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## Musyawarah Guru Mata Pelajaran (MGMP) and Islamic religious education teacher development: an effort to improve the quality of learning

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**Abstract.** This research is motivated by the low of competence of Pendidikan Agama Islam (Islamic Religious Education, PAI) teachers in implementing a qualified learning of PAI, so the role of supervisors is questionable. The purpose of this study is to describe how the supervisor's strategy in fostering PAI teachers in improving the quality of learning through MGMP empowerment. A qualitative approach with interviews, observations, and documentation was used to explore data on PAI teachers in the city of Bandung. The results of the study found that the Musyawarah Guru Mata Pelajaran (Subject Teacher Meetings, MGMP) strategy emphasized on six competencies that must be possessed by PAI teachers through activities in MGMP has been running well, directed, clear, and sustainable, but clear and firm regulations are needed regarding MGMP organizational governance and the competence of supervisors in coaching teachers should be strengthened.

**Keywords:** *Curriculum, Islamic Religious Education, Al-Islam and Kemubammadiyah*

**Abstrak.** Penelitian ini dilatarbelakangi oleh rendahnya kompetensi guru Pendidikan Agama Islam (PAI) dalam menyelenggarakan pembelajaran PAI yang bermutu, sehingga peran pengawas patut dipertanyakan. Tujuan penelitian ini adalah menggambarkan bagaimana strategi pengawas dalam membina Guru PAI dalam meningkatkan mutu pembelajaran melalui pemberdayaan Musyawarah Guru Mata Pelajaran (MGMP). Pendekatan kualitatif dengan wawancara, observasi, dan dokumentasi digunakan untuk menggali data terhadap Guru PAI di Kota Bandung. Hasil penelitian menemukan bahwa strategi MGMP menekankan pada enam kompetensi yang harus dimiliki oleh guru PAI melalui aktifitas dalam MGMP telah berjalan dengan baik, terarah, jelas, dan berkesinambungan, namun perlu ada regulasi yang jelas dan tegas menyangkut tata kelola organisasi MGMP dan penguatan pada kompetensi pengawas dalam melakukan pembinaan pada guru.

**Kata kunci:** *Strategi Pembinaan, Guru PAI, MGMP, Mutu Pembelajaran*

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## **Introduction**

The quality of learning is the main thing that must be fixed in order to improve the quality of education. In this case, teachers are the focal point. In this regard, Suhardan (2010:67) stated that learning is basically an academic activity in the form of communication interaction between educators and students. This process is a professional action that is based on scientific principles. This activity is the teacher's activity in activating the student learning process by using various learning methods (Firmansyah, et al., 2019). In this coaching effort, supervisors are the parties most responsible for improving teacher competence.

The obstacles faced by supervisors today are how to create a coaching strategy that can be adaptive in facing the development of science and technology and the rapid flow of information. The rapid changes in the curriculum, while the mindset of teachers who have not changed in facing these changes, is another challenge for supervisors in determining their coaching strategies.

The results of Lutfi's (2017) research revealed the Supervisor's strategy in developing the competence of Islamic Religious Education Teachers in Malang, including: (1) Islamic Religious Education Supervisors have created a strategy by paying attention to the objectives of development, targets and expected targets, knowing the opportunities and obstacles faced by Islamic Religious Education teachers, compiling annual and semester programs, and development plans. The strategy is stated in the work program; (2) In implementing the strategy, Islamic Religious Education Supervisors socialize it to stakeholders who are directly or indirectly in contact with Islamic religious education, starting from general supervisors, school principals, and Islamic Religious Education teachers themselves. Cooperating with various parties. Motivating GPAI to improve their competence. The approach used is collaboration. The techniques used with individuals and groups. Development is carried out through formal and non-formal meetings. Participating in training, seminars, workshops. To evaluate development, Islamic Religious Education Supervisors conduct several class visits, conduct monitoring and evaluation of learning by visiting classes, and hold Q&A problem solving with Islamic Religious Education teachers; (3) In general, the PAI supervisor's strategy in coaching gives positive results, coaching carried out by the PAI supervisor has a positive impact/implication on the pedagogical, professional, social, and personality competencies of PAI teachers.

Meanwhile, the results of Abidin's (2018) study on the influence of teacher coaching through MGMP on the pedagogical and professional competencies of PAI teachers at SMA Negeri Kab. Bogor revealed that 35.4% of PAI teachers stated that participation in MGMP had a great influence on classroom learning. Meanwhile, 58.5% stated that it was sufficient. Only 7.7% of PAI teachers stated that it had little influence.

Departing from these previous studies, it illustrates an essence that the existence of supervisors is very urgent. However, research on how PAI teachers respond in depth through interview techniques about the supervisor's strategy through Subject Teacher Deliberations (MGMP) still lacks information. Thus, this research has an important urgency considering that according to Mulyasa (2013:34) the ability of teachers in carrying out their duties and functions needs to be continuously improved through various career development programs, starting from pre-service which is carried out in the form of pre-service, in-service training through various equivalency programs to improve teacher qualifications and improve specific abilities through training and through various organizational activities as a form of coaching and professional development. The general objective of this study is to obtain an overview of the supervisor coaching strategy for Islamic Religious Education Teachers in improving the competence of Islamic Religious Education Teachers through empowering MGMP to improve the quality of learning. The specific objectives of this study are to obtain an overview of the coaching plan, coaching implementation, coaching evaluation, inhibiting factors and supporting factors, and effective solutions in coaching supervisors for Islamic Religious Education Teachers.

## **Methods**

This study uses a qualitative phenomenological approach. The research subjects were selected using purposive sampling. The reason for selecting a purposive sample is because this technique emphasizes data collection for a specific purpose so that researchers can choose individuals who are able to produce the data needed so that the phenomenon being studied can be studied and understood comprehensively (Cresswell, 2013).

Data collection was carried out using interview, observation, and documentation study techniques. Interviews were conducted on primary and secondary data sources (Fraenkel et al., 2012: 451; Alwasilah, 2008: 191). Interviews were conducted to obtain information: (1) a list of open-ended, general questions that focused on understanding the central phenomenon of the study; (2) identifying people to be interviewed to obtain depth and rich information; (3) carrying out recording and recording procedures to facilitate the cross-check process if necessary; and (4) using an interview protocol to be more focused. Next, the observation in this study is a complete observer (Alwasilah, 2008: 155) so that tacit understanding, how theory is used directly (theory-in-use), and the respondent's point of view that may not be described through interviews and surveys.

Finally, a documentation study was conducted to examine supporting documents as part of tertiary data sources. The aim is to complete the data needed and confirm the information obtained (cross check) so as to minimize threats to the validity of the study.

The data analysis technique in this study refers to the concept put forward by Ary et al. (2010: 481) which includes three stages, namely familiarizing and organizing, coding and reducing, and interpreting and representing. The first stage, namely familiarizing by reviewing the data from observations (field notes), interview recordings, and other written documents.

The next stage, namely coding and reducing. The coding process is carried out to categorize data into more specific categories so that various interesting, unusual, expected and even unexpected information can be identified. This is in accordance with the opinion of Ary et al. (2010: 484) that "the goal of qualitative coding is not to count but to break apart the data and rearrange them into categories that facilitate comparisons within and between and to develop theoretical concepts". After the coding stage is complete, the data will be easier to reduce. This reduction stage aims to sort out the information needed to answer the research questions so that it can be more focused, directed, and in-depth. The last stage is interpreting and representing. Data interpretation is carried out to give meaning to each data obtained and then confirmed with the theory that has been built so that researchers as key instruments must be truly competent in the field being studied, as stated by Ary et al. (2010: 490), "the quality of the interpretation depends on the background, perspective, knowledge, and theoretical orientation of the researcher and the intellectual skills he or she brings to the task". Then after carrying out the interpretation process, the data is presented in the form of a framework so that it can be described in detail. The threat to the validity of qualitative research according to Maxwell (in Alwasillah, 2008: 171), namely by triangulation. Furthermore, to anticipate attacks on the validity of interpretation, member checks will be carried out, namely checking the truth or confirmation by asking directly to the person concerned or the data source (Alwasilah, 2008: 172). Finally, attacks on the validity of generalization will be countered by eliminating researcher bias. As the main instrument in this study, researcher bias will be anticipated through internal audits, which are carried out by freeing oneself from all personal interests, as well as external audits carried out by experts.

## Results and Discussion

### *Coaching Strategy Planning*

Based on the findings of the supervisor coaching strategy for Islamic Religious Education Teachers, the supervisory device is planned to be made together, through special supervisory meeting activities through the Islamic Religious Education Supervisor Working Group (Pokjawas). The creation of a supervisory program is guided by the guidance book for the development of madrasah supervisors and Islamic Religious Education supervisors in schools issued by the Ministry of Religious Affairs of the Republic of Indonesia through the Directorate General of Islamic Education in 2014.

The preparation of the Islamic Religious Education supervisor work program carried out by the supervisor, begins with analyzing the profile of the supervised teacher, then the needs are compiled as a priority scale to be implemented, followed by compiling the supervisor's work program. The preparation of work programs and coaching strategies to be carried out for Islamic Religious Education teachers is in accordance with the duties and functions of Islamic Religious Education teacher supervisors regulated in PMA Number 2 of 2012 and refers to applicable regulations and the workbook of supervision guidelines issued by the Ministry of Religious Affairs of the Republic of Indonesia through the Directorate General of Islamic Education in 2014.

The steps taken by supervisors in preparing supervision programs include identifying problems, analyzing problems, formulating problems and how to solve them, and assessing the effectiveness of the implementation of the supervisor's work program.

The supervisor's work program is in the form of an annual program and a semester program that includes a supervisory work program including coaching for Islamic Religious Education teachers covering pedagogical competence, personality competence, social competence, professional competence, spiritual competence, and leadership competence.

The supervisor's work program is closely related to coaching to improve the competence of Islamic Religious Education teachers through MGMP, so that it is expected that the six competencies expected in Islamic Religious Education teachers can be measured and assessed. Through the supervisor's coaching strategy for Islamic Religious Education teachers based on MGMP, it is hoped that teacher competence can be improved so that quality improvements are created for both teachers and schools. In the view of the supervisor, the appropriate planning and strategy for conducting PAI teacher coaching through MGMP is the supervisor coaching plan agreed upon by fellow supervisors, and also agreed upon by the teachers who will be coached by the supervisor through MGMP, as well as the existence of a schedule and suitability of the material that is the focus of the coaching.

Planning a supervisor coaching strategy for PAI teachers through MGMP that needs to be carried out by the supervisor to improve the quality of learning, includes annual programs, semester programs, daily programs, and the preparation of instruments that are in accordance with needs.

### *Implementation of Coaching Strategy*

The implementation of the supervisor coaching strategy for PAI teachers through MGMP is basically designed and implemented together with MGMP to then choose the coaching pattern and strategy that will be given to teachers. In implementing supervisor coaching for PAI teachers, it is actually to achieve eight national education standards, especially content standards, process standards, and assessment standards and to monitor their achievement, and to conduct a comprehensive evaluation according to the standards. In addition, motivating, suggesting and monitoring its implementation.

Furthermore, other steps used are to improve the administration of teaching and learning activities, see the learning process, and monitor the implementation of the assessment. The

coaching that has been implemented is archived and reflected upon again. Other forms of steps include conducting periodic and continuous coaching efforts, by monitoring the learning implementation plan (RPP) made by PAI teachers, monitoring the implementation of learning, conducting learning evaluations, providing follow-up so that the implementation of subsequent monitoring is better. The management of supervisor coaching for PAI teachers through MGMP is carried out in the form of compiling coaching programs, implementing coaching, and evaluating coaching, the stages are as follows: the first stage: planning, organizing materials and evaluating their implementation; management of monitoring and research of learning administration; preparation of supervision programs, implementation or monitoring, supervision of coaching for pedagogical competence, professional competence, social competence, personality competence, spiritual competence and leadership competence, evaluation, reporting and necessary follow-up steps. This is made based on KMA number 211 of 2011 concerning the six competencies that must be possessed by all PAI teachers, in addition, the management of supervisor coaching for PAI teachers is collective through the PAI supervisor working group (Pokjawas) and there are also those that are individual through work programs made by each supervisor according to the needs of supervisor coaching for their supervised teachers.

The average frequency of implementing PAI teacher coaching through MGMP is around twice a semester, but some also implement it according to the situation and conditions as well as the needs of the teacher.

Based on the findings and experiences of supervisors, the implementation of coaching strategies carried out by supervisors for PAI teachers to improve the quality of learning, namely in the form of dividing the supervisor's work area at MGMP PAI Bandung City into four areas consisting of: the west, east, north and south areas, each of which has its own supervised teachers.

The strategy for developing supervisor coaching for PAI teachers through MGMP PAI in Bandung City to improve the quality of learning is in the form of explanations and concrete examples of learning, in the form of direct application of models related to good PAI teacher performance. Furthermore, carrying out comprehensive coaching motivates teachers to be active in MGMP PAI as a joint forum to improve the six competencies that PAI teachers must have.

In the implementation of supervisory guidance for PAI teachers in order to improve pedagogical competence to support the improvement of the quality of PAI learning in schools is by frequently holding training on learning methods and in the form of supervision of strengthening mastery of teaching materials, learning administration, other things guiding teachers in choosing and using strategies or methods and learning techniques, guiding teachers in preparing RPP. Then guiding teachers in carrying out learning activities, motivating teachers in utilizing ICT in every learning. According to the teacher's view, the coaching carried out by supervisors through MGMP PAI related to coaching of supervisors in improving pedagogical and professional competence has been carried out well and received a response of 76% to 88% from teachers, based on the data, supervisors have carried out academic supervision coaching in the form of motivation, guidance and assistance in making learning administration and evaluating the results together with teachers, while coaching of supervisors through MGMP PAI for PAI teachers that has been carried out on pedagogical competence, professional competence, social competence, personality competence, spiritual competence and leadership competence has reached a response of 79%, there are several teachers who said that classroom supervision needs to be carried out by supervisors so that they know the shortcomings of teachers in planning, implementing, evaluating, and following up on learning and trying to improve it.

#### *Evaluation of Coaching Strategy*

The findings of the evaluation of supervisor coaching through MGMP PAI began with conducting interviews, field observations and through questionnaires as basic materials for

evaluating the success of supervisor coaching through MGMP PAI so that it can be used as a basis for improving further coaching.

The evaluation mechanism for supervisor coaching for Islamic Religious Education teachers through MGMP Islamic Religious Education is carried out through coaching, monitoring, and assessment of the performance of Islamic Religious Education teachers, carrying out supervision of teachers, then carrying out a follow-up program, as a form of developing supervisor coaching, namely: conducting clinical supervision directly related to the implementation of coaching, by making improvements, then discussing the results of coaching, suggesting improvements, re-monitoring. This is done by notifying the suitability of the RPP program made by the teacher and the suitability of its implementation, and providing notes in the form of suggestions as efforts that can be made to improve it. In addition, joint improvements between supervisors and teachers, between individual teachers and other teachers, related to resolving the level of difficulty experienced by students and teachers, either through coaching activities by supervisors or collective activities carried out through MGMP Islamic Religious Education. Another form of evaluation of the results of supervisor coaching for Islamic Religious Education teachers is to reflect on the results of supervision submitted by supervisors through meetings or during supervisor coaching by the KASI Islamic Religious Education or the Head of the Ministry of Religion through the Pokjawas forum. Supervisors are asked to make or convey findings, problems and solutions. In addition, the reflection of the findings is data and information about the success or failure of teachers according to the supervisor's guidance, then used as mapping material to show a picture of the improvement and development of PAI teacher guidance through the PAI MGMP to improve the quality of learning in schools.

#### *Supporting Factors for Coaching Strategy*

Factors that support the coaching of supervisors for PAI teachers through MGMP PAI: (1) The status of ASN teachers and certified teachers tends to have the responsibility to be active in MGMP and is motivated to improve their professional abilities, (2) The support of the principal for the teachers they supervise, especially PAI teachers, to be actively involved in MGMP PAI activities, (3) The availability of funds for MGMP PAI to carry out various activities to improve activities in order to improve the quality of PAI teacher learning in their respective schools

Weaknesses that hinder the implementation of supervisors' duties include: the absence of solid cooperation between supervisors in carrying out supervision, the information obtained is sometimes still unclear and does not even reach the teachers they supervise.

Steps taken to eliminate inhibiting factors and accelerate the encouragement of supporting factors by communicating effectively with the school, in this case the principal, to motivate their teachers to carry out activities in MGMP PAI to increase potential in an effort to improve the competencies that must be possessed in order to improve the quality of PAI learning in schools, and to prepare a supervision schedule together with the principal and their teachers.

#### *Solutions and Steps for Effective Guidance Improvement*

The improvement efforts made by supervisors in coaching PAI teachers through MGMP PAI include. First, to overcome the perception of school principals and those who directly or indirectly still do not fully acknowledge the role and function of the existence of PAI supervisors and the existence of MGMP PAI, PAI supervisors on various occasions try to convince themselves of the need to achieve educational goals at both class level, school level, or others. The suitability between expectations and the reality of the implementation of learning and achievement in the implementation of the duties and functions of PAI teachers, so that it is always felt to be something that is needed, for example, being involved and involving themselves in in-house training activities organized by the school, so that in the end various roles of PAI supervisors emerge in assisting in the implementation of the main tasks of PAI teachers, and always conducting socialization, communication and distribution of information with the principal related to the function and role

of MGMP PAI as a place to learn together with PAI teachers to improve their competence so that it is expected to realize the quality of learning taught by PAI teachers in schools. Second, To overcome the many teachers who are not enthusiastic about being actively involved in MGMP activities by communicating with teachers and principals to continue to provide support and motivation to PAI teachers if necessary, there are rewards and punishments and also for the implementation of MGMP PAI in schools, especially school facilities and infrastructure, and through the city-level MGMP administrators to actively mobilize the MGMP of each school to carry out activities by preparing a schedule together in accordance with the academic calendar and the schedule prepared by the supervisor.

Third, To overcome the less than optimal MGMP PAI activities due to limited funds, the supervisor makes efforts by discussing them as MGMP supervisors, sharing with administrators so as to produce activities that will be attempted to carry out fund raising independently from the teachers or from external parties (ministries, offices, private parties or other parties).

Fourth, To overcome technical problems, such as schedules that are not in sync with school activities and other teacher activities, the supervisor tries to make a supervision coaching calendar adjusted to the academic calendar of the teachers he supervises. In addition, at the beginning of the semester, synchronization is carried out with the activity schedule in the MGMP PAI work program.

According to the 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 Schools, Chapter IV states that the competency of Islamic Religious Education Teachers is Mastering learning theories and educational learning principles that are characterized by understanding various learning theories and educational learning principles related to the development of Islamic Religious Education in Senior High Schools. Then applying various holistic, authentic, and meaningful learning approaches, strategies, methods, and techniques, which are related to the development of Islamic Religious Education in Senior High Schools.

Quality in education includes the quality of input, process, output, and outcome. Educational input is declared quality if it is ready to process. The educational process is quality if it is able to create an atmosphere of PAIKEM (Active, Innovative, Creative, and Enjoyable Learning). Models and methods are one of the things that teachers must pay attention to (Maesaroh et.al, 2019; Maknun, et.al, 2017)). Output is declared quality if students' academic and non-academic learning outcomes are high. Outcome is declared quality if graduates are quickly absorbed in the workforce, salaries are reasonable, all parties recognize the greatness of its graduates and feel satisfied (Usman, 2006: 410). Quality education is education that is able to produce graduates who have abilities or competencies, both academic and vocational competencies, which are based on personal and social competencies, as well as noble moral values, all of which are life skills. Quality education is education that is able to produce a complete human being (a complete human being) or a human being with an integrated personality, namely those who are able to integrate faith, knowledge, and deeds. The point is a person with a character that reflects religious values (Aulya, et.al 2017; Fakhruddin, 2014; Rahmawati, et.al., 2021; Sudradjad, 2005: 17,). The existence of supervisors can be traced from PP No. 74 of 2008 concerning Teachers, article 54 paragraph 8 states that supervisors consist of supervisors of educational units, supervisors of subjects or groups of subjects. The regulation is synergistic with PMA No. 2 of 2012 explaining that in the Ministry of Religion there are two supervisors, namely, madrasah supervisors and PAI supervisors in schools. Madrasah supervisors are in accordance with educational unit supervisors and PAI supervisors are subject supervisors or subject group supervisors in schools. In order to carry out the roles above, supervisors must have several core competencies and abilities, namely those related to substantive aspects of professional development, including teachers' understanding and ownership of teaching objectives, teachers'

perceptions of students, teachers' knowledge of the material, and teachers' mastery of teaching techniques. The second is related to professional development competency areas, namely so that teachers know how to do tasks (know how to do), can do (can do), want to do (will do) and want to develop their professionalism (will grow). In addition to the competencies that must be possessed by supervisors to improve teacher performance, supervisors should also have a coaching strategy. One strategy used is to optimize MGMP (Subject Teacher Deliberation) as a center for joint activities with subject teachers.

## Conclusion

Planning a supervisor coaching strategy for Islamic Religious Education teachers through MGMP can improve the professionalism of supervisors in implementing more targeted coaching and focusing on the problems faced by teachers so that optimizing teacher coaching can improve the quality of learning and student learning outcomes. The implementation of a planned and focused Islamic Religious Education teacher coaching strategy through MGMP can improve teacher performance, thereby increasing their level of professionalism, especially in improving the six competencies that Islamic Religious Education teachers must have. Evaluation and improvement steps in the supervisor coaching strategy for Islamic Religious Education teachers through MGMP PAI in improving the quality of learning in schools, both directly and indirectly, increase the supervisor's insight to continue to innovate and be creative, so that the implementation of their main tasks and functions is increasingly optimal.

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