EVALUATION OF EDUCATION AND LEADERSHIP SUPERVISION HEADMASTER

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ABSTRACT

Supervision of education is based on the principal, whose consideration must guarantee the purity and dynamics in the education system. To complete certain tasks, both simple and specific, it is required that the principal must start his activities, continue and complete the same thing by complying with the respective principles of the activity. Realizing the views and theories of education supervision in the education system, and getting the same assistance for improving the quality and production of a constant quality of new education depends on the basic principles of supervision. Educational guidelines must follow the principles of supervision and educational guidelines for improving the conditions of education and learning. They must always pay attention to these principles in their plans and activities. The principal must also have a leadership character that can motivate the school community to always do their job well. Thus, due to the importance of compliance and consideration of each principle in significant supervision and educational guidance, in this thesis, an attempt has been made to state the principles of supervision, which can guide supervisors in the design and implementation of education supervision.

Keywords: Principles of supervision; Educational guidance; Educational guides; Educational system, Leadership of School Principle .

INTRODUCTION

Supervision in the world of education is very important because it affects teacher performance as well as learning outcomes. This supervision is very much needed in the educational process because there is an underlying thing such as curriculum development, with the development of the curriculum, teachers are required to also develop. The curriculum develops according to the times, where the longer the times the more sophisticated, therefore graduates are also expected to be able to keep up with the times, one way is through teachers. Teachers must develop their creativity in order to keep up with curriculum developments so that the graduates produced are also able to compete in the world of work. To increase the creativity of teachers and other employees it is necessary to hold educational supervision. Where this supervision is to provide assistance or guidance to teachers and other employees or staff in order to improve their performance and work even better. If the performance of teachers and other employees or staff is good, it will affect learning outcomes.

Educational supervision is a very important thing to do to improve the quality of education. The quality of education is closely related to the professionalism of teachers in dealing with problems that exist in the world of education both at present and in the future.

Supervision is one of the activities carried out by school principals as a coaching activity to assist educators and school employees in carrying out their work effectively, the implementation of school leadership education supervision is one of the efforts made by school principals as supervisors in

providing services, and assistance to good teachers. individually in groups in an effort to improve teaching and learning activities, school infrastructure because the success of educational institutions is one of them determined by educational supervision through the leadership of school principals, this will have an impact on educational staff in the professional growth of technical and non-technical skills possessed by teacher educators , personality, and attitudes of teachers in teaching and learning activities to students.

Supervision of the principal will have a positive impact on the psychology of teachers. The satisfaction that teachers get with the supervision of the principal will trigger the spirit of the teacher in carrying out their obligations, so that learning will run well. The success of the school is the success of the principal in leading his subordinates. Schools are complex organizations, therefore principals must be able to coordinate all activities in schools, including teacher activities in preparing learning, starting from lesson plans, media, and teaching aids. The success of the learning process is heavily influenced by the principal, teachers, and students. Therefore, the learning process needs to be optimized with supervision and guidance from the principal.

In its implementation, the supervision of education in schools is carried out by the principal who is called a supervisor, where this supervisor serves as a supervisor and controller of teacher performance. This supervision and control is carried out so that in carrying out their duties the teacher does not deviate as a teacher or educator. Teachers are required to be able to improve their performance and creativity in teaching, but to improve or develop these there are several obstacles that must be faced by teachers. The obstacles in question are such as the ability of teachers to teach, as well as the available facilities and infrastructure. Therefore this supervision is very necessary in education management. As a supervisor, the principal must be able to carry out various supervision and control to improve teacher performance. This is because the teacher plays an important role or the main role of the educational process. Therefore, supervision really needs to be given to teachers so that teacher performance becomes even better so that it can affect education. Because the teacher is the determinant in the success of education, to improve the quality or quality of education, it must start from the teacher.

Minister of National Education Regulation No. 12 of 2007 concerning standards for school/madrasah supervisors which confirms the qualifications and competencies of supervisors, namely personality competence, managerial competence, academic supervision competence, educational evaluation competence, research and development competence and social competence.

The principal as one of the components of the school plays a central role in collecting, manifesting and optimally mobilizing all the potential and resources contained in the school towards the goals set.

The chief should go about as a powerful director and pioneer. As a decent supervisor, the chief should have the option to oversee so all potential schools can work ideally in supporting the accomplishment of school objectives. This should be possible if the chief can do the executives capacities appropriately which consists of:, 1) Planning, including: mission and objectives, strategies, policies, procedures and rules, programs, and budgets, 2) Organizing, including: grouping tasks, developing a school organizational hierarchy, 3) Guidance, including: giving clear directions in every task that will be given to teachers and employees, giving awards for those who excel, and giving punishments for those who violate the rules, 4) Supervision, including: supervising the implementation of every activity in the school, and evaluating the activities that have been carried out

Educational leadership as a manager includes administrators, supervisors (supervisors), and educational leadership as leaders, including functions as innovators and motivators. The principal as the executor of academic supervision, cannot be separated from a head leadership as a manager who must perform management functions as well as possible.

The principal as one of the coordinators in educational institutions in providing direction to his subordinates or education staff, in implementing personnel management, and having a vision, mission, in improving the quality of education, commitment in developing the quality of education. The principal is related to the implementation of supervisors, to become a principal, he must have the ability to carry out his duties and the ability to foster and establish good relations with all school personnel. Therefore, the principal is one of the efforts to improve teacher performance in the learning process.

The principal as a communicator is tasked with acting as an intermediary to transmit instructions to teachers, as well as channeling the personal aspirations of the school to the agency to the teachers, and channeling the aspirations of school personnel to vertical agencies and the community. Communication patterns from schools are generally familial by taking advantage of their free time.

The principal is the key driver for the development and progress of the school and is responsible for increasing accountability for the success of students and their programs.

According to the perception of many teachers, the success of the principal's leadership is mainly based on his ability to lead. The key to the smooth working of the principal lies in stability and emotion, as well as self-confidence. This is a psychological basis for treating their staff fairly, providing exemplary behavior, behavior and carrying out their duties. In this context, school principals are required to display their ability to foster cooperation with all personnel in an open working climate that is partnership, and increase active participation from the students' parents.

In order for this to be achieved properly, the leadership of the principal needs to be empowered, so that the principal is able to play a role in accordance with his duties, authorities, and responsibilities.

The principal's leadership must be able to mobilize and optimize the components in the teaching in question, including: curriculum, student conditions, teacher conditions, and so on. As an activity manager, he must carry out school management oriented towards achieving educational goals.

The principal's leadership is the key that determines the ability, morale and professionalism of teachers in carrying out their duties. Teachers will be able to develop if the principal creates situations and conditions that allow teachers to develop well.

The principal in his capacity as a school leader must be able to understand and articulate the school's vision, mission, and strategy, believe that the school is a place to learn, influence, empower, guide, shape culture, maintain integrity, dare to take risks as a pioneer in renewal, motivate, placing human resources higher than other resources, respecting others, and always being proactive.

Al Azhar Islamic Middle School 3 Bintaro is one of the private schools under the auspices of the Al Azhar Islamic Boarding School Foundation. Based on the observations of researchers, Al Azhar 3 Bintaro Islamic Junior High School has implemented principal supervision. Throughout the 2018 - 2019 academic year, SMP Islam Al Azhar 3 Bintaro has made many academic and non-academic achievements. Educational supervision activities that are directly carried out by the principal are still not running optimally. This is due to the tight schedule of the principal's activities so that supervision activities are less than optimal.

Based on this description, the authors are interested in conducting a study on Evaluation of Educational Supervision and Principal Leadership at SMP Islam Alazhar 3 Bintaro, South Tangerang.

METHOD

1. Evaluation Method

The methodology utilized in this assessment research is subjective, (Sukmadinata, 2008) affirms that a subjective methodology is utilized to acquire top to bottom information, an information that contains meaning. Which means is real information, unequivocal information which is a worth behind apparent information. Along these lines, subjective exploration doesn't stress speculation, yet underscores more on importance.

Speculation in subjective examination is called adaptability. Sugiyono (2008:9) states that subjective exploration additionally depends on the way of thinking of post-positivism which is regularly alluded to as an interpretive and useful worldview, which sees social reality as something comprehensive/entire, mind boggling, dynamic, full of significance, and the relationship of indications is intuitive. . The examination was led on regular items. Regular articles are objects that create as they are, not controlled by specialists and the presence of scientists doesn't actually influence the elements of the item.

Moreover, the information assortment procedures utilized in this examination were documentation studies, meetings and perceptions. As per (Arikunto, 2002) the documentation technique examines composed items like books, magazines, records, guidelines, meeting minutes, journals, etc.

This documentation study is utilized by analysts to gather information on the vision, mission and objectives of the school, execution of school projects and local area cooperation in satisfying the National Education Standards. These documents are school profiles, school development plans, learning device documents, school agendas, learning carried out in class and in the field, existing facilities and infrastructure, monitoring and evaluation documents and reporting, as well as other

documents related to academic supervision.

According to (Satori and Komariah, 2013) interview is a data collection technique to obtain information extracted from data sources directly through conversation or question and answer. Interviews were conducted by asking direct explanations to the research subjects (principals, and all teacher boards).

Observation is a data collection technique by conducting observations by researchers on the academic supervision of the principal. There are two kinds of observations that will be used by researchers, specifically: direct perception and backhanded perception. Direct perception is the perception and recording of the article at where the occasion happens or happens with the observer being with the object being investigated. While indirect observations are observations made by researchers not on direct events but investigating through recordings of events such as videos, photos and so on.

Many authors have reported that qualitative methods research courses are gaining popularity and that more and more are using them in their research (Biggerstaff & Thompson, 2008; Delyser, 2008; Forrester & Koutsopoulou, 2008; Healey-Etten & Sharp, 2010; Morrow, 2007; Shaw, Dyson, & Peel, 2008).

(Hein, 2004) and (Richards, 2011) found that most of the literature on teaching qualitative research methods relates to the teaching philosophy, activities and assignments, and/or the experiences of their course authors; there is little foreground to the student experience.

Subjective examination is certifiably not a fundamental apparatus of procedures: It requires an alternate comprehension of the exploration destinations, a change in outlook from the prevailing quantitative methodology. Suppositions should be tested, and hypothesis, subjectivity, and positionality stressed. This can give understudies experiential and pragmatic learning openings that urge them to address predominant paradigmatic presumptions. The writing on showing subjective exploration strategies uncovers that exercises that empower understudies to draw in with the human and abstract nature of examination empower new understandings of the social world. At the end of the day, it shows "how different ways of thinking turn into" (Lather & St. Pierre, 2013).

2. Evaluation model used

The evaluation model used is CIPP (Context, Input, Process, and Product). CIPP is an evaluation model that uses a management-oriented evaluation approach or is referred to as a form of evaluation in program management.

The CIPP model is based on the view that the main objective of program assessment isn't to demonstrate, yet to improve. Accordingly, this model is likewise arranged in an assessment approach that is situated to program (improvement-arranged assessment), or a type of assessment for advancement. That is, the CIPP model is applied to help hierarchical turn of events and help the association's chiefs and staff acquire and utilize input deliberately so they are better ready to address basic issues or, at least, to put forth a valiant effort with existing assets.

The CIPP model has four persistent components. In the first place, setting assessment fundamentally prompts the distinguishing proof of the association's qualities and shortcomings and to giving contribution to working on the association.

The fundamental motivation behind setting assessment is to evaluate the whole condition of the association, distinguish it's anything but, a stock of qualities can be misused to cover its shortcomings, analyze issues confronting the association, and discover arrangements. Setting assessment likewise intends to evaluate whether the objectives and needs that have been set address the issues of the gatherings focused on by the association.

Second, the assessment of data sources is explicitly expected to assist with deciding the program to make the fundamental changes.75 The assessment of data sources searches for imperatives and possible accessible assets. Its fundamental intention is to assist the customer with surveying choices that identify with the requirements of the association and the objectives of the association. All in all, input assessment serves to assist customers with staying away from squandered developments that are required to fizzle or possibly squander assets.

Third, measure assessment fundamentally checks the execution of a foreordained

arrangement. The point is to give contribution to chiefs or directors and their staff about the appropriateness between the execution of plans and timetables that have been made beforehand and the effective utilization of existing assets.

If the plan needs to be modified or expanded, the process evaluation provides clues. There are still other objectives that should be considered, namely periodically assessing the degree of acknowledgment of program members and their achievement in doing their jobs; and give a total record of the execution of the arrangement and its correlation with its unique destinations.

Cycle assessment can survey the association's arrangements and past assessments to distinguish significant parts of the association that ought to be checked. Here what should be recalled is that cycle assessment is principally pointed toward guaranteeing the interaction. Deviations from the first arrangement are clarified. The primary capacity of interaction assessment is to give input that can help authoritative staff do programs as indicated by plan, or maybe alter plans that end up being awful. Thus, measure assessment turns into a fundamental wellspring of data for deciphering item assessment results.

Fourth, item assessment intends to gauge, decipher, and evaluate program accomplishments. All the more explicitly, item assessment intends to survey the achievement of the program in addressing the requirements of the program targets.

These assessments of the success of the program or organization are collected from the people involved individually or collectively, and then analyzed. That is, the success or failure of the program is analyzed from various points of view.

FINDINGS AND DISCUSSION

Supervision has the role of optimizing the responsibilities of all programs. Supervision is concerned with all research efforts that are focused on all aspects that are determinants of educational success. By knowing the condition of aspects related to education in detail and accurately, it can be known exactly what is needed to improve the quality of our education.

Supervision carried out by the principal or by the education supervisor, is intended to improve the quality of the learning process so that it is meaningful for students. With the increase in the quality of teachers, it is hoped that it will run in harmony with the quality of learning in the classroom. The quality of learning in question includes the process and results achieved after the learning process takes place. And of course, in the end it boils down to improving the quality of education.

The nature of the learning interaction is exceptionally reliant upon the capacity of educators in learning exercises in the study hall, while the nature of learning results is typically demonstrated by understudy accomplishment. In the event that the learning cycle isn't of great, then 90% of students' achievement will not be good either. On the other hand, if the learning process is of high quality, the student's learning achievement will automatically be good and satisfying.

The results of the evaluation of the educational supervision and leadership of the principal at SMP Islam Al Azhar 3 Bintaro show several important things related to the management of educational supervision in fostering teachers in schools, starting from the planning of coaching to the follow-up of the results of supervision. These will be presented as follows:

1. Evaluation of the Context of Teacher Coaching Planning

The context evaluation mainly leads to the identification of the strengths and weaknesses of the Al Azhar 3 Bintaro Islamic Middle School and to providing input to improve the weaknesses of the Al Azhar 3 Bintaro Islamic Junior High School. The main objective is to assess the entire situation of SMP Islam Al Azhar 3 Bintaro, identify its weaknesses, take an inventory of its strengths to cover its weaknesses, diagnose the problems encountered and find solutions.

2. Evaluation of Education Supervision Input

Evaluation of inputs to help determine the program to make the necessary changes. Input evaluation looks for available constraints and resources. Its main purpose is to help examine alternatives that address school needs and school goals.

Evaluation of inputs helps to regulate decisions in providing information to determine how to best utilize resources to achieve program objectives. At SMP Islam Al Azhar 3 Bintaro the input evaluation includes classroom management. In one class consists of 30 students with one class teacher (homeroom teacher) and subject teacher. Teacher education qualifications are linear with the field of study taught by the teacher. As for the infrastructure that can support teaching and learning activities used by teachers in the classroom, such as the Ipad digital smart class room), a complete computer set with audio visuals.

Curriculum preparation is carried out every year starting with a work meeting at the beginning of the year, which discusses all programs and activities that will be carried out during one academic year. Then from the results of the work meeting, programs and activities were compiled into the curriculum of Al Azhar 3 Bintaro Islamic Middle School.

Furthermore, for every program and activity carried out by the school, there is supervision or supervision from the YPI Al Azhar supervisor and or the South Tangerang City Education Office, to check whether the implementation or implementation of the program is running according to the plan and standard operating procedures at SMP Islam Al Azhar 3 Bintaro. .

Obstacles to the implementation of ideal supervision, several obstacles were found, including the following: First, legally what is in the nomenclature is a supervisory position, not a supervisor. This identifies the paradigm of thinking about education which is still close to the inspection era. Second, the scope of the supervisor's duties emphasizes more on administrative supervision carried out by school principals and teachers, the assumption used is that if the administration is good, the teaching in the school is also good. This is what is wrong. Third, the ratio of the number of supervisors to schools and teachers who must be fostered or supervised is not ideal. In areas outside Java, for example, a supervisor must travel tens or even hundreds of kilometers to reach the school he supervises. Fourth, competency requirements, recruitment and selection patterns, as well as evaluation and promotion of supervisory positions have also not reflected great attention to the importance of implementing supervision in the spirit of education, namely teaching and learning interactions in the classroom.

3. Evaluation of Coaching Intensity and Consistency Process

Cycle assessment essentially checks the execution of a foreordained arrangement. The point is to give contribution on the similarity between the execution of plans and timetables that have been made already and the productive utilization of existing assets.

Supervision activities complement existing administrative functions in schools as the last function, namely the assessment of all activities in achieving goals. With supervision, it will provide inspiration to jointly complete more jobs, faster time, easier ways, and better results than if done alone. Supervision has the role of optimizing the duties, everything being equal. Oversight is worried about all exploration endeavors focused on all viewpoints that are basic achievement factors.

Its implementation is always related to institutional consistency, academic activities, professionalism, and the seriousness of education providers on the importance of ensuring that the expected quality can be maintained since the planning, implementation and monitoring steps.

The implementation of academic supervision activities is intended to improve and improve the quality of learning through improvement and improvement of teacher professionalism.

Improvements or improvements in teacher competence and/or professionalism are urgently needed in line with the increasing demands of society as stakeholders for higher quality education and the rapid development of science and technology that requires teachers to be able to follow and adapt to these developments.

School supervisors as part of the education staff, one of the main tasks and functions of ensuring the quality of education, feels the need to make efforts to improve and improve the competence and professionalism of teachers. One of the efforts that can be made by supervisors in this case is to carry out more intense academic supervision. It is believed that the intensity of the implementation of academic supervision carried out by supervisors on teachers in their target schools will greatly affect the improvement of the quality of learning. The higher the intensity of academic supervision carried out by supervisors on teachers, the more likely it will increase the quality of learning, and vice versa.

If the academic supervision of teachers in schools has not been able to run properly, the process of coaching teachers will be disrupted. This is because teachers will spend more time teaching and other routine activities without trying to improve their competence and professionalism. In these circumstances, the supervisory role of the supervisor is still very necessary.

4. Evaluation of Teacher Coaching Products

Product evaluation aims to assess the success of the program in meeting the needs of the program targets. Product evaluation is carried out to determine whether the evaluation of teacher development plans that have been made has been carried out well or still needs improvement. This evaluation aims to help make further decisions and what to do after the program runs.

Based on the results of the research conducted, it is realized that the manager has assessed the instructor's presentation. The assessment exercises are done by the boss in an arranged and precise way. Arranged here implies that the work has been expressed in the scholarly management plan which is isolated into yearly and semester oversight plans. While foundational implies that the assessment of scholastic management is completed on the getting the hang of preparation program and its execution in the homeroom is done with steps that have been efficiently orchestrated. This progression is to begin management by assessing the educator's learning project and afterward proceeding with assessing the learning cycle (showing execution evaluation). This was trailed by an individual gathering containing an open conversation between the boss and the managed class instructor.

The results of this discussion are one of the supervisors' considerations for following up on the evaluation results as a reflection to formulate new action modifications or guidance plans for the next teacher which of course will be more effective than before. With this evaluation, it is hoped that there will be an increase in teacher competence and professionalism which will ultimately have an impact on improving the quality of learning.

Evaluation of the teacher's teaching performance in the form of class visits, assessing the series of activities that occur during the teaching and learning process. The series of activities in question are opening lessons, core activities which include exploration, elaboration and confirmation activities, and closing activities. In addition, the supervisor also assesses the teacher's ability to manage the class and the teacher's attitude during the teaching and learning process. So it is not only the teacher's ability to master the material that is important but apart from the material, the teacher must also have an educational attitude to be emulated by his students.

CONCLUSIONS

The results of the discussion that the author has described previously can be concluded in general that in the implementation of the guidance for teachers, supervisors or principals of SMP Islam Al Azhar 3 Bintaro, they supervise education through several systematic steps involving the principal in assisting their duties. The supervision carried out by supervisors through educational supervision begins with the preparation of a supervisory program, both annual and semester supervision. After that, the supervisor checks the learning program at the first meeting with the class teacher to be supervised, then continues with class visits or observations to determine the teacher's performance in implementing the previously implemented learning program. The next stage is to hold a personal meeting with the teacher to discuss the evaluation results obtained by the supervisor after examining the learning tools and conducting classroom observations as a follow-up to the academic supervision that has been carried out by the supervisor.

As a follow-up to the results obtained from the supervision activities, the supervisor will give a verbal warning that is a partnership to the teacher so that he immediately completes the imperfect learning tools. As for the performance of the teacher in the classroom, the supervisor and the teacher will discuss all the findings of the supervisor while assessing the performance of the teacher teaching in the classroom. In addition, supervisors and teachers also discussed other obstacles encountered by teachers in teaching as well as appropriate ways to overcome obstacles encountered by these teachers.

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