

ABSTRACT

This study aims to determine the pedagogical and social competence teachers Islamic religious education vocational schools and contribution supervisory Islamic religious education in improving the pedagogical and social competence teachers Islamic religious education vocational schools in sub-sewon and sub-bantul district bantul.

The study using qualitative approach, with this type of descriptive research. Research sites in the office supervisor Islamic religious education departement of religion distric bantul and vocational schools in sub-sewon dan bantul, with the subject of research supervisor cake and teachers Islamic religious education vocational schools. Data collection methods used; interview, documentation, observation and supplies. The method of data analysis used as follows: data reduction, the presentation of data and conclusions.

Results showed that; first, pedagogical competence teachers Islamic religious education vocational schools in sub-sewon and bantul in the good enough category. This is because; most of the teacher has been able to created and implement three of five aspects of pedagogical competence teachers who is the ability to design lesson plans, carry out the learning process, develop learners to actualize a variety of its potentiality. Only two aspects of pedagogical competence teachers who have not been made and well done that to understand the leaners and evaluation of the learning process.

The second, social competence teachers Islamic religious education vocational schools in sub-sewon and bantul in good category. This is because all teachers have done three of the four aspects of social competence teachers that is the ability to act objectively or not discriminatory, adapt to the task diverse social and cultural, communicate with the professions orally, written as well as the form of the other. One aspect that have not be done is communicating effectively with parents and citizens about school.

The third, supervisors pie less contribute to improve pedagogical competence teachers Islamic religious education vocational schools in sub-sewon and bantul. This is because; pedagogical competence in the good category, monitoring visit frequency the average one to two times in each semester/ year, new small part of coaching focus on pedagogical competence, the implementation of follow-up new surveillance fraction on the teacher.

The fourth, supervisors Islamic religious education contribute to improve social competence teachers Islamic religious education vocational schools in sub-sewon and bantul. This is because; social competence teachers in the category of good, supervisors are often give reward to the teachers, supervisor are often encourage and motivate teachers active in the school activities and society, most of teacher active in professional activities and community sevice.

Key words: contribution, pedagogical competence , social competence