

EVALUATION OF THE PRINCIPAL'S ACADEMIC SUPERVISION PROGRAM ON TEACHER PERFORMANCE IN KINDERGARTEN AL-IKHLAS

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ABSTRACT

This evaluation aims to assess the context, input, process and product of the implementation of academic supervision carried out by the head of Al-Ikhlâs Kindergarten, Tangerang City. By using the CIPP (Context, Input, Process, Product) evaluation. The research results are expected to provide input to decision makers for the next program. Using a qualitative descriptive method with six teachers, one staff, and the principal of the school. The instruments used to collect data were triangulation, namely interviews, observation, and documentation study. Data validation, data analysis, data retrieval and verification. The findings of the context indicate the need for academic supervision based on the need to improve teacher performance. Evaluation of the process found that young teachers are smarter in their comprehension in providing learning. Positive impact product evaluation finds further action. The results of the evaluation can be concluded as follows (1) the principal in carrying out the design of the academic supervision program based on the objectives and principles of supervision. (2) The principal has implemented the supervision program according to predetermined procedures. (3) The results of supervision are not significant because the principal has not provided good feedback in improving teacher performance. (4) Coaching and training provided by school principals are not yet fully distributed to teachers. Therefore, the results of the supervision program did not provide significant results seen from the data on teachers whose qualifications had not been fulfilled.

Keywords: *Program Evaluation; Academic Supervision; Principal; Teacher Performa.*

INTRODUCTION

Teachers have a very important role in determining the quality of teaching carried out, therefore they must think and plan carefully in increasing student learning opportunities by improving the quality of teachers. This shows that teachers are expected to be able to play an active role as managers of the teaching and learning process, act as facilitators who try to create class organizations, use teaching methods and teacher attitudes and characteristics in managing teaching and learning. Every teacher and educator has the potential to become professional educators.

However, this potential is not always well developed due to several factors. As one of the factors that can be directly felt by the teacher is the involvement of the principal in paying attention to the implementation of teaching and learning in schools. The principal as the leader of the organization has the responsibility for the success or failure of implementing programs in the school. This is because the principal is the controller and determinant of the direction the school wants to take in achieving its goals. Effective school principals always realize that teachers and other school members are very valuable resources, so school principals must be able and try to explore, utilize, and increase their creativity to achieve the highest achievement.

Supervision competence is an important thing for a school principal. Based on the regulation of the Minister of National Education number 13 of 2007 concerning Principal Standards for Schools

/ Madrasahs, the competence for supervision of school principals includes: (1) Planning an academic supervision program in order to improve teacher performance; (2) Carry out academic supervision of teachers using appropriate approaches and techniques. (3) Follow up on the results of academic supervision of teachers in order to improve teacher performance. The practical competence of supervision makes the principal as an education supervisor to carry out academic supervision in order to improve teacher professionalism. "Supervision is an effort to provide services to teachers both individually and in groups in an effort to improve teaching".

Academic supervision is carried out in order to improve teacher performance, meaning that academic supervision is carried out with the aim of improving and improving teacher assignments during learning. In principle, every teacher must be supervised periodically in carrying out their duties. The success of the principal as a supervisor, among others, can be shown by the increase in teacher performance which is marked by awareness and skills in carrying out tasks responsibly. There are four dimensions of teacher participation related to the quality of education, namely the teacher as an individual, the teacher as an element of the family, the teacher as an educator, and the teacher as an element of society. The relationship with the quality of teacher participation starts from itself. As a person, the teacher is a unique individual with his own characteristics. Academic supervision is very important to do to maximize teacher performance. The principal carries out academic supervision to improve teacher performance. Academic supervision carried out by the principal is a form of responsibility. These responsibilities include: (1) Organizing and fostering teachers; (2) Maintain and develop curriculum; (3) Increase curriculum support activities.

Principals can carry out follow-up academic supervision by providing motivation and coaching for teachers. The follow-up results of academic supervision are in the form of reinforcement and awards given to teachers who have met the standards. The implementation of learning in class is still not optimal. Teachers tend to talk and students do not focus on paying attention. The ability of class mastery between teachers is not the same. This can be seen when learning in class where the child is not yet in the group. Meanwhile, the obstacles that come from the teacher's personal laziness, fatigue, work unfocused, and lack of initiative. Educators' data at Al-Ikhlas Kindergarten, Cipondoh District, Tangerang City, shows that the teaching experience between one teacher and another is different, seen from the teacher's tenure, so that it will affect the way children teach in class. In addition, the ability of young teachers and new teachers is still not suitable in carrying out their teaching and learning activities with the lesson plan so that it affects the level of teacher success in achieving learning objectives in class. The unique characters of students who are diverse sometimes make it difficult for teachers to determine the right learning method so that the material presented can be absorbed by students.

In connection with the above problems, the Principal needs to carry out academic supervision every year periodically and is programmed so that the problems faced by the teacher during learning can be known and then can be given solutions. By utilizing the results of academic supervision, the Principal tries to carry out the follow-up of the results of his supervision. Based on the problems found above, the researcher is interested in taking the title of this thesis "Evaluation of the Principal's Academic Supervision Program on Teacher Performance in Kindergarten Al-Ikhlas, Cipondoh District, Tangerang City" in order to determine the level of success in the teaching and learning process carried out. This is based on the results of observations which show that the principal carries out regular and programmed academic supervision every year but there are still teachers who experience problems during learning.

METHOD

The purpose of this study was to determine the evaluation of the context of the implementation of the principal's academic supervision on the performance of teachers in TK Al- Ikhlas, Cipondoh District, to find out the evaluation of the input of the implementation of the principal's academic supervision on the performance of teachers in TK Al-Ikhlas, Cipondoh District, to know the evaluation of the academic supervision process of the principal of the school. on the performance of teachers in Kindergarten Al-Ikhlas, Cipondoh District, and knowing the evaluation of products or outputs includes the results of implementing the principal's academic supervision of teacher performance.

Research site at Al-Ikhlas Cipondoh Kindergarten, with the address JL. Simponi B-26 Cipondoh, Tangerang City. This research activity was carried out for six months, starting from September 2020 to February 2021.

Evaluation Methods and Models

1. Evaluation Method

The research method used in this research is the evaluation method. The approach used in this research is a qualitative research approach.

2. Evaluation Model

The evaluation model used by the researcher is the Context, Input, Process, and Product (CIPP) evaluation model. The CIPP evaluation model consists of four types of evaluation, namely context evaluation, input evaluation, process evaluation, and product evaluation.

3. Evaluation Design

The evaluation design that the researchers used was the CIPP evaluation design by carrying out four evaluations, namely context evaluation, input evaluation, process evaluation, and product evaluation in accordance with evaluation standards, as well as with qualitative research method techniques in capturing data. In qualitative research methods, the evaluator is the main instrument in capturing data.

Data Collection Techniques and Procedures

The data used in this evaluation research comes from primary data and secondary data. Primary data is data that comes directly from respondents as stakeholders in the world of education, namely the principal, six teachers and school management. Secondary data is data taken from existing data, while data collection techniques are research conducted by an evaluator to obtain information, with the aim of obtaining data through interviews, documentation, observation and evaluation standards. interviews are selected and sorted by searching for data relevant to the focus of the research. The data collected is then analyzed qualitatively, namely an analysis that describes and classifies the data and then the interpretation of the results of the thought. Data analysis in qualitative research is interactive and is developed throughout the program. Data analysis was carried out starting from problem determination, data collection and after the data was collected. Thus, the collected data is interpreted and collected so that it can be given an accurate picture of what actually happened.

FINDINGS AND DISCUSSION

Description of Academic Supervision Program Data

The following is a description of the research data regarding the implementation of academic supervision by principals in kindergarten. AL-Ikhlas, Cipondoh District, Tangerang City.

1. Preparation of Academic Supervision Program

The principal and the supervision team after formulating the goals and objectives of academic supervision and preparing resources, then contain the academic supervision schedule which includes the initial monitoring schedule, the supervision schedule, and the evaluation schedule as well as the follow-up of the results of academic supervision. The supervision team that has been determined will share tasks in supervising existing teachers. The three teachers who become the

supervision team are supervised by the school principal themselves and then the three teachers will supervise the other teachers with an assignment letter given by the principal. Academic supervision

schedules are made by the principal at the beginning of the new school year. The division of tasks and supervision schedules that have been agreed upon by the supervision team will then be socialized to the teacher through meetings. The schedule made by the principal includes a schedule for the stages of academic supervision and a schedule for academic supervision. The schedule for the academic supervision stages includes: (1) preparation of the supervision team; (2) preparation of a supervision schedule; (3) early year monitoring; (4) implementation of academic supervision; (5) evaluation of academic supervision; (6) submission / report on the results of academic supervision;

(7) follow-up results of academic supervision. The results of the document study regarding the academic supervision schedule show that the implementation of academic supervision is carried out twice every academic year. This means that teachers only get a schedule of academic supervision twice each academic year. Academic supervision is carried out in the first half of the odd semester and the first half of the even semester.

2. The application of the academic supervision approach

The supervisory approach that will be applied when the principal carries out academic supervision has not been included in the academic supervision program document. The school principal applies a direct approach and an indirect approach. A direct approach is shown with the principal who is actively approaching the teacher to find out the teacher's obstacles in learning. In addition, the principal scheduled a meeting after the teaching and learning activities were completed in order to capture problems or obstacles experienced by teachers while teaching. Furthermore, the indirect approach was shown by the teacher who sometimes carried out consultations with the principal if he encountered obstacles in the learning process. The supervisory approach applied in TK.AL-Ikhlâs, Cipondoh District, Tangerang City, is a collaborative approach, namely applying a direct approach as well as an indirect approach.

3. Application of Academic Supervision Techniques

The principal applies several supervision techniques when supervising. The first technique is a meeting between the principal and the teacher. Meetings are held to discuss matters related to the implementation of the academic supervision program such as socializing academic supervision schedules. In addition, meetings are held by the principal to discuss matters related to learning. The school principal holds a briefing every Monday and Thursday after the teaching and learning process is complete. The meeting was held after the teaching and learning process was finished and the children had gone home and were all picked up by their parents. The second technique used is class visits, in which the principal observes the teacher who is teaching. The technique of supervising the principal when carrying out class visits will observe the teacher while teaching during the learning process. As long as the observations are carried out, the principal will take notes related to the teacher's appearance when teaching from opening to closing and until the teacher makes an assessment of the child on that day. In addition, the principal during the meeting sometimes conveyed matters related to learning to be discussed with the teacher. The discussion was carried out in order to improve and improve the skills of teachers in the teaching and learning process. In addition, the principal will also look at the administration that the teacher needs to prepare before implementing learning in class, the principal will see the suitability of the Daily Learning Program Plan and the syllabus that has been compiled by the teacher. Furthermore, the principal will conduct an assessment and observation of the teacher when carrying out teaching and learning activities in the classroom. Based on the results of the document study conducted, it shows that the principal is monitoring and observing. The documents used by the principal include monitoring and evaluation sheets for learning planning, as well as observation and monitoring sheets. The results of observations made by researchers to determine the interaction between school principals and teachers. The results of the observations showed that group techniques in supervision activities were carried out after teaching and learning activities were not carried out at official meetings. This means that there is a discussion between teachers regarding learning in class at certain hours.

4. Follow-up on Academic Supervision Results

The principal analyzes the results of the academic supervision program to find out what steps will be taken next to the teacher. In addition, the results will be used as material for the principal's

consideration in evaluating teachers. The analysis of the results of academic supervision is carried out by the principal and the teacher by jointly analyzing the results of the academic supervision carried out. The results of academic supervision referred to are the findings of the principal while carrying out observations and monitoring during class visits or observations. The analysis and evaluation of the results of the academic supervision program is carried out between the supervised teacher and the principal. Furthermore, regarding general problem findings, analysis and evaluation will be carried out through meetings between school principals and teachers. After that the results of the supervision program itself will be reported to the supervisor of the Kindergarten Korwil of the Cipondoh District Education Office, Tangerang City.

The principal after conducting analysis and evaluation and reporting the results of the academic supervision program, then these results will be used as a basis for consideration and used by the principal to provide guidance to teachers in order to improve teacher professionalism and teacher performance towards a better direction. The results of the academic supervision program then become the basis for the principal to motivate and involve teachers in workshops or education and training activities with the aim of improving the overall performance of the facilities and infrastructure and some of the competition achievements achieved by students, the comfort of students in the learning process. so that students can develop all their abilities and achievements optimally.

The facilities and infrastructure available to support students explore their abilities and develop their imagination. With the provision of these facilities and assisted by teachers who are reliable in their fields, it is hoped that they will be able to hone and sharpen the reasoning power of students' imagination so that students will be motivated and fond of developing further their imagination power. Based on the data above, all facilities and infrastructure are well available, although there are still some shortcomings.

Academic Supervision Program Evaluation Findings Using the CIPP Model

Evaluation Findings of Academic Supervision Program in Kindergarten. Al-Ikhlas, Cipondoh District, Tangerang City, seen from the components of the context, input, process, and product, namely:

1. Context component

Context components include the vision, mission, and objectives of the principal's academic supervision, implementation schedule, objects or goals used in academic supervision, and stages of implementation. In answering a series of components contained in the context component, the evaluator conducts interviews and documentation to obtain the information needed. Interviews were conducted with School Management, Principals and Teachers.

2. Component Input

The input component includes two aspects, namely human resources (school principals) in implementing the supervision program and what human resources need to be prepared in carrying out academic supervision so that it can run properly, the qualifications of S1 Paud teachers have not been fulfilled, the infrastructure used for to support academic supervision whether it is good.

3. Process Components

This process component discusses how the implementation of the principal's academic supervision in kindergarten. Al-Ikhlas, Cipondoh District, Tangerang City. At this time it also includes 3 (three) aspects, namely: 1) the implementation of the principal's academic supervision has been carried out periodically or not, according to the schedule that has been previously made, and this academic supervision is carried out with prior or sudden notification. 2) the process of implementing the academic supervision program, whether there is an obstacle or not, and the obstacles that occur during the process of implementing the academic supervision itself. and 3) the principal carries out the follow-up to the teacher by utilizing the results of the academic supervision that has been carried out. In this third aspect, it can be seen through the analysis of the results of academic supervision, and how the follow-up will be given by the principal to teachers in order to improve teacher performance.

4. Product Components

The product component includes three achievements, the first with the existence of this academic supervision program which shows significant results on improving teacher performance in

TK Al-Ikhlas, Cipondoh District, Tangerang City. Second, the existence of academic supervision has made progress in the ability of teachers to use good IT and has been able to make learning media well taken from the internet. Third, the third achievement is that the teacher is able to use computers

/ IT within schools and between schools, and the teacher has also been able to be a good motivator for teacher participants outside school activities, especially in cluster four because as the head of the cluster as a learner teacher or core teacher. And the children's achievements in competitions also won.

Academic Supervision Program Evaluation Discussion Using the CIPP Model

To get data about the academic supervision program carried out by the principal, the researchers sought information through related documents owned by the school such as: supervision schedules, supervision tools, supervision documentation, and the instruments used. The researchers obtained these documents by asking permission from the school principal. Apart from that, by tracing documents, researchers also conducted interviews. The activity of the supervision program is part of the principal's role, which must be carried out by supervision in the Al-Ikhlas Kindergarten, Cipondoh District, Tangerang City, carried out twice a year and has been planned before the new school year starts then scheduled in the academic calendar every semester, then socialized well to new and old teachers through a work meeting at the beginning of the new school year so that teachers already know when the supervision will be held.

Supervision is not only about monitoring how the teacher teaches in the classroom, but also assessing the performance of the teacher every year and evaluating the extent to which a teacher has met his four competencies. This assessment is not only viewed from the perspective of the principal's perception; all management staff such as senior teachers are included. If the results of the supervision indicate that the teacher gets low scores, it is necessary to carry out a follow-up in the form of coaching. Supervision is said to be successful if it is carried out continuously (continuously), because if it is not carried out continuously, the teacher will consider that supervision is only casual supervision and will not have an impact on the improvement / improvement of the teacher's competence. Based on the results of the interview, the principal's academic supervision techniques which are usually carried out in the Al-Ikhlas Kindergarten, Cipondoh District, Tangerang City by the principal and varied management include class visits, teacher meetings, individual talks, and teaching simulations. Meanwhile, the supervisory approach carried out is in the form of collaborative, scientific, and clinical approaches. This situation shows that the supervisor has good enough skills in doing his job. Thus, these skills can be one of the strengths that schools have in order to improve the ability of teachers to process teaching and learning activities, which in turn can improve the quality of education in Al-Ikhlas Kindergarten, Cipondoh District, Tangerang City.

After the researcher analyzed the context of the supervision carried out by the Kindergarten principal. Al-Ikhlas, Cipondoh District, Tangerang City, it can be concluded that the supervision to be carried out by the principal is in accordance with the principles and objectives of supervision.

1. Component Input

In order to improve teacher performance, the Al-Ikhlas Kindergarten, Cipondoh, Tangerang City, provides opportunities for teachers to develop their competencies through coaching in the form of trainings, both held internally and externally by the school.

Based on the analysis, not all teachers have participated in competency development activities. According to the management, there are many factors that cause these teachers to not participate in competency development, such as Bimtek Curriculum 2013, ICT, and other training held by the City Education Office, not all teachers are included, because the implementation of the training is also related to the budget and teacher centers. which is prioritized. The school has made efforts to provide learning media facilities to teachers. The goal is for teachers to provide learning material accompanied by advances and developments in information and technology. Not all of these facilities are available or fulfilled, for example, all teachers have laptop media by buying themselves, there is no digital library, and others. In addition to limited school budgets, it can also affect teacher

competency development programs to bring in educational resource persons who are experts

in their respective fields. Teacher qualifications are not all S1. Of course this can be a factor in the lack of attention from the principal to carry out optimal supervision.

Based on the results above, the input made by the researcher on the supervision carried out by the principal of the Al-Ikhlâs Kindergarten School, Cipondoh District, Tangerang City, it can be concluded that coaching needs to be held to increase its human resources.

2. Process components

During academic supervision, the supervisor uses the techniques and approaches that have been planned in advance. The supervisory approach taken is in the form of a collaborative, scientific, and clinical approach. Which means that supervisors in carrying out supervision listen to and pay close attention to problems that exist in teachers to improve the quality of their teaching so that solutions can be found to solve problems, thus teachers will feel that the principal is paying attention so that teachers will be motivated to improve and improve teacher performance in teaching.

The results of the analysis carried out by the principal and the teacher will then become material for the principal's consideration or basis for recommending follow-up actions that need to be carried out for the teacher. The results of the interview also showed that the results of the monitoring analysis during class visits and the results of academic supervision would be discussed through the principal's meeting with the teacher to discuss what follow-up needs to be carried out. The principal provides motivation or encouragement to teachers both personally and through meetings. In addition, the principal provides the opportunity for teachers to actively participate in activities in the cluster and provides the opportunity for teachers to take part in workshops, seminars, and upgrading activities where all of these activities are aimed at improving performance during learning.

Based on the analysis of the process carried out by the researcher on the supervision process carried out by the principal, the implementation of the conclusion can be drawn that the supervision process is in accordance with the principles and objectives of supervision, even though there are some obstacles faced there will be a follow-up process in which This follow-up process serves to improve the performance of the teacher itself. The follow-up is given in various ways, such as upgrading training, technical guidance, seminars, workshops and others.

3. Product components

The implementation of school principal academic supervision is relevant to the goals and principles of existing academic supervision and in accordance with the needs of its stakeholders. The ability of the principal is good in implementing the academic supervision program even though he has to be assisted by several senior teachers. For all facilities and infrastructure in the implementation of academic supervision, they are well available in schools. For good and adequate learning media facilities. Academic supervision schedule is well structured, for implementation it is according to schedule. For the implementation process there were obstacles, but all of these obstacles could still be resolved properly. The follow-up program has been running well, but there are still some teachers who do not participate in the follow-up program because they have other activities. The school principal's academic supervision program has not shown significant results because there are still some teachers who have not met the S1 qualifications, but this program has been running according to the goals and principles of academic supervision. The results of this supervision program have shown good improvement, both in the academic and IT fields. The results of the academic supervision program in non-academic fields can be teachers who have other competencies besides teaching, but can foster activities in the field of learners or core teachers and become good motivators.

CONCLUSIONS

Human resources are sufficient in the process of implementing academic supervision and are able to carry out academic supervision of school principals in accordance with existing principles and goals. The completeness and utilization of facilities and infrastructure have a very important role in supporting the learning process in order to improve the quality of education. Facilities and infrastructure have supported the learning process and are available adequately.

Effective coaching carried out by the principal is coaching that is carried out intensively, both for teachers who have good or low performance. Because of the intensive coaching, teachers can

increase the confidence to know and understand the weaknesses and strengths in the learning process both in class and outside the classroom. Teacher guidance through trainings for each center teacher that is held both from school and from outside the school is very much needed because it can help teachers get a variety of information and knowledge so that they can increase their competence. The results of academic supervision then become the basis for the principal's consideration to carry out coaching for teachers by holding or involving teachers with workshops, seminars, and upgrades and other technical guidance.

The results of the principal's academic supervision program can have a significant impact on teacher performance both in the academic and non-academic fields, and have achieved the goals and objectives of supervision.

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