
INTERNATIONAL CONFERENCE OF MOSLEM SOCIETY

ISSN 2622-5840, Volume 3, 2019, Pages 149-161

DOI: <https://doi.org/10.24090/icms.2019.2367>

Proceeding of 3rd International Conference on Empowering Moslem Society in the 4.0 Industry Era

Improvement of Pedagogic Competency of *Pendidikan Agama Islam*
and *Budi Pekerti* Teachers of Islamic Education by Online Learning
Supervision in Cilacap District

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Abstract: The background of the problem of this study are: (1) the low pedagogical competence of the teacher in the making of the learning implementation plan (RPP), the implementation of the learning process and the implementation of learning evaluation; (2) the progress of communication and information technology, being realized or not, has an influence on the development of education. Such progress, inevitably drags the world of education to various changes in accordance with the needs and demands of the community; (3) improving education in the future requires information systems and information technology that not only function as supporting facilities, but rather as the main weapon to support the success of the world of education, so as to be able to compete in the global market; and (4) the importance of supervising online learning to improve the pedagogical competencies of Junior High School (SMP) teachers of the subject *Pendidikan Agama Islam* and *Budi Pekerti* in Cilacap District. Therefore, the purpose of this study is: "to analyze the increase in pedagogical competencies of *Pendidikan Agama Islam* and *Budi Pekerti* SMP Teacher by applying supervision of online learning in Cilacap District." The design of this study uses the School Action Research (PTS) design which is a development of the design of Classroom Action Research (CAR) and carried out in four stages, namely planning, implementation, observation and interpretation, analysis and reflection, which is carried out in at least two cycles. The research location is the Working Area of the Supervisor of Islamic Education and Junior High School Characteristics in Cilacap District with the research subjects being all Teachers of *Pendidikan Agama Islam* and *Budi Pekerti* SMP in *Cilacap District* which are held for 3 (three) months, starting from January 2019 to the Month March 2019. Data collection techniques are observation and documentation, using data analysis techniques in the form of descriptive-qualitative and descriptive-quantitative. Based on several results of the study it can be concluded that the use of online learning supervision can improve the pedagogical competence of *Pendidikan Agama Islam* and *Budi Pekerti* SMP Teacher in Cilacap District. The increase occurred in: an increase in the average assessment of pedagogic competencies in the teachers of *Pendidikan Agama Islam* and *Budi Pekerti* SMP Teacher of Cilacap District, where the pre-cycle average was 62.63% with the criteria of "GOOD," then in cycle 1 it increased to 72, 00% with the criteria of "GOOD," and finally in cycle 2 it increased again to 83.00% with the criteria "VERY GOOD."

Keywords: *pedagogic competence, gpai and bp, learning supervision, online*

A. Introduction

To improve the quality of education in Indonesia, the government has established a National Education System Law. The law contains twenty-two chapters, seventy articles, and their explanations. The National Education System Law explains that every national education system update is to renew the vision, mission, and national education development strategy. The vision of national education includes: (1) striving to expand and equalize opportunities to obtain quality education for all Indonesians; (2) help and facilitate the development of the potential of the nation as a whole from an early age to the end of life in order to realize a learning society; (3) increasing input readiness and the quality of the educational process to optimize the formation of moral personality; (4) increasing professionalism and accountability of educational institutions as a center for civilization of knowledge, skills, experience, attitudes, and values based on national and global standards; and (5) empowering the participation of the community in the implementation of education based on the principle of autonomy in the context of the Unitary State of the Republic of Indonesia.

If you look at the vision of education, everything leads to the quality of education which can ultimately improve student learning outcomes. The quality of education is apparently influenced by many components. According to Syamsudin (2006: 66), there are three main components that are interrelated and have a strategic position in teaching and learning activities. The three components are curriculum, teachers, and learners (students). These three components, the teacher occupies the central position because his role must be able to translate the values contained in the curriculum optimally. Although the learning system is now no longer a teacher center, a teacher must still play an important role in guiding students. In fact, according to Law Number 14 of 2005 concerning Teachers

and Lecturers Article 1 Paragraph 1, states that teachers are professional educators with the main task, namely educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education formal education, basic education and secondary education. Based on that, a teacher must have adequate knowledge, both in academic and pedagogical fields.

Government Regulation Number 18 of 2007 concerning Teachers, states that the competencies that must be possessed by teachers include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education. Teacher competency is comprehensive and is a unity that is mutually related and mutually supportive. The four types of competencies must be fully mastered by the teacher. Teachers who have pedagogical competencies will be able to better manage learning, so that the teaching and learning process can take place effectively and goals that are expected to be achieved.

Pedagogic competence is the ability to manage student learning. Mentioned in Government Regulation Number 19 of 2005 concerning National Standards of Education, Explanation of Article 28 Paragraph 3 point a explained that what is meant by pedagogical competence is the ability to manage student learning, design and implementation of learning, evaluation of learning outcomes, and development of students to actualize various potential it has.

Pedagogic competence is the ability to manage student learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. (Mulyasa, 2012: 75).

Reality in the field, based on the experience of researchers as Guru

Pendidikan Agama Islam and Budi Pekerti Teacher Supervisors, still has many weaknesses, especially in terms of making learning implementation plans (RPP), implementation of the learning process, and implementation of learning evaluation. Not a few teachers only replace the year in the RPP that already exists and then is copied again so that it looks new, or it is not uncommon

for the teacher to take shortcuts by downloading from the internet only. This proves the lack of quality of teachers in the preparation of RPP that teachers should design their own RPP.

Viewed from the results of the *Guru Pendidikan Agama Islam dan Budi Pekerti* Teacher in Cilacap District with 10 teacher samples, it shows that:

Table 1. *Pendidikan Agama Islam and Budi Pekerti* Teacher Performance Evaluation Pre-Action Pedagogic Competence

No	Komponen	Jumlah	Skor Maksimal	Prosentase	Kriteria
1	Membuka Pelajaran	40	40	100,00%	Baik Sekali
2	Mengecek Kehadiran Siswa	40	40	100,00%	Baik Sekali
3	Apersepsi	18	40	45,00%	Cukup
4	Memotivasi Siswa untuk Melibatkan Diri dalam Kegiatan Belajar Mengajar	15	40	37,50%	Cukup
5	Menyampaikan Bahan	25	40	62,50%	Baik
6	Menggunakan Metode Pembelajaran yang Bervariasi sesuai dengan KD	18	40	45,00%	Cukup
7	Menggunakan Alat Bantu/Media Pembelajaran	16	40	40,00%	Cukup
8	Melaksanakan Kegiatan Pembelajaran dalam Urutan yang Logis	23	40	57,50%	Baik
9	Menggunakan Waktu Pembelajaran secara Efektif dan Efisien	21	40	52,50%	Cukup
10	Menguasai Materi	38	40	95,00%	Baik Sekali
11	Melakukan Pengorganisasian Siswa	21	40	52,50%	Cukup
12	Memberikan Kesempatan kepada Siswa untuk Terlibat secara Aktif	21	40	52,50%	Cukup
13	Adanya Interaksi Guru dengan Siswa	21	40	52,50%	Cukup
14	Menunjukkan Sikap Terbuka terhadap Pendapat Siswa	20	40	50,00%	Cukup
15	Menggunakan Bahasa yang Baik dan Efektif	35	40	87,50%	Baik Sekali
16	Melaksanakan Penilaian selama Proses Berlangsung	14	40	35,00%	Cukup
17	Memberikan Kesimpulan	33	40	82,50%	Baik Sekali
18	Memberikan Tugas	24	40	60,00%	Baik
19	Menyampaikan Materi Pelajaran Pertemuan Berikutnya	21	40	52,50%	Cukup
20	Menutup Pelajaran	37	40	92,50%	Baik Sekali
	RATA-RATA	25,05	40	62,63%	BAIK

Based on the table above, it is necessary to increase the pedagogical competence of *Pendidikan Agama Islam and Budi Pekerti*

SMP Teacher in Cilacap District. One effort that can be done is by carrying out supervision of online learning. Supervision

is an attempt to stimulate, coordinate, and guide continuously the growth of teachers in schools, both individually and collectively, to be more understanding and more effective in realizing all teaching functions. Thus, they can simulate and guide student growth continuously and are able and more capable of participating in modern democratic societies (Sahertian, 2000: 16). According to Arikunto, supervision is guidance given to all school staff so that they can improve their ability to develop better teaching and learning situations (Arikunto, 1990: 154)

Based on the description above, the main function of supervision is to improve and improve the quality of learning and fostering learning so that learning is continually improved (Sahertian, 2000: 131). Supervision aims to develop a situation of learning activities that are better aimed at achieving the goals of school education, guiding the experience of teaching teachers, using modern learning tools, and assisting teachers in assessing student progress.

The purpose and function of supervision above will not be realized without the support of all existing educational components. Therefore, in carrying out its duties, a supervisor really needs support and assistance from various educational components, including technology support. The use of technology is expected to facilitate the implementation of supervisory duties as supervisors. According to EtyRochaety et al., Improving education in the future requires information and information technology systems that not only function as supporting facilities, but rather as the main weapon to support the success of education, so they can compete in the global market (Rochaety et al., 2006: vii)

Based on the description above, the focus of this journal research is: (1) the teacher's pedagogical competence is still low in terms of making learning implementation plans (RPP), implementing the learning process and implementing learning

evaluations; (2) the progress of communication and information technology is realized or not has an influence on the development of education. Such progress, inevitably drags the world of education to various changes in accordance with the needs and demands of the community; (3) improving education in the future requires information systems and information technology that not only function as supporting facilities, but rather as the main weapon to support the success of the world of education, so as to be able to compete in the global market; and (4) the importance of supervising online learning to improve the pedagogical competencies of *Pendidikan Agama Islam* and *Budi Pekerti* SMP Teacher in *Cilacap District*. So, the purpose of this study is: "to analyze the increase in pedagogical competencies of *Pendidikan Agama Islam* and *Budi Pekerti* SMP Teacher in *Cilacap District* by applying supervision of online learning."

B. Theoretical Study

1. Pedagogic Competence

Before discussing more about pedagogic competencies, first discuss the nature of one's competence. This discussion of one's competence becomes the basis for looking for one's competency characteristics. The term competency according to Charles is "competency as rational performance which satisfactorily meets the objective for a desired condition." Competence is a rational behavior to achieve the required goals in accordance with the expected conditions (Mulyasa, 2007: 25).

According to the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers it is stated that competence is a set of knowledge, skills and behaviors that must be owned, lived and mastered by

teachers and lecturers in carrying out their professional duties.

The basic definition of competence (competency) is ability or skill. The equivalent of the words originating from English is quite a lot and more relevant to this discussion is the word proficiency and ability which has more or less the same meaning, namely ability. The word proficiency is more often used by people to express high ranking abilities (Roestiyah, 1989: 18). In addition to means of ability, Mcleod argues that competence means the state of being legally competent or qualified, namely the state of authority or fulfilling the requirements according to legal provisions. The competence of educators according to Barlow is the ability of the teacher to respond to perform or her duties appropriability, meaning that teacher competence is the ability of a teacher to carry out his obligations responsibly and properly. So the competence of educators can be interpreted as the ability and authority of educators in carrying out their teaching profession. This means that educators who are skilled in carrying out their profession can be referred to as competent and professional educators (Shah, 1996: 230). Competence in this sense includes cognitive, affective and psychomotor.

From some of the opinions above, it can be concluded that competence is essentially a picture of what a person should be able to do in a job, in the form of activities, behaviors and results that can be displayed or shown. In order to be able to do something in his work, people must have the ability in the form of knowledge, attitudes and skills (skills) that are in accordance with the field of work.

Teachers as professional positions of teachers are required to have several

competencies, in this case the government has formulated four types of teacher competencies as stated in Government Regulation Number 32 of 2013 concerning National Education Standards, including: Pedagogic Competence, which is the ability to manage student learning which includes understanding towards students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. A teacher must be able to manage the learning process as well as possible to achieve the set learning goals, in addition a teacher must also be able to understand the characteristics of students, both in terms of intelligence, creativity, physical condition, and cognitive development.

2. Online Learning Supervision

Supervision is an important part of education, supervision contains a broad meaning, but the point is the same, namely activities that aim to improve the learning process. This is in accordance with what was stated by Syaiful Sagala, that supervision is essentially a professional assistance and guidance for teachers in carrying out instructional tasks to improve learning and teaching by providing continuous stimulation, coordination, and guidance, both individually and in groups. (Sagala: 2009: 195).

In line with these opinions, Soetjipto and Raflis Kosasi (2007: 233), suggest that supervision is all the efforts made by supervisors to provide assistance to teachers in improving teaching. Furthermore, Made Pidarta (2009: 2) provides an understanding that supervision is an activity to foster educators in developing the learning process, including all the supporting elements. The other definitions in the Dictionary of Education Good Center

(Sahertian, 2000: 17), states that supervision is the effort of school officers in leading teachers and other officers in improving teaching, including stimulating, selecting job growth and development teachers and revise educational goals, teaching materials and methods and evaluation of teaching."

From some of these opinions, it can be concluded that supervision is a professional assistance activity in the form of encouragement, guidance, and direction from the supervisor to the teacher to improve and improve the learning process, so it is often referred to as learning supervision.

In 2013 the central Indonesian Ministry of Education and Culture launched a system of data collection and evaluation of educational institutions, both from the elementary, junior high and high school / vocational levels called the Emis Online System. This system all institutions report all fields in the educational institution online, such as curriculum, student affairs, facilities and the field of labor. With this system, all information or data about an educational institution will be accessible to everyone, including the central government.

Still in the same year, the Education Data and Statistics Center (PDSP) has issued a School Application Package (PAS), this Online Data Collection System is applied to computers built to prepare data needs for individual schools, teachers, and students. This system is part of an information system that is connected with the Data Center system of the Ministry of Education and Culture Data Center. The data generated will be used as a reference for the secondary education development policy-making process to be more targeted and

targeted, such as the distribution of School Operational Assistance (BOS), Poor Student Assistance (BSM), provision of infrastructure assistance, determination of national examination participants, and other assistance.

From several points above, the government or authorized institution in terms of guaranteeing the quality of education has begun to look at the use of internet or virtual based data collection, virtual or internet-based supervision is very flexible to be implemented anytime and anywhere without any time limit, so that it will provide flexibility for supervisors and teachers to share information.

This supervision is easy and because the development of this virtual-based supervision model can use models that are open source, so that they can be used free of charge and modified according to user needs, because the source code is already available. This solution is certainly an answer to problems in implementing learning supervision that is still struggling with conventional methods.

C. Research Methods

This research is action research. Carr and Kemmis in McNiff (1992) suggest that action research is a form of natural reflection carried out by participants, teachers, and students to improve practical aspects. Gay (1996) argues that the purpose of action research is to solve practical problems through the application of scientific methods (the purpose of action research is to solve problems through the application of scientific methods). Hall & Hall (1996) suggests that one characteristic of action research is the researcher himself who acts as an activist (the researcher becomes an activist).

The research design refers to the model developed by Kurt Lewin (McNiff, 1992), namely: planning, acting (acting), observing

(observing), and reflecting (reflecting) carried out on a cyclic basis.

The research subjects were 10 teachers from 10 (ten) junior high schools in Cilacap District. Activities were carried out in each junior high school where the teacher taught. The study lasted for 3 (three) months, starting from January - March 2019. Because this research is an action research, this implementation is carried out in a cycle. The implementation is at least two cycles. The cycles are mutually sustainable, that is, after the first cycle is carried out, it will be continued by the second cycle. Every cycle there are always steps for preparing actions, implementing actions, observing and monitoring actions, and reflecting. The actions taken in the first cycle include preparation of actions, implementation of actions, and observation and monitoring of actions.

Action preparations are carried out by doing: (1) collection of teacher data set as research subjects; (2) holding meetings with teachers as research partners to discuss the steps to solving learning problems from the aspects of teachers and supervisors; (3) carry out the conversation process on the problems faced by the teacher; (4) compile steps to prepare for the implementation of the first cycle of action.

Implementation of actions, by: (1) giving material through MGMP PAI SMP activities; (2) carry out supervision of online learning during periodic learning; (3) presenting, explaining, listening, solving problems, and negotiations relating to the material presented.

Observation and monitoring of actions, by: (1) observing the improvement of teacher pedagogical competencies; (2) temporary

assessment provided by the supervisor as a starting point to measure whether there is an increase in teacher pedagogical competence.

After the three steps have been taken, the researcher collects the results of the research in the form of data documentation. Data is collected in a participatory manner (participative observation). This technique is part of the observation activity, where participants and researchers participate in capturing the natural symptoms that occur. Observation is carried out both systematically and has been designed from the beginning of the study as well as not systematically (nonsystematic observation) which was obtained accidentally.

To provide an assessment of the success of actions in each research cycle, researchers need success criteria. According to Popham (1995), the criteria for making decisions can be developed independently or on mutual agreement according to supporting theories. Based on the results of the agreement with the study participants, the success criteria were determined according to the teacher's performance appraisal criteria in the teacher's pedagogical competence.

D. Research Result and Discussion

Based on observations at the end of cycle 1 activities obtained several observations, namely: based on supervision of online learning obtained an assessment of each component of the assessment of pedagogic competence of *Pendidikan Agama Islam* and *Budi Pekerti* Teacher. Data obtained from these supervisions can be described in the table below.

Table 2. Pendidikan Agama Islam and Budi Pekerti Teacher Performance Evaluation Cycle 1 Pedagogic Competence

No	Komponen	Jumlah	Skor Maksimal	Prosentase	Kriteria
1	Membuka Pelajaran	40	40	100,00%	Baik Sekali
2	Mengecek Kehadiran Siswa	40	40	100,00%	Baik Sekali
3	Apersepsi	30	40	75,00%	Baik
4	Memotivasi Siswa untuk Melibatkan Diri dalam Kegiatan Belajar Mengajar	27	40	67,50%	Baik
5	Menyampaikan Bahan	31	40	77,50%	Baik Sekali
6	Menggunakan Metode Pembelajaran yang Bervariasi sesuai dengan KD	24	40	60,00%	Baik
7	Menggunakan Alat Bantu/Media Pembelajaran	24	40	60,00%	Baik
8	Melaksanakan Kegiatan Pembelajaran dalam Urutan yang Logis	26	40	65,00%	Baik
9	Menggunakan Waktu Pembelajaran secara Efektif dan Efisien	23	40	57,50%	Baik
10	Menguasai Materi	38	40	95,00%	Baik Sekali
11	Melakukan Pengorganisasian Siswa	22	40	55,00%	Cukup
12	Memberikan Kesempatan kepada Siswa untuk Terlibat secara Aktif	22	40	55,00%	Cukup
13	Adanya Interaksi Guru dengan Siswa	23	40	57,50%	Baik
14	Menunjukkan Sikap Terbuka terhadap Pendapat Siswa	25	40	62,50%	Baik
15	Menggunakan Bahasa yang Baik dan Efektif	35	40	87,50%	Baik Sekali
16	Melaksanakan Penilaian selama Proses Berlangsung	24	40	60,00%	Baik
17	Memberikan Kesimpulan	33	40	82,50%	Baik Sekali
18	Memberikan Tugas	25	40	62,50%	Baik
19	Menyampaikan Materi Pelajaran Pertemuan Berikutnya	26	40	65,00%	Baik
20	Menutup Pelajaran	38	40	95,00%	Baik Sekali
	RATA-RATA	28,80	40	72,00%	BAIK

Based on table 2 above, information is obtained that the average percentage of assessment of each component of the assessment of pedagogic competence of Pendidikan Agama Islam and Budi Pekerti Teacher is 72.00% with the criteria "GOOD."

Then based on observations at the end of activity cycle 2 obtained several

observations, namely: based on supervision of online learning obtained an assessment of each component of the assessment of pedagogic competence of Pendidikan Agama Islam and Budi Pekerti Teacher. Data obtained from these supervisions can be described in the table below.

Table 3. *Pendidikan Agama Islam and Budi Pekerti* Teacher Performance Evaluation Cycle 2
Pedagogic Competence

No	Komponen	Jumlah	Skor Maksimal	Prosentase	Prosentase
1	Membuka Pelajaran	40	40	100,00%	Baik Sekali
2	Mengecek Kehadiran Siswa	40	40	100,00%	Baik Sekali
3	Apersepsi	34	40	85,00%	Baik Sekali
4	Memotivasi Siswa untuk Melibatkan Diri dalam Kegiatan Belajar Mengajar	32	40	80,00%	Baik Sekali
5	Menyampaikan Bahan	39	40	97,50%	Baik Sekali
6	Menggunakan Metode Pembelajaran yang Bervariasi sesuai dengan KD	29	40	72,50%	Baik
7	Menggunakan Alat Bantu/Media Pembelajaran	29	40	72,50%	Baik
8	Melaksanakan Kegiatan Pembelajaran dalam Urutan yang Logis	31	40	77,50%	Baik Sekali
9	Menggunakan Waktu Pembelajaran secara Efektif dan Efisien	29	40	72,50%	Baik
10	Menguasai Materi	40	40	100,00%	Baik Sekali
11	Melakukan Pengorganisasian Siswa	26	40	65,00%	Baik
12	Memberikan Kesempatan kepada Siswa untuk Terlibat secara Aktif	26	40	65,00%	Baik
13	Adanya Interaksi Guru dengan Siswa	30	40	75,00%	Baik
14	Menunjukkan Sikap Terbuka terhadap Pendapat Siswa	29	40	72,50%	Baik
15	Menggunakan Bahasa yang Baik dan Efektif	35	40	87,50%	Baik Sekali
16	Melaksanakan Penilaian selama Proses Berlangsung	28	40	70,00%	Baik
17	Memberikan Kesimpulan	36	40	90,00%	Baik Sekali
18	Memberikan Tugas	36	40	90,00%	Baik Sekali
19	Menyampaikan Materi Pelajaran Pertemuan Berikutnya	36	40	90,00%	Baik Sekali
20	Menutup Pelajaran	39	40	97,50%	Baik Sekali
	RATA-RATA	33,20	40	83,00%	BAIK SEKALI

Based on table 3 above, information is obtained that the average percentage of assessment of each component of the assessment of pedagogic competencies in *Pendidikan Agama Islam and Budi Pekerti*

Teacheris 83.00% with the criteria of "VERY GOOD."

The increase in the average assessment of pedagogic competencies of *Pendidikan Agama Islam and Budi Pekerti* Teacherin

Cilacap District, where the pre-cycle average action was 62.63% with the criteria of "GOOD," then in cycle 1 it increased to 72.00% with criteria "GOOD," and finally in

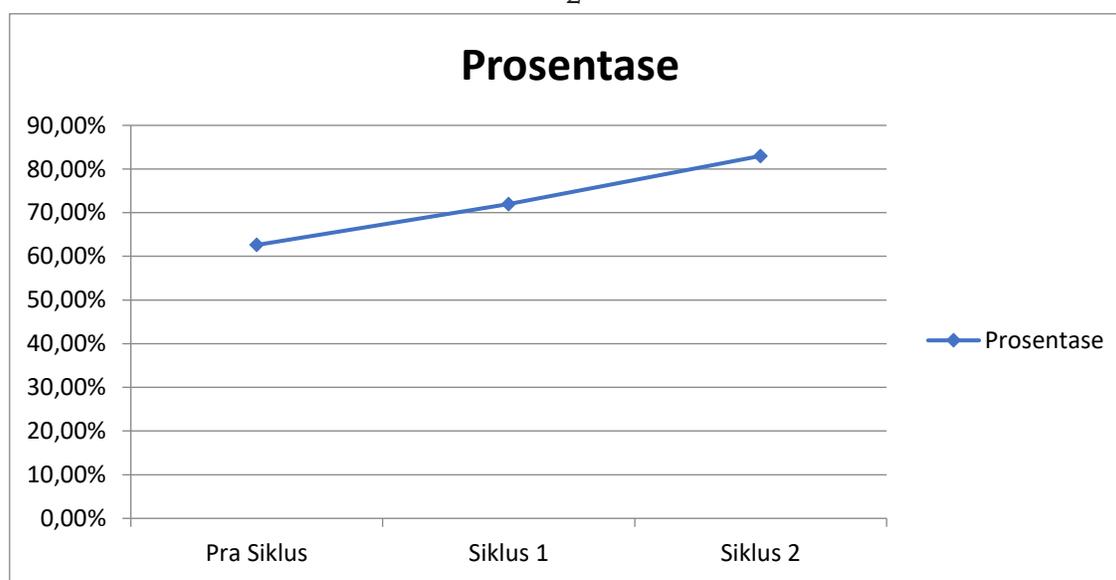
cycle 2 it increases again to 83.00% with the criteria "VERY GOOD," as can be seen in the table below

Table 4. Comparison of the Average Pedagogical Competency Assessment of *Pendidikan Agama Islam* and *Budi Pekerti* Teacher of Cilacap District Pre-Cycle Actions, Cycle 1 and Cycle 2

No	Tindakan	Prosentase	Kriteria
1	Pra Siklus	62,63%	BAIK
2	Siklus 1	72,00%	BAIK
3	Siklus 2	83,00%	BAIK SEKALI

The table above when depicted in the graph will appear as follows:

Figure 1. Graph Comparison of the Average Pedagogical Competency Assessment of *Pendidikan Agama Islam* and *Budi Pekerti* Teacher in Cilacap District Pre-Cycle Actions, Cycle 1 and Cycle 2



When detailed the above average increase, it is also accompanied by an increase in the pedagogical competencies of each *Pendidikan Agama Islam* and *Budi Pekerti* Teacher in Cilacap District which can be seen in the table below.

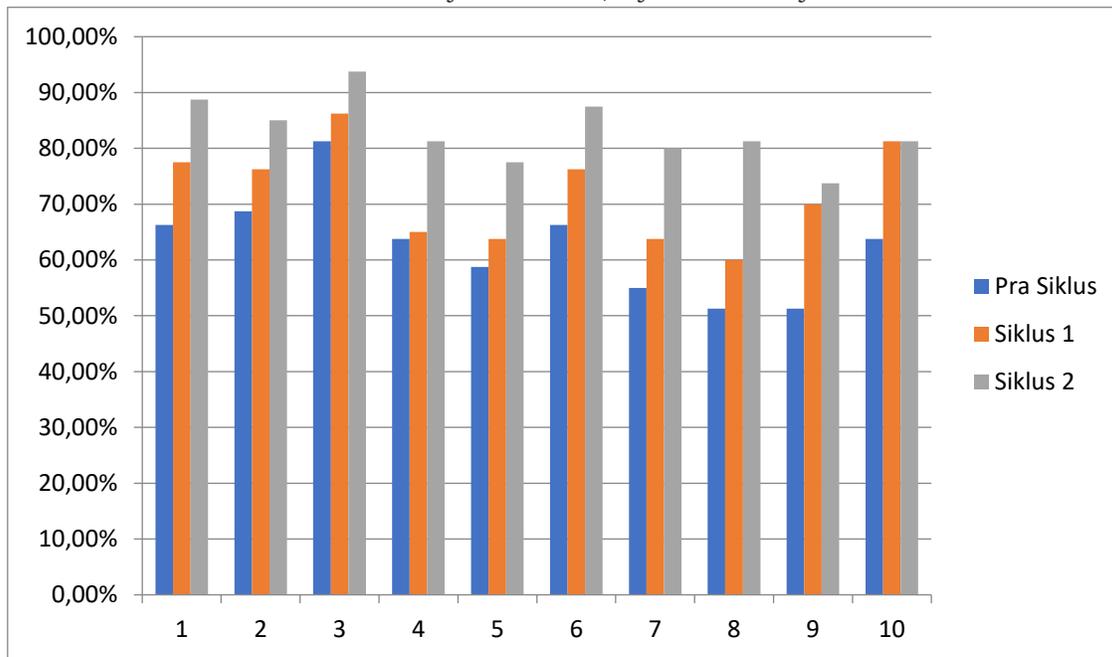
Table 5. Comparison of *Pendidikan Agama Islam* and *Budi Pekerti* Teacher of Cilacap District Pre-Cycle Action, Cycle 1 and Cycle 2

No	Nama	Pra Siklus	Siklus 1	Siklus 2
1	Sampel 1	66,25%	77,50%	88,75%
2	Sampel 2	68,75%	76,25%	85,00%
3	Sampel 3	81,25%	86,25%	93,75%
4	Sampel 4	63,75%	65,00%	81,25%

5	Sampel 5	58,75%	63,75%	77,50%
6	Sampel 6	66,25%	76,25%	87,50%
7	Sampel 7	55,00%	63,75%	80,00%
8	Sampel 8	51,25%	60,00%	81,25%
9	Sampel 9	51,25%	70,00%	73,75%
10	Sampel 10	63,75%	81,25%	81,25%
	RATA-RATA	62,63%	72,00%	83,00%

Table 5 above, if depicted in the graph, will appear as follows:

Figure 2. Comparison Chart of Pendidikan Agama Islam and Budi Pekerti Teacher of Cilacap District Pre-Cycle Actions, Cycle 1 and Cycle 2



The increase in the average assessment of the components of the assessment of the ability of Pendidikan Agama Islam and Budi Pekerti Teacher of Cilacap District, where the pre-cycle average was 62.63% with the criteria of "GOOD," then in cycle 1 it

increased to 72.00 % with the criteria of "GOOD," and finally in cycle 2 it increases again to 83.00% with the criteria "VERY GOOD," with details of each component of the assessment as can be seen in the table below.

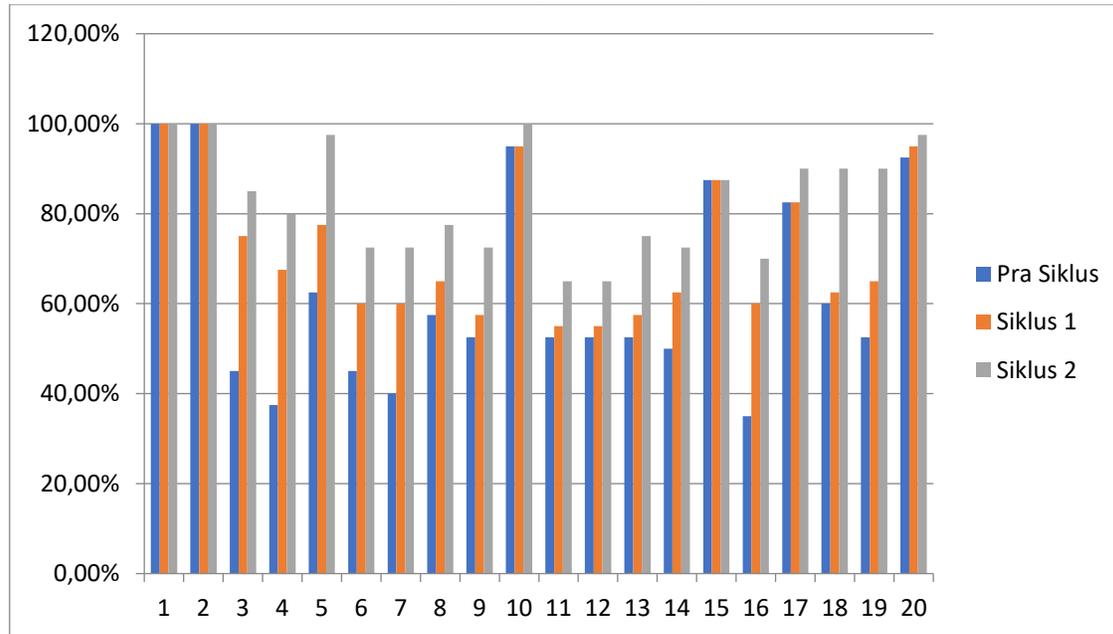
Table 6. Comparison of Assessment of Each Component of Pedagogic Competency Assessment for Pendidikan Agama Islam and Budi Pekerti Teacher of Cilacap District Pre-Cycle Actions, Cycle 1 and Cycle 2

No	Komponen	Pra Siklus	Siklus 1	Siklus 2
1	Membuka Pelajaran	100,00%	100,00%	100,00%
2	Mengecek Kehadiran Siswa	100,00%	100,00%	100,00%
3	Apersepsi	45,00%	75,00%	85,00%

4	Memotivasi Siswa untuk Melibatkan Diri dalam Kegiatan Belajar Mengajar	37,50%	67,50%	80,00%
5	Menyampaikan Bahan	62,50%	77,50%	97,50%
6	Menggunakan Metode Pembelajaran yang Bervariasi sesuai dengan KD	45,00%	60,00%	72,50%
7	Menggunakan Alat Bantu/Media Pembelajaran	40,00%	60,00%	72,50%
8	Melaksanakan Kegiatan Pembelajaran dalam Urutan yang Logis	57,50%	65,00%	77,50%
9	Menggunakan Waktu Pembelajaran secara Efektif dan Efisien	52,50%	57,50%	72,50%
10	Menguasai Materi	95,00%	95,00%	100,00%
11	Melakukan Pengorganisasian Siswa	52,50%	55,00%	65,00%
12	Memberikan Kesempatan kepada Siswa untuk Terlibat secara Aktif	52,50%	55,00%	65,00%
13	Adanya Interaksi Guru dengan Siswa	52,50%	57,50%	75,00%
14	Menunjukkan Sikap Terbuka terhadap Pendapat Siswa	50,00%	62,50%	72,50%
15	Menggunakan Bahasa yang Baik dan Efektif	87,50%	87,50%	87,50%
16	Melaksanakan Penilaian selama Proses Berlangsung	35,00%	60,00%	70,00%
17	Memberikan Kesimpulan	82,50%	82,50%	90,00%
18	Memberikan Tugas	60,00%	62,50%	90,00%
19	Menyampaikan Materi Pelajaran Pertemuan Berikutnya	52,50%	65,00%	90,00%
20	Menutup Pelajaran	92,50%	95,00%	97,50%
	RATA-RATA	62,63%	72,00%	83,00%

The table above when depicted in the graph will appear as follows:

Figure 3. Comparative Chart of Assessment of Each Component of Pedagogic Competency Assessment for *Pendidikan Agama Islam* and *Budi Pekerti* Teacher of Cilacap District Pre-Cycle, Cycle 1 and Cycle 2



E. Conclusion

The use of online learning supervision can improve the pedagogic competence of *Pendidikan Agama Islam* and *Budi Pekerti* Teacher in Cilacap District. The increase occurred in: an increase in the average assessment of pedagogic competencies in the *Pendidikan Agama Islam* and *Budi Pekerti* Teacher of *Cilacap District*, where the pre-cycle average was 62.63% with the criteria of "GOOD," then in cycle 1 it increased to 72,00% with the criteria of "GOOD," and finally in cycle 2 it increased again to 83.00% with the criteria "VERY GOOD."

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