supervisors in the Religious environment of Pangkalpinang City in the aspect of preparing guidelines/guidelines and/or books/modules needed to carry out supervisory duties in low schools/madrasahs. Based on the results of this study, supervisors within the Ministry of Religion of Pangkalpinang City do not yet have the competence in the preparation of guidelines/guidelines and/or books/modules needed to carry out supervisory duties in schools/madrasahs.

From the results of the study, it can be concluded that although supervisors in the Ministry of Religion of Pangkalpinang City have high enough knowledge about research and development, if they have not been able to actualize this knowledge into their main tasks and supervisory functions, then supervisors in the Ministry of Religion of Pangkalpinang City cannot be said to have competent in research and development competence. Because the supervisor is said to be competent if all aspects of both cognitive and skills can be actualized simultaneously.

V. CONCLUSION

Based on the results of research and discussion, it can be concluded as follows:

1. The competence of research and development supervisors in the Religious environment of Pangkalpinang City in the aspect of mastery of research approaches, types, and methods is quite high when viewed from the supervisor's understanding of the concept of approaches, types and research methods. So based on the results of the study, supervisors within the Ministry of Religion of Pangkalpinang City are competent in

understanding the concept of mastery of research approaches, types and methods.

2. The competence of research and development supervisors in the Religious environment of Pangkalpinang City in the aspect of determining research problems that are important to be studied is quite high. Based on the results of this study, supervisors within the Ministry of Religion of Pangkalpinang City are very competent in understanding the concept of determining research problems that are important to be studied.
3. The competence of research and development of supervisors in the Religious environment of Pangkalpinang City in the aspect of carrying out educational research, and the formulation of educational policies that are beneficial to the main tasks and responsibilities of supervisors in the past year is very low. Based on the results of this study, supervisors within the Ministry of Religion of Pangkalpinang City are not yet competent in carrying out educational research and formulating research policies that are beneficial to their main duties and responsibilities as supervisors.
4. The competence of research and development supervisors in the Religious environment of Pangkalpinang City in the aspect of managing and analyzing data from educational research results both qualitative and quantitative research is very low. Based on the results of this study, supervisors within the Ministry of Religion of Pangkalpinang City are not yet competent in managing and analyzing data from educational research results, both qualitative and quantitative research.
5. Competency of research and development of supervisors in the Religious environment of Pangkalpinang City in the aspect of writing Scientific Work (KTI) in the field of education or in the field of supervision and using it to improve the quality of low-level education. Based on the results of this study, supervisors within the Ministry of Religion of Pangkalpinang City are not yet competent in writing Scientific Works (KTI) in the field of education or in the field of supervision and use them to improve the quality of education. This was indicated by the supervisor who wrote that KTI consisted of five supervisors out of a total of eleven supervisors.
6. Competency of research and development of supervisors in the Religious environment of Pangkalpinang City in the aspect of preparing guidelines/guidelines and/or books/modules needed to carry out supervisory duties in low-school/madrasah. Based on the results of the study, supervisors within the Ministry of Religion of Pangkalpinang City do not yet have the competence to develop guidelines/guidelines and/or books/modules needed to carry out supervisory duties in schools/madrasahs.
7. The competence of research and development supervisors in the Religious environment of Pangkalpinang City in the aspect of teacher development in classroom action research, both planning and implementation in schools/madrasahs is very low. Based on the results of this study, supervisors at the Ministry of Religion of Pangkalpinang City are not yet competent in providing guidance to teachers on classroom action research, both in planning and implementing it in schools/madrasahs.

The results of this study as a whole indicate that the competence of research and development of supervisors in the Ministry of Religion of Pangkalpinang City of the eight existing competency indicators, two competencies related to the ability of supervisors in mastering research concepts. and the average educational development is categorized as quite high, while the other six competency indicators related to the supervisor's ability to conduct research and educational guidance to teachers are low. Although supervisors have high enough knowledge about research and development, if they have not been able to actualize this knowledge into the main duties and functions of supervisors, then supervisors in the Ministry of Religion of Pangkalpinang City are not yet competent in research and development competencies.

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