

EVALUATION OF THE IMPLEMENTATION OF ACADEMIC SUPERVISION PROGRAMS IN THE LEARNING PROCESS

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ABSTRACT

The aim of the research is to describe the evaluation of the Academic Supervision Program in the Learning Process. The supervision carried out is limited to fulfilling the administrative duties and functions of the principal and not yet improving and developing teacher professionalism. So that teacher motivation to improve performance, make improvements and develop themselves, especially in the learning process, is not yet optimal. This research uses the CSE-UCLA research model focused on four process stages, namely planning, process, formative and summative, suitable for use in evaluating learning programs at Kindergarten Pembina IV, Setu District, South Tangerang City. The results of academic supervision include the following: (a) Understanding the concepts, principles and basic theories of creative, innovative learning (b) Guiding teachers in compiling the syllabus for each area of development (c) Guiding teachers in choosing and using strategies that can develop various student potentials, (d) Guiding teachers in carrying out learning activities (e) Guiding teachers in managing and developing knowledge with ICT. 2) Academic supervision with a mentoring method can provide a solution to the problems faced by teachers so far and is the right strategy to improve the quality of learning. 3) Evaluation of the academic supervision program including: a) Context Evaluation. b). Input Evaluation. c) Process Evaluation. d) Product Evaluation. 4) The impact of academic supervision carried out by the kindergarten head in increasing teacher creativity was obtained by information that: academic supervision planning includes activities in determining goals, objectives, organizing activities and determining time.

Keywords: *Evaluation, Academic Supervision, Learning*

INTRODUCTION

Supervision is one of the management functions required for effective and efficient institutional management and developing the quality of the education unit. Teacher supervision is carried out by a supervisor or educational leader or school principal for teachers and education personnel, as stated in the Minister of Education, Culture, Research and Technology Regulation Number 40 of 2021 concerning the assignment of teachers as school principals which states that the school principal's workload is to carry out the main managerial tasks, develop entrepreneurship, and supervision of

teachers and education staff (Warmansyah, 2020).

Supervision is carried out as an improvement and development of the teaching and learning process, improving the quality of knowledge, skills, guidance and coaching, as well as teacher professionalism to improve the quality of education, in accordance with the explanation in Minister of Education and Culture Regulation no. 40 of 2021 states that the workload of school principals in carrying out their main duties and functions aims to: a) develop student-centered learning; b) creating a safe, comfortable and inclusive learning environment; c) building a culture of reflection in the development of Education unit residents and management of Education unit programs; and d) improving the quality of student learning processes and outcomes (Astuti, 2017)

Learning supervision is carried out so that an atmosphere of close partnership is created between the supervisor (school principal) and those being supervised (teachers and education staff) so that the aim of supervision is coaching in helping various difficulties faced can run well (Sastradiharja, 2017). A learning supervisor must focus his attention on all steps to improve and increase the quality of learning that have been decided together. The quality of an educational institution depends on the principal as an educational leader. School principals have a very important role in advancing the institutions they lead, especially in providing good educational services (Murniati, A. R., & Harun, 2015).

To be able to provide good education services, including implementing a good learning process, professional teachers are needed who have an important role in determining the success and quality of learning and education in educational institutions (Nofriyanti & Nurhafizah, 2019). Supervision of the learning process is an effort carried out in the context of coaching teachers so they can improve learning, stimulate growth in work professionalism and personal development (Berliani, 2017).

Realizing the importance of the teacher's role, the professionalism and quality of teachers must continue to be improved in an effort to improve and increase the quality of education, thus the role of the school principal is needed in monitoring and assisting teachers through educational supervision. Becoming a professional teacher should continue to develop and improve their competence and potential to become better and become lifelong learners. Efforts to improve teacher professionalism will show better results if they are carried out based on the teacher's self-awareness to develop and improve their abilities. This will produce quality education.

The quality of an educational institution depends on the principal as an educational leader. School principals have a very important role in advancing the institutions they lead. The school principal carries out supervisory duties and guidance to teachers in carrying out the learning process. Efforts to improve teacher professionalism will show better results if they are carried out based on the teacher's self-awareness to develop and improve their abilities. This will produce quality education.

Quality can be said to exist if a service meets existing specifications. To realize continuous quality improvement, leaders are needed who are not only successful but also effective (Susanti, 2021). Effective leaders in educational organizations are those who exert their influence and other people move towards goals voluntarily and happily without being forced, and continuously to realize the quality of education. The quality of education is very closely related to the professionalism of teachers in dealing with problems that exist in the world of education from now to the future (Istikaroh, 2019)., (Ihsana, 2015).

In the interim observations that the author made, several teachers were able to carry out their role as teachers and develop their potential professionally, but for several other teachers, this potential did not always develop optimally. One of the contributing factors is the lack of involvement of school principals in providing reinforcement and attention to teachers in carrying out the teaching and learning process.

The author's evaluation of the supervision program aims to see the implementation of the

supervision program in the Pembina IV Kindergarten school and the role of the school principal in implementing the supervision program, so that the impact or benefits of the supervision program can be felt to improve the quality of education, especially in the learning process carried out by teachers.

Supervision cannot be carried out as it should be, supervision carried out is limited to fulfilling the administrative duties and functions of the principal and has not resulted in improvement and development of teacher professionalism in implementing an effective learning process. So that teacher motivation to improve performance, make improvements and develop themselves, especially in the learning process, is not yet optimal.

METHOD

The evaluation method and model used is CSE - UCLA, which in this model places more emphasis on qualitative assessment. The CSE-UCLA model focuses on four process stages, namely planning, process, formative and summative, suitable for use in evaluating learning programs. The purpose of this model evaluation is to conduct a careful study of the system and program in question, which includes: 1) How the program is implemented in the field. 2) How implementation is influenced by the situation of the school where the program in question is developed. 3) What are the advantages and disadvantages and how does the program affect students' learning experiences. Using the phenomenological paradigm, a research approach using case studies focuses attention on one particular object which is raised as a case to be studied in depth so as to reveal the reality behind the phenomenon.

FINDINGS AND DISCUSSION

Based on the results of interviews with Informant Yantih, in February 2023, planning needs to be carried out on the academic supervision program as a reference for those who will be supervised in the learning process at TK Negeri Pembina IV. In the planning process, supervisors carry out the stages of planning supervision time, determining targets, determining supervision techniques, preparing supervision instruments, preparing necessary class administration, preparing learning instruments, preparing tools, media and learning equipment.

The principal develops a planning document for academic supervision in the learning process by making observations during class visits, taking notes required during observations, observing the completeness of administration and learning tools, observing tools for implementing learning outcomes assessments, observing the teaching and learning process, carrying out assessments during the learning process.

Learning planning includes setting learning objectives, compiling teaching materials, planning effective learning, determining sources, media according to the material and learning strategies. The preparation of this learning program is intended to assist teachers in developing a curriculum in each kindergarten that is adapted to the situation and conditions of the educational institution. The steps for preparing a Kindergarten learning program are: a. Carrying out context analysis includes: studying and observing kindergarten standards, analyzing existing conditions in kindergarten, namely students, educators and education staff, infrastructure, costs and programs, and analyzing opportunities and challenges that exist in the community and environment around kindergarten, for example the role of the kindergarten committee, natural resources, cultural values relevant to religious and moral values, b. Determine the vision, mission and goals of the institution and develop them into real activity programs in the context of managing and improving the quality of the institution. The vision, mission and objectives of the Kindergarten are formulated together, by teachers, Kindergarten principals, foundations and Kindergarten committees, c. Determining the content of kindergarten learning programs that have superior programs can develop learning programs according to kindergarten

capabilities, institutional characteristics and regional characteristics, d. Determining the time allocation for the learning program can determine the learning allocation in accordance with the educational calendar that has been prepared and the respective conditions, and e. Developing learning activity planning as preparation for the activity process which includes semester planning, weekly activity plans and daily activity plans (Teacher Interview, Peny Aryati, 2023)

In line with the opinion of Pane, A., & Dasopang, M. D. (2017). said that the learning components consist of learning objectives, learning materials, learning methods or strategies, media and evaluation. What differentiates the components proposed by the two is whether there are learning methods in the learning planning components. Learning is carried out in three activities, including: initial activities, namely: lining up, praying, checking the child's presence, asking how the child is doing, chatting and singing children's songs and motivating the child, the core includes: mastering the material, applying strategies, learning resources and media, motivating children, effective learning, fostering children's creativity and using language that children understand, the final activity ends with reflecting on the learning activities that have been carried out, asking how children feel today, conveying tomorrow's learning plans and praying. The assessment is designed with an evaluation tool, the teacher assesses according to the written RPPH and the teacher utilizes various assessment methods and results. Another opinion is Suib, M. (2015) who states that the implementation of learning is an activity that has educational value, educational value colors the interactions that occur between teachers and students. Interaction has educational value because the learning implementation is directed towards achieving certain goals that have been formulated before the learning implementation begins.

Procedures and instruments for assessing the process and outcomes of learning through play in Kindergarten are adapted to indicators of children's development achievements and refer to assessment standards, carried out periodically, intensively, meaningfully, comprehensively and continuously, observations are made while children are carrying out activities throughout the day, The educational team periodically reviews the child's development records and various other information including the child's special needs collected from observation notes, anecdotes, check lists and portfolios, communicates with parents about the child's development, including the child's special needs, carried out systematically, reliable and consistent, monitoring all aspects of children's development achievement levels, prioritizing process, impact, results and learning through playing with concrete objects.

The opinion of the Head of Kindergarten Pembina IV in the city of South Tangerang explained that in general there are three functions of evaluation, namely to: a) measure progress, b) support the preparation of plans, and c) improve or make improvements again. He also added that apart from having a general function, evaluation also has a specific function. The evaluation function specifically in the field of education can be viewed from three aspects, namely; a) psychological aspect, b) didactic aspect, and c) administrative aspect (Elis Handayaningsih, 2023).

One of the duties of the Head of Kindergarten Pembina IV in the city of South Tangerang is to carry out academic supervision. To carry out academic supervision effectively, conceptual, interpersonal and technical skills are required. Therefore, every Kindergarten Head must have and master the concept of academic supervision which includes: understanding, objectives and functions, principles and substantive dimensions of academic supervision.

Academic supervision carried out by the Head of Kindergarten Pembina IV in the city of South Tangerang includes the following: (1) Understanding the concepts, principles, basic theories, characteristics and development trends of each field of creative, innovative learning development, problem solving, critical thinking and entrepreneurial instincts, (2) Guiding teachers in preparing the syllabus for each area of development at Kindergarten Pembina IV, South Tangerang city or lesson plans at Kindergarten Pembina IV, South Tangerang city based on content standards, competency standards and basic competencies, and principles of Curriculum development, (3) Guiding teachers in

selecting and using learning/guidance strategies/methods/techniques that can develop the various potentials of children or students, (4) Guiding teachers in carrying out learning/guidance activities (in the classroom, laboratory, and/or in the field) to develop student potential, (5) Guiding teachers in managing, maintaining, developing and using educational media and learning facilities, (6) Motivating teachers to utilize information technology for learning. The core competency of academic supervision is to guide teachers in improving the quality of the learning process (Nurhayati, 2023).

The target of academic supervision is teachers in carrying out the learning process, which consists of the main material in the learning process, preparing the Semester Program, RPPM and RPPH, selecting learning strategies/methods/techniques, using media and information technology in learning, assessing learning processes and outcomes and research class action.

Therefore, it is hoped that this material can provide insight to Principals in improving academic supervision competence which includes: (1) understanding the concept of academic supervision, (2) making an academic supervision program plan, (3) applying academic supervision techniques, (4) implementing clinical supervision, and (5) carrying out follow-up academic supervision. The benefits of planning an academic supervision program are as follows: (1) As a guide for implementation and academic leadership, (2) To equalize the perception of all school members regarding the academic supervision program, (3) Guarantee savings and effective use of school resources (energy, time and costs). The principles for planning an academic supervision program are: (1) objective (data as is), (2) responsible, (3) sustainable, (4) based on National Education Standards, and (5) based on the needs and conditions of the supervisory kindergarten IV South Tangerang city (Nurhayati, 2023).

The main targets of academic supervision are teachers' abilities in planning learning activities, implementing learning activities, assessing learning outcomes, utilizing assessment results to improve learning services, creating a pleasant learning environment, utilizing available learning resources, and developing learning interactions (strategies, methods). , technique) is appropriate.

Academic supervision must also be supported by appropriate instruments. The Head of Kindergarten Pembina IV in the city of South Tangerang who will carry out supervision activities must prepare supervision equipment, instruments, in accordance with the goals, objectives, objects, methods, techniques and approaches planned, and appropriate instruments, in the form of supervision formats. One of the principal's duties is to carry out academic supervision. To carry out academic supervision effectively, conceptual, interpersonal and technical skills are needed (Rismaida, 2017). Therefore, every school principal must have technical skills in the form of the ability to apply appropriate supervision techniques in carrying out academic supervision. Academic supervision techniques include two types, namely: individual and group. There are two academic supervision techniques, namely: individual and group.

The learning process is the process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring science and knowledge, mastery, skills and habits, as well as the formation of attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. Learning has a similar meaning to teaching, although it has different connotations.

In the educational context, teachers teach so that students can learn and master the content of the lesson until they achieve a specified objective (cognitive aspect), and can also influence changes in attitudes (affective aspect) and skills (psychomotor aspect) of a student. Learning usually occurs in formal situations that are deliberately programmed by teachers in an effort to transform knowledge to students, based on the curriculum and goals to be achieved (Prasetya, 2015).

Through learning, students carry out the learning process in accordance with the programmed teaching plan. Thus, the element of deliberateness through planning by the teacher is the main characteristic of learning. Learning efforts that are rooted in the teacher are carried out systematically, that is, they are carried out in orderly and systematically directed steps. namely as a whole by paying

attention to various aspects (Handayani, 2020). So the concept of learning and learning are two activities that proceed in a system. So, it can be concluded that the function of learning in general is to stimulate and make the learning process successful and to achieve goals. Meanwhile, the function of learning is to be able to make maximum use of learning resources to achieve learning goals, namely the occurrence of changes in students.

Kindergarten head planning as a supervisor in planning academic supervision to improve learning management. Based on the results of interviews with kindergarten heads and teachers, it was found that kindergarten heads prepare academic supervision plans to increase teacher creativity in managing learning. From the results of this research, it is clear that the supervision planning carried out by the kindergarten head involves teachers and teachers in preparing the planning, which clearly states the objectives of supervision to clearly determine the teacher's ability to teach. Supervision targets are prioritized for teachers who will be promoted, but this does not mean that teachers who have not been promoted cannot be supervised. Organizing activities to correct deficiencies in the learning process according to teacher needs. The schedule has been determined, namely twice a year.

Based on the results of interviews with kindergarten heads, senior teachers and teachers, it is clear that kindergarten heads carry out academic supervision to increase teacher creativity in managing learning. From the results of this research, the implementation of academic supervision by the head is assisted by senior teachers, supervision is carried out continuously twice at the beginning and end of the year, supervision is carried out in accordance with the problems faced by teachers in the learning process. Supervision techniques using individual techniques include: class observations or class visits and personal conversations. The group technique is teacher meetings. Based on the information provided by the kindergarten head and teachers, it can be concluded that the kindergarten head carries out individual and group supervision.

Based on the results of interviews with kindergarten heads, senior teachers and teachers, the kindergarten head follows up on the results of academic supervision to increase teacher creativity in managing learning. From the results of this research, in following up on the results of academic supervision, the Kindergarten head first carries out an evaluation analysis. From the results of the evaluation analysis, the Kindergarten head will determine which teachers need to be re-supervised and teachers who do not need to be re-supervised. The teachers who are re-supervised are called by the Kindergarten head to be given guidance through direct and indirect coaching. Teacher creativity in managing learning at Kindergarten Pembina IV, South Tangerang city

Based on the results of interviews with kindergarten heads, senior teachers and teachers, teachers' creativity in managing learning is evident. From the results of this research, it is clear that teachers are creative in managing learning, including: planning learning, implementing learning and evaluating learning. Learning planning includes setting learning objectives, compiling teaching materials, planning effective learning, determining learning sources, media according to the material and learning strategies. Learning is carried out in three activities, including: initial activities, namely: lining up, praying, checking the child's presence, asking how the child is doing, having a conversation, singing children's songs and motivating the child, the core includes: mastering the material, applying strategies, learning resources and media, motivating children, effective learning and using language that children understand, the closing activity ends with journaling, reflection and prayer. The assessment is designed with an evaluation tool, the teacher assesses according to the written RPPH and the teacher utilizes various assessment results.

CONCLUSION

Evaluation of academic supervision carried out by the Head of Kindergarten Pembina IV in South Tangerang city includes the following: Context Evaluation. An academic supervision program at

Kindergarten Pembina IV, South Tangerang city needs to be held, taking into account the conditions and need for improvement and development of teacher quality. Input Evaluation. Program planning has gone well according to needs and includes a variety of academic supervision techniques. The teachers are ready to be involved in the academic supervision program at Kindergarten Pembina IV, South Tangerang city. Process Evaluation. Most of the planned activities have been implemented well with adjustments to activities according to conditions and needs. Existing obstacles, whether from or related to individual teachers, school principals, school management, and infrastructure, can be handled well. The readiness and participation of school principals and teachers supports the implementation of the academic supervision program. Complete and more structured documentation of the activities that have been held needs to be further improved. Product Evaluation. The academic supervision program at Kindergarten Pembina IV, South Tangerang city has had a positive impact and achieved the planned goals for developing the quality of teachers, as well as collectively for the image of the school itself. The impact of academic supervision carried out by the kindergarten principal in increasing teacher creativity was obtained by information that: academic supervision planning includes activities in determining goals, targets, organizing activities and determining time.

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