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- **FINDINGS AND DISCUSSION** (analysis of research results and theoretical suitability)
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5. The completeness of the substance of the text is examined by the competent reviewer in accordance with the journal manuscript with the original editor's expertise field.

6. All parts of the script, in the discussion section, tables and graphs, must be made in the black and white method (not color or grayscale). If needed, images can be presented in grayscale, but not color.

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AN EVALUATION OF THE IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION 2013 CURRICULUM

ANGGRAENI

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ABSTRACT

This study aims to evaluate the implementation of the 2013 PAUD curriculum related to planning, organizing, and implementation. The research was conducted at TKIT Nurul Izzah, located in Depok, West Java, using a discrepancy evaluation model consisting of six steps. Data collection was carried out by observation, structured interviews, and documentation. The results showed that 1) in terms of planning, the discrepancy was that there was no explanation regarding the curriculum used and the modifications made to the curriculum in the guidelines for the preparation of the curriculum at the educational unit level; 2). In terms of organizing, the discrepancy was that including the allocation of time / study load used exceeds the specified minimum standard, namely 1350 minutes per week; and 3) in terms of implementation, the discrepancy was that only the school committee know the vision, mission and objectives of education. However, semester, weekly, and daily planning has followed the regulation of the minister of education and culture Number 146 of 2014, documentation has also been included in the curriculum document, the learning methods have varied, the assessment techniques and instruments have followed the rules, and the learning outcomes report has a description and follow the existing rules. Thus, it can be concluded that the implementation of the 2013 early childhood education curriculum has gone quite well with the need for improvement in several parts, especially in the planning section.

Keywords: *Planning; Organizing; Implementation; 2013 Curriculum Children's Education Early age*

INTRODUCTION

Early childhood education is the most fundamental education because it determines the development of children in the future. This is largely determined by the various meaningful stimulation given from an early age. Early childhood is a period where children's development is very fast for the next stage and the first years of a child's life experience major developmental changes in various aspects of development (Suardi & Samad, 2020). Brewer defines that early childhood, namely birth to the age of eight years because it is a very strategic period for further development (Hasibuan, Ramadhani, & Lubis, 2020). This period is a time for the formation of a child's foundation so that the child's potential can develop optimally.

The education obtained by children at an early age greatly helps children's learning readiness to take part in learning activities at the next level of education. To be able to foster, grow, and develop all the potential development of the child, a plan is needed that becomes the center of educational activities in early childhood education. This is important because the relationship between child development and early childhood curriculum is reflected in the development of aspects of child development in accordance with the guiding principles of the National Association for Youth Education (NAEYC) (File, Mueller, & Wisneski, 2012). Therefore, curriculum development is an important part of the educational process, including early childhood education as a tool to assist educators in carrying out their duties. In addition, the curriculum was developed to facilitate the learning process.

One of the objectives of the 2013 early childhood education curriculum is to encourage optimal student development through meaningful and enjoyable learning experiences so that children achieve competence in attitudes, knowledge, and skills that support success in school and education at a later stage (Karyani, 2019). The curriculum that is compiled should also consider various aspects of development, the potential for multiple intelligences, as well as various aspects of the needs of early childhood (Ndeot, 2019). The importance of the benefits of curriculum development so as to provide a meaningful learning experience for children and develop all aspects of children's development and competence.

According to research that has been carried out previously that the benefits of developing curriculum planning provide several useful descriptions as a basis for providing policies in evaluating the process of providing education (Roziqin, 2019). That is one of the important things that need to be planned in making the curriculum. This is also confirmed by research which states that: "Young children's learning for sustainable development should be embedded in their daily life and play, integrated with their whole curriculum, not separated from their real life and become a separate subject" (Agnihotri, 2018). This means that children learn for continuous development and are found in everyday life and games that are integrated with the entire curriculum, so that they are not separated from their lives.

However, currently what is happening in the field are still many difficulties in implementing curriculum policies. In this case, when compiling document I and document II KTSP. Document I KTSP is the school's vision and mission, so it is difficult to even not make it or adopt and adapt it from other schools. While the KTSP document II consists of lesson plans, especially in early childhood education learning planning in the form of RPPH and RPPM is rarely done by teachers (Karyani, 2019). This is also experienced at TKIT Nurul Izzah who still has difficulty in making lesson plans, especially in finding varied and innovative play activities. Some other problems, for example regarding the organization of curriculum documents that are not well planned. In addition, in terms of facilities and infrastructure as well as the manufacture of educational teaching aids, which is still difficult. Observations in the field are also still found by teachers who still do not understand the preparation of learning designs that have set curriculum standards. This can result in learning not going as expected (Rahelly, 2018).

The problems in this study are as follows: (1) How is the suitability of the 2013 early childhood education curriculum planning held at TKIT Nurul Izzah with Permendikbud Number 146 of 2014 concerning the 2013 early childhood education curriculum?; (2) How is the suitability of organizing the 2013 early childhood education curriculum held at TKIT Nurul Izzah with Permendikbud Number 146 of 2014 concerning the 2013 early childhood education curriculum? (3) How is the implementation of the 2013 early childhood education curriculum at TKIT Nurul Izzah in accordance with the Minister of Education and Culture Regulation Number 146 of 2014 concerning the 2013

early childhood education curriculum?. Based on this, research on the implementation of the 2013 early childhood education curriculum at TKIT Nurul Izzah is important to know the extent of the gaps in schools in implementing the 2013 early childhood education curriculum because the 2013 early childhood education curriculum has been implemented since 2015 so it is necessary to conduct an evaluation of the implementation at TKIT Nurul Izzah is a TKIT that has implemented the 2013 early childhood education curriculum.

METHOD

This research is generally divided into five (5) stages, namely the preparation stage, data collection, data checking, data analysis, and conclusion. The first stage of preparation is to make observations and initial observations to stabilize the research problem. The second stage, collecting data through documentation, interviews, and observations to explore in depth various information related to the focus and problems of the research. The third stage is checking and verifying the data to strengthen the research data. The fourth stage is the data that has been collected is analyzed. The last stage is drawing conclusions.

The method used in this evaluation research is an evaluation method with a descriptive qualitative approach. According to Gall, “qualitative research is multi-method in its focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, trying to make sense, of, or interpret, phenomena in terms of the meanings people bring to them” (Gall, Gall, & Borg, 2007).

The evaluation model used in this study is the Discrepancy Evaluation Model (DEM). This evaluation model is used to answer the formulation of the evaluation problem, namely to compare the implementation of the 2013 early childhood education curriculum that has been prepared with predetermined standards/criteria, and to analyze whether there are gaps in the implementation of the 2013 early childhood education curriculum that has been prepared at TKIT Nurul Izzah. To evaluate the implementation of the curriculum with the discrepancy model, the author first determines the components to be evaluated and sets the criteria/standards that must be achieved. The criteria used are Permendikbud RI No. 146 of 2014 concerning the 2013 early childhood education curriculum. This inequality evaluation model requires six steps to implement, namely:

FINDINGS AND DISCUSSION

The results found from the evaluation of the implementation of the 2013 early childhood education curriculum at TKIT Nurul Izzah were seen from the planning, organization, and implementation of the 2013 early childhood education curriculum. As for the results obtained from the three evaluations, if described, the evaluation of inequality / gaps in the implementation of the 2013 early childhood education curriculum at TKIT Nurul Izzah can be seen in the following table.

Table 1. Evaluation of Inequality/Gaps
Implementation of Curriculum 2013 early childhood education at TKIT Nurul Izzah

| No | Evaluation | Standard | Finding | Gap | Efforts to Eliminate Gaps |
|----|---|---|---|---|---|
| 1. | Formal basis for implementing early childhood | Has a legal footing regulation for implementing early childhood | TKIT Nurul Izzah has Permendikbud No. 137 and 146 of 2014 | Supporting guidelines in the preparation of the 2013 curriculum for early | Should be completed by submitting an application to The relevant directorate or download on the |

| No | Evaluation | Standard | Finding | Gap | Efforts to Eliminate Gaps |
|----|-------------------------------|---|--|--|--|
| | education | education in accordance with the standards | | childhood education are not all owned | website so that the preparation of the KTSP is more complete and in accordance with the rules that have been set. |
| 2. | The curriculum used | <ol style="list-style-type: none"> Using the 2013 early childhood education curriculum in accordance with the established standards standar Kindergarten has a curriculum that is a reference in accordance with established standards standar Kindergarten has a modified curriculum according to the standards set | <ol style="list-style-type: none"> TKIT already uses the 2013 early childhood education curriculum TKIT already has a curriculum that becomes a reference, namely the 2013 early childhood education curriculum TKIT Nurul Izzah has a modified curriculum, namely by incorporating school characteristics, namely the deepening of religious values into the KTSP. | The explanation of the curriculum used in the KTSP document I has not been explained, even though it has implemented the 2013 early childhood education curriculum at TKIT Nurul Izzah as on the walls. school wall It is recommended that the KTSP document I explain the curriculum used with the modification of the curriculum so that the characteristics of the school are clearly visible when reading the KTSP document. | In addition, it can also be attached to the school's writings that characterize the uniqueness of the school so that it is clear the modification of the peculiarities of the school curriculum. The hallmark of the school which is an Integrated Islamic school is that it can display pictures, such as: Asmaul Husna, writing the names of angels. |
| 3. | Allocation of time/study load | Study time is determined based on the number of hours of study that is determined according to the standards set. | Study time at TKIT Nurul Izzah is 1350 minutes in five days a week | For the set standard the length of learning is carried out through face-to-face learning with a duration of at least 900 minutes per week. | The length of study is the time used to provide learning experiences to children in one week, one semester, and one year so that they can adapt to the needs and conditions of the school. |
| 4. | Educational Calendar | 1. Kindergarten has an educational calendar according to established | 1. TKIT Nurul Izzah has an educational calendar according to the rules set by | The educational calendar in Nurul Izzah's TKIT has arranged learning activities for one year and is posted | An educational calendar containing time arrangements for children's learning activities for one academic |

| No | Evaluation | Standard | Finding | Gap | Efforts to Eliminate Gaps |
|----|--|---|---|---|---|
| | | standards 2. The educational calendar is socialized to interested parties in accordance with the standards set | the Depok City Education Office. 2. The educational calendar is also disseminated to parents of students and other interested parties. | on the school wall | year is important to be made before the new school year which includes the start of the school year, effective study week, effective learning time, and holidays so that it is well structured and needs to be socialized so that all parties interested parties know. |
| 5. | Vision, mission, and educational goals, the organizational structure | Kindergarten has a document of the vision, mission, and educational goals and conducts socialization to stakeholders in accordance with the standards set | TKIT. Nurul Izzah has the vision, mission, and goals of education and disseminates to the school committee. | The school's vision, mission, and goals are only contained in the KTSP documentation and are only known by the school committee. There are no displays that show the school's vision, mission, and goals. | It is better if the vision, mission, and educational goals can be socialized either in the form of displays at school so that they are more visible and legible when someone visits the school. |
| 6. | Semester planning, weekly learning implementation plan (RPPM), daily learning implementation plan (RPPH) | 1. The suitability of semester planning, RPPM, and RPPH adapted to the 2013 early childhood education curriculum according to the standards set 2. Documented learning plans in accordance with established standards 3. Learning | 1. The semester program components consist of Basic Competencies (KD), sub-themes and sub-themes, and time allocation. RPPM consists of school identity, theme, sub-theme, sub-theme, time, learning activities, list of basic competencies, and characteristics/ | 1. The components of the semester program, RPPM, and RPPH have followed the Minister of Education and Culture Regulation Number 146 of 2014 concerning the 2013 curriculum early childhood education. 2. The lesson plans have been documented in the KTSP document, but not all of them | 1. For conformity in the preparation of learning plans, it is better to use the Permendikbud in addition to looking at the supporting guidelines so that they are easier to implement and implement. 2. Documented learning plans should all be in the KTSP document II so that the plans that have been made for one semester are easy to find and read, not just the |

| No | Evaluation | Standard | Finding | Gap | Efforts to Eliminate Gaps |
|----|---------------------|---|---|---|---|
| | | plans are prepared by educators in accordance with established standards | <p>characteristics of inculcating religious values. RPPH consists of school identity, age group, time, learning objectives, indicators, group learning models, tools/sources, assessment of child development.</p> <p>2. The lesson plan is documented in the form of document II</p> <p>3. The lesson plan is prepared by the educator together before the new teaching.</p> | <p>are included in the KTSP document and only examples are attached.</p> <p>3. Learning plans are compiled together by adjusting the rules and guidelines that have been set.</p> | <p>examples in the KTSP documentation.</p> <p>3. Learning plans are compiled together to facilitate the learning process.</p> |
| 7. | Learning activities | <p>1. Learning activities consist of: opening, core, and closing activities according to established standards</p> <p>2. Arrangement of the play environment according to the needs of the child in accordance with the established standards</p> <p>3. Game tools and learning resources that are in</p> | <p>1. TKIT Nurul Izzah has learning activities consisting of: opening, core, and closing activities in daily planning</p> <p>2. The arrangement of the play environment at Nurul Izzah's TKIT adjusts to the needs of children although there are still many that must be equipped with facilities and infrastructure</p> <p>3. Game tools and</p> | <p>1 Learning activities have been adjusted by paying attention to learning activities consisting of opening, core, and closing activities and have been included in the daily activity planning.</p> <p>2. The arrangement of the playing environment is still not fully adapted to the needs of children because they</p> | <p>1. Learning activities should continue to innovate in learning activities consisting of opening, core, and closing activities and so that they are more varied as contained in daily activity planning. Innovations that can be done by teachers, for example, make a project or experiments that make children think critically, creatively, and have great curiosity.</p> <p>2. The arrangement of the playing</p> |

| No | Evaluation | Standard | Finding | Gap | Efforts to Eliminate Gaps |
|----|---------------------------------------|---|--|--|---|
| | | accordance with the needs of children according to the standards set | learning resources still need to be equipped to suit children's needs | still need to be equipped. 3. Game tools and learning resources have not adapted to the needs needed by children | environment should better adapt to the needs of children by completing the facilities and infrastructure. 3. Game tools and learning resources should adapt to the needs needed by children, by making their own APE (Educational Aids) or can even be obtained from the environment if they cannot complete them. |
| 8. | Learning methods | Use varied methods and use the principle of playing while learning in accordance with the standards set | The learning methods at TKIT Nurul Izzah use varied learning methods according to the learning activities carried out although not all teachers have the skills to explore learning activities with various learning methods need varied learning innovation | Not all teachers can develop their ability to innovate varied learning activities and different teacher skills so that not all are the same in implementing learning methods in the learning process | It is recommended that TKIT have the same standards in learning methods used in the learning process by doing sharing knowledge among teachers in developing the learning methods used so that innovation in the process of learning activities continues to increase. |
| 9. | Assessment techniques and instruments | The teacher uses various assessment techniques and instruments by doing what is done starting from the child coming, during the learning process, during breaks, until the child goes home according to the standards set | For the assessment techniques and instruments used at TKIT Nurul Izzah uses observational assessment or observation, assignment, performance, assessment of work, and portfolios. | The techniques and assessment instruments used at TKIT Nurul Izzah have used varied techniques and instruments, although some were not used, such as: conversation and anecdotal recording. | The methods used are varied and close to the standards that have been set from Permendikbud Number 146 of 2014 only if it is equipped with all the techniques and assessment instruments, the results will be even better in looking at the competence and development of children. The |

| No | Evaluation | Standard | Finding | Gap | Efforts to Eliminate Gaps |
|-----|--|---|---|---|---|
| | | | | | assessment techniques and instruments recommended in Permendikbud Number 146 of 2014, are observations or observations, conversations, assignments, performance, assessment of work, recording anecdotes, and portfolios. |
| 10. | The report on the achievement of the results of the growth and development | Kindergartens have reports on the results of children's growth and development in the form of reports in the form of descriptions of children's growth and development and are attached with a portfolio of children in accordance with the standards set | The achievement report at Nurul Izzah's TKIT uses the standards set by the Government in the form of reporting a description of the growth and development of children and the existence of a portfolio of children in the form of works made by children for one semester. | For reports on the achievement of children's growth and development results, they have adjusted to those prepared by the Government and followed the standards set by the Government. | It is advisable for the assessment to adjust to those determined by the Government in the form of a description so that the growth and development of children can be seen. |

If it is related to the research of Megersa and Tarekegne, the results of their research state that the main factors that can affect the implementation of preschool education are generally related to the lack of teacher guidance, policy documents, and the lack of uniformity in program implementation (Megersa & Tarekegne, 2019). This means that at TKIT Nurul Izzah needs to have supporting documents other than the formal legal ones that are owned so that the implementation of the curriculum can run well.

Another component in planning is regarding the curriculum used, the school should explain in its KTSP document the curriculum used and curriculum modifications. This is similar to what Claire McLachlan and Marilyn Fleer said that: "A curriculum may refer to a system, as in a national curriculum; an institution, as in a school curriculum; or even to an individual school, as in the school geography curriculum" (Claire McLachlan, Marilyn Fleer, 2010). This means that the curriculum refers to a national curriculum system, institutions, and schools, or it can also be adapted to the conditions and needs of individuals, schools, and geography.

According to research by Afifah, et.al stated that the designed learning must pay attention to

curriculum guidelines, academic calendars, determination of themes, learning schedules, and government daily activities (Afifah & Suriansyah, 2019). Therefore, schools must pay attention to this so that school program planning becomes structured and measurable. Other research also states that teachers as implementers, adapters, developers, and curriculum researchers are responsible for determining the appropriate curriculum for the success of students, especially in order to be able to compete and adapt in the global world (Ndeot, 2019). As implementers in the curriculum, teachers need to take an active role in curriculum reform aimed at the quality of education for both teacher professionalism and the quality of the students themselves. Thus, teacher participation in the implementation of any curriculum development is useful for measuring the success of the curriculum, especially when they contribute social capital to it (Varkey, Peloquin, Reed, Lindor, & Harris, 2009)

In terms of learning activities, it is also important to pay attention to learning experiences that are meaningful and in accordance with the needs of children. Bradekamp argues that, it is not the child who adapts the program, but the program that adapts the child (Bradekamp S, 1997). Research conducted by Dere states that teachers must be able to provide materials or activities that can trigger children's imaginations, provide opportunities to imagine children's ideas, respect individual and encourage different points of view, and encourage children to participate in creative games (Dere, 2003). 2019). This means that the teacher when looking for learning activities is also innovative so that it makes children creative. This is what is still difficult to apply at TKIT Nurul Izzah, because not all teachers have the same ability in finding various learning activities that will be carried out. Hattie (2009) revealed that the results of several studies indicate that teachers play a key role in the formation of effective education.

In terms of structuring the play environment, you must also pay attention to the existing facilities in the school. Therefore, schools should be able to support more complete facilities and infrastructure. Support for early childhood learning environments, namely the availability of children's play facilities that allow children to move freely, create, explore, and perform various manipulation activities so that they can gain new experiences from their activities (Lestari & Prima, 2019). Likewise, game tools and learning resources should adapt to the needs needed by children, by making their own APE (Educational Teaching Aids) or even being obtained from the environment if they have not been able to complete them.

By paying attention to these things, planning, organizing, and implementing the curriculum at TKIT Nurul Izzah can be even more optimal. The importance of sharing information (knowledge sharing) between teachers makes schools have the same standards. The role of the principal is also important in monitoring, assessing, and making the KTSP document together. In addition, the involvement of school committees is also important for the smooth running of school programs.

CONCLUSIONS

The conclusion in the study regarding the implementation of the 2013 early childhood education curriculum at TKIT Nurul Izzah, Depok uses the Discrepancy Evaluation Model (DEM). Planning at TKIT Nurul Izzah has met the criteria/standard evaluation/success. However, what needs to be completed are supporting documents in order to complete and further enrich the development and preparation of the KTSP. The organization of the 2013 early childhood education curriculum at Nurul Izzah's TKIT needs to complete all daily and weekly planning and is included in the KTSP II document and not only the examples given. The role of the principal is very important in providing guidance and supervision to teachers in preparing fun play activities for children. This is so that the child's learning process becomes meaningful. The implementation of the 2013 early childhood

education curriculum at Nurul Izzah's Kindergarten needs to pay attention to more varied and innovative play activities as well as structuring the learning resource environment. In addition, facilities and infrastructure that still need to be equipped so as to adapt to the needs of children and meet the standardization of government regulations that meet the ratio with the number of children and play equipment.

Based on the results of the research that has been carried out, suggestions that can be put forward, among others, should TKIT Nurul Izzah be able to include the curriculum used and curriculum modifications in the KTSP document need to be explained. Determination of the allocation of learning time needs to pay attention to the needs and conditions of students so that context analysis is needed when preparing it. Curriculum organization is the need to complete all weekly and daily plans in the KTSP II document so that the documents are not scattered. In addition, preferably, documents are archived according to the classification according to the procedure. The role of the principal is very important in supervising and assessing the plans prepared by teachers. In implementing the curriculum, the school should be able to adjust learning activities to the standards set by the government, made as attractive as possible to make it fun and exciting for children. The need to complete the facilities and infrastructure as well as the arrangement of a play environment that pays attention to the needs of children.

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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-Ikhlâs, 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-Ikhlâs, 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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THE EFFECT OF TRANSFORMATIONAL LEADERSHIP OF SCHOOL PRINCIPLES AND SCHOOL CLIMATE ON TEACHER JOB SATISFACTION

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ABSTRACT

This investigation expects to (1) to know the impact of the head groundbreaking authority to work fulfillment at professional school in Rawamangun, East Jakarta. (2) To know the impact of school environment to work fulfillment at professional school in Rawamangun, East Jakarta. (3) To know the impact of the head groundbreaking initiative to class environment in Rawamangun, East Jakarta. This examination was led at professional school in Rawamangun, East Jakarta. The number of inhabitants in this exploration was professional teachers in Rawamangun, East Jakarta which produced to 200 individuals. Through Slovin equation got by 133 tests. Inspecting method utilizing straightforward arbitrary testing. Information assortment strategy utilized is ex post facto review technique by dispersing survey to the educator who has been tried legitimacy of its dependability as per research directed. Information investigation uses by utilizing distinct examination, T-test and F-test. The exploration results show that (1) the head groundbreaking initiative has a positive and critical impact to work fulfillment at professional school in Rawamangun, East Jakarta. (2) School environment has a positive and huge impact to work satisfaction at professional school in Rawamangun, East Jakarta. (3) The head groundbreaking authority has a positive and critical impact to class environment

Keywords: *Principal transformational leadership; School climate; Job satisfaction*

INTRODUCTION

Instructors are one of the primary segments that help the improvement of HR through schooling. As indicated by the Law on Teachers and Lecturers of the Year Number 14 of 2005 article 1 passage (1), instructors are proficient teachers with the principle errand of teaching, instructing, directing, coordinating, preparing, surveying and assessing understudies in youth schooling through proper training, essential instruction, and auxiliary instruction. To help the smooth event of a compelling instructing and learning measure, the presence of teachers is a central point in improving the nature of schooling.

Educator work fulfillment is additionally critical to know the image of expanding instructor polished skill, which is set apart by upgrading crafted by educators, instructors feel enthusiastic, and instructors feel cheerful in completing their obligations and duties.

In light of the consequences of perceptions and meetings directed with a few private professional teachers in Pulogadung District, there is an inclination that the degree of instructor work fulfillment is as yet missing and not true to form. This wonder is reflected in the side effects of instructors who educate spontaneous, late to class, high truancy, lethargic and frequently whine. Objections submitted are not just issues of pay that have not had the option to meet expanding financial requirements yet additionally different protests like deficient learning offices and framework, an unsupportive work environment, for example, associations with colleagues who are less steady of one another and understudy conduct that is deteriorating step by step. progressively irritating.

The central's administration is believed to be one of the elements that influence educator work fulfillment. The chief is the sole innovator in the school who has the obligation to instruct and impact all gatherings associated with instructive exercises at the school to cooperate in accomplishing school objectives. A decent head, legitimate, mindful, ready to direct a lot his subordinates is required to build the work fulfillment of subordinates. The head in his part as a pioneer should have the option to guide others to do the errands he needs and establish a charming school environment for instructors to work.

One type of initiative that is accepted to have the option to adjust the outlook and impression of new perspectives in the progression of globalization is planned as groundbreaking administration. This administration is characterized as initiative that requires rousing subordinates to work for undeniable level objectives that are viewed as past their own advantages at that point. Groundbreaking administration isn't just founded on the requirement for confidence, yet additionally raises the consciousness of pioneers to put forth a valiant effort as per the board and initiative advancement examines that view individuals, execution, and hierarchical development as the most compelling side (Sudaryono, 2014).

Occupation fulfillment is a cheerful or positive enthusiastic express that comes from assessing one's work or work insight. Occupation fulfillment is the aftereffect of representatives' view of how well their work gives things that are considered significant (Luthans, 2006).

As indicated by (Herzberg, 2004) an individual's work fulfillment relies upon two sorts of components, in particular the fulfillment factor (helper factor) and disappointment factor (cleanliness factor). The fulfillment factors incorporate (1) Achievement (work accomplishment), (2) Recognition (acknowledgment), (3) Work itself (the actual work), (4) Responsibility (duty), and (5) Advancement. There are five parts of occupation fulfillment, to be specific 1) Payment, 2) Job, 3) Promotion openings, 4) Bosses and 5) Colleagues (Luthans, 2006).

(Azyanti, 2018) say that the head's groundbreaking initiative is a pioneer who can assemble changes inside the school association as per the qualities that have been set by enabling the whole school local area through coordinated correspondence, so adherents can work all the more vivaciously and zeroed in, so instructing and learning is extraordinary for everybody.

In view of the idea of Bass and Avolio, four elements of head groundbreaking administration were grown, specifically 1) The impact of vision, 2) Inspirational inspiration, 3) Intellectual recreation, 4) Personal contemplations.

School environment is a condition, where the condition of the school and its current circumstance is in an extremely protected, agreeable, serene and lovely state for educating and learning exercises (Chandra et al, 2017).

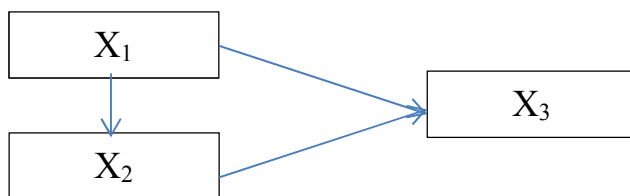
Supardi in (Yuniati, 2013) states that a favorable school environment assists with making a compelling school. A helpful school environment is an environment that is really fitting and supports the perfection and coherence of the educator's learning cycle.

In powerful schools, uncommon consideration is paid to the creation and support of a helpful environment for learning. A helpful environment is described by the making of a protected, systematic and open to learning climate so the educating and learning cycle can occur well. Coming up next are markers in the advancement of school environment as per (Daryanto, 2015) specifically 1) Structuring the school's actual climate, 2) Structuring the school's social climate, 3) Structuring school faculty, 4) Structuring the school workplace.

METHOD

The examination strategy utilized in this investigation is a causal study strategy with way investigation strategies, with a relapse investigation approach utilizing 3 factors comprising of: two free

factors (exogenous), specifically factors X1 and X2 and the reliant variable (endogenous) in particular factor X3. The free factor (X1) is the head's groundbreaking authority and (X2) the school environment, while the reliant variable (X3) is work fulfillment. This exploration was directed on instructors of Private Vocational Schools in Pulogadung District, East Jakarta. The hour of the examination was completed in January - July 2020.



Information

- X1 : Principal's Transformational Leadership
- X2 : School Climate
- X3 : Job satisfaction

The population in this study were teachers of private vocational schools throughout Pulogadung, East Jakarta, amounting to 200 people and a sample of 133 people. The sampling method used is simple random sampling.

In this study the technique used in data collection is a questionnaire (questionnaire). This research questionnaire uses a Likert scale, which is to measure the attitudes, opinions and perceptions of teachers about the problems that become research variables consisting of variables.

The validity test in this study used item analysis. The score in each item is correlated with the Product Moment Correlation Test formula from Karl Pearson. The statement on the questionnaire is declared valid or not, if the value of r obtained is (r_{hitung}) compared with (r_{tabel}) with a significant level of 5% if $r_{hitung} > r_{tabel}$ greater than 0.361.

Test the reliability of the instrument using the Alpha Cronbach technique. The criteria if the value of $r_{hitung} > r_{tabel}$, then the instrument is declared reliable with a significance level of 5% if r_{tabel} is greater than 0.70.

Normality test aims to determine whether the data collected is normally distributed or not. With the normality test, it will be known that the sample taken comes from a population that is normally distributed or not. If the test is normal, then the results of statistical calculations can be generalized to the population. In this study, the normality test used the SPSS for windows version 25 program using the Kolmogorov Smirnov Test.

Homogeneity test is conducted to determine whether the sample taken is a sample from a homogeneous population or not. The linearity test is intended to determine whether the regression line between endogenous and exogenous variables forms a linear line or not. The linearity test was carried out using the SPSS for windows version 25 program. The linearity test and the regression significance test are intended to determine whether the regression value obtained can be used as a benchmark in decision making, namely that the data must be normal and homogeneous. The variable has a linear regression if it meets the requirements $F_{hitung} > F_{tabel}$ Furthermore, it is stated that the regression has a significant relationship if it meets the requirements $F_{hitung} > F_{tabel}$ The calculation is assumed to take a significance level of 0.05 ($\alpha = 0.05$). Hypothesis testing is done by path analysis.

FINDINGS AND DISCUSSION

The results of the data answered 133 respondents to three instruments that were valid and reliable, namely the principal's transformational leadership instrument, the school climate instrument and the job satisfaction instrument.

The results of the collection of Principal Transformational Leadership instruments obtained from 133 research respondents, overall obtained (1) the highest score of 110, (2) the lowest score of 56, and (3) the average = 92.04. The results of the collection of School Climate instruments obtained from 133 research respondents, overall obtained (1) the highest score of 88, (2) the lowest score of 57, (3) the average = 75.08. The results of the collection of Teacher Job Satisfaction instruments obtained from 133 research respondents, overall obtained (1) the highest score of 98, (2) the lowest score of 62, (3) the average = 84.52.

The results of the test of the three variables can be concluded that the sample data taken is a sample that comes from a normally distributed and homogeneous population.

Testing the hypothesis of this study using regression and correlation formulas. The first, second and third hypotheses were analyzed against simple regression and correlation formulas. After that the next step is to perform a correlation analysis using path analysis. The results of testing each hypothesis are explained as follows:

1. The positive effect of the principal's transformational leadership (X1) on job satisfaction (X3)

The first research hypothesis is that there is a positive influence of principal transformational leadership (X1) on teacher job satisfaction (X3). The following is the result of the output of X1 against X3.

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 65.595 | 4.807 | | 13.645 | .000 |
| | TOTALKTKS | .206 | .052 | .328 | 3.971 | .000 |

a. Dependent Variable: TOTALKTKS

Based on the table coefficients above using a significance level of = 0.05 from the Principal Transformational Leadership variable, the obtained significance level of 0.000 is smaller than the 0.05 significance level ($0.000 < 0.05$) so that the first hypothesis is accepted. So, this means that the Principal Transformational Leadership variable has an effect on Job Satisfaction.

From these results, it is concluded that the correlation between principal's transformational leadership and job satisfaction is significant and linear. That is, the regression equation $X3 = 65.595 + 0.206 X1$ can be used as a tool to explain and draw conclusions about the effect of principal transformational leadership and job satisfaction. This equation means that every increase in one unit of the principal's transformational leadership will increase 0.206 units of job satisfaction to the constant 65.595.

The strength of the correlation between the transformational leadership of the principal on job satisfaction is shown in the calculation of the correlation coefficient from the Product Moment correlation formula (r_{13}), which is 0.328. To find out the correlation coefficient above is significant or not, the t test is used. The summary of the results of the correlation test is as shown in the output below

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .328 ^a | .107 | .101 | 7.320 |

a. Predictors: (Constant), TOTALKTKS

The coefficient of determination of 0.101 explains that 10.1% of the variance of the job satisfaction variable is explained or determined by the transformational leadership variable of the principal.

The F test aims to test the significance of the principal's transformational leadership regression model (X1) on job satisfaction (X3). F test results as contained in the output below:

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 845.160 | 1 | 845.160 | 15.771 | .000 ^b |
| | Residual | 7020.043 | 131 | 53.588 | | |
| | Total | 7865.203 | 132 | | | |

a. Dependent Variable: TOTALKK

b. Predictors: (Constant), TOTALKTKS

The F test performed to test this hypothesis is:

Ho = 0 or the regression model is not significant

Ha = 0 or significant regression model

The basis for decision making is

If $F_{hitung} < F_{tabel}$, then Ha is rejected, Ho is accepted

If $F_{hitung} > F_{tabel}$, maka Ha diterima, Ho rejected

With the help of computer processing based on SPSS 25 for windows calculations, Fcount is obtained by 15,771 while the critical value of the Ftable value with respect to the degree of freedom of the numerator 1 and denominator is 131 at α (0,05) as big as 3,84.

Therefore $F_{hitung} > F_{tabel}$ so clearly Ho is rejected and Ha is accepted. This shows that the regression model of the principal's transformational leadership variable is significant to the school climate.

2. Positive influence of school climate (X2) on job satisfaction (X3)

The second research hypothesis is that there is a positive influence of school climate (X2) on job satisfaction (X3). This means that if the school climate is high, teacher job satisfaction is also high. The following is the result of X2's output against X3.

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 17.232 | 5.009 | | 3.440 | .001 |
| | TOTALIS | .896 | .066 | .762 | 13.485 | .000 |

a. Dependent Variable: TOTALKK

Based on the table coefficients above using a significance level of = 0.05 from the School Climate variable, the significance level of 0.000 is obtained which is smaller than the 0.05 significance level ($0.000 < 0.05$) so that the second hypothesis is accepted. So, this means that the school climate variable has an effect on job satisfaction.

From these results, it is concluded that the correlation between job satisfaction and school climate is significant and linear. That is, the regression equation $X3 = 17.232 + 0.896 X2$ can be used as a tool to explain and draw conclusions about the effect of principal transformational leadership and job satisfaction. This equation means that every increase in one unit of the principal's transformational leadership will increase 0.896 units of job satisfaction to the constant 17.232.

The strength of the correlation between the transformational leadership of the principal on job satisfaction is shown in the calculation of the correlation coefficient from the Product Moment correlation formula (r_{23}), which is 0.762. To find out the correlation coefficient above is significant or not, the t test is used. The summary of the results of the correlation test is as shown in the output below:

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .762 ^a | .581 | .578 | 5.014 |

a. Predictors: (Constant), TOTALIS

The coefficient of determination of 0.101 explains that 10.1% of the variance of the job satisfaction variable is explained or determined by the transformational leadership variable of the principal. The F test aims to test the significance of the principal's transformational leadership regression model (X1) on job satisfaction (X3). F test results as contained in the output below:

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 4571.630 | 1 | 4571.630 | 181.834 | .000 ^b |
| | Residual | 3293.573 | 131 | 25.142 | | |
| | Total | 7865.203 | 132 | | | |

a. Dependent Variable: TOTALKK

b. Predictors: (Constant), TOTALIS

The F test performed to test this hypothesis is:

$H_0 = 0$ or the regression model is not significant

$H_a = 0$ or significant regression model

The basis for decision making is

If $F_{hitung} < F_{tabel}$, then H_a is rejected, H_0 is accepted

If $F_{hitung} > F_{tabel}$, maka H_a diterima, H_0 rejected

With the help of computer processing based on the calculation of SPSS 25 for windows, Fcount is 181,834 while the critical value of the Ftable value to the degree of freedom of the numerator 1 and the denominator 131 at (0.05) is 3.84. Thus Fcount > Ftable so that it is clear that H_0 is rejected and H_a is accepted. This shows that the school climate variable regression model is significant on job satisfaction.

- The positive influence of the principal's transformational leadership (X1) on the school climate (X2)

The third research hypothesis is that there is a positive influence of the principal's transformational leadership (X1) on the school climate (X2). This means that if the principal's transformational leadership is high, the school climate is also high. The following is the result of the output of X1 against X2

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 65.169 | 4.240 | | 15.372 | .000 |
| | TOTALKTK S | .108 | .046 | .202 | 2.357 | .020 |

a. Dependent Variable: TOTALIS

Based on the table coefficients above using a significance level of = 0.05 from the Principal Transformational Leadership variable, it is obtained that a significance level of 0.020 is smaller than

a significance level of 0.05 ($0.020 < 0.05$) so that the third hypothesis is accepted. So, this means that the Principal's Transformational Leadership variable has an effect on School Climate.

From these results, it is concluded that the correlation between principal's transformational leadership and school climate is significant and linear. That is, the regression equation $X_2 = 65.169 + 0.108 X_1$ can be used as a tool to explain and draw conclusions about the influence of the principal's transformational leadership and school climate. This equation means that every increase in one unit of transformational leadership of the principal will increase 0.108 units of job satisfaction to the constant 65.169.

The strength of the correlation between the transformational leadership of the principal on job satisfaction is shown in the calculation of the correlation coefficient from the Product Moment correlation formula (r_{12}), which is 0.202. To find out the correlation coefficient above is significant or not, the t test is used. The summary of the results of the correlation test is as shown in the output below:

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .202 ^a | .041 | .033 | 6.456 |

a. Predictors: (Constant), TOTALKTKS

The coefficient of determination of 0.033 explains that 3.3% of the variance of the school climate variable is explained or determined by the transformational leadership variable of the principal. The F test aims to test the significance of the principal's transformational leadership regression model (X_1) on job satisfaction (X_3). F test results as contained in the output below:

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 4571.630 | 1 | 4571.630 | 181.834 | .000 ^b |
| | Residual | 3293.573 | 131 | 25.142 | | |
| | Total | 7865.203 | 132 | | | |

a. Dependent Variable: TOTALKK

b. Predictors: (Constant), TOTALIS

The F test performed to test this hypothesis is:

$H_0 = 0$ or the regression model is not significant

$H_a = 0$ or significant regression model

The basis for decision making is

If $F_{hitung} < F_{tabel}$, then H_a is rejected, H_0 is accepted

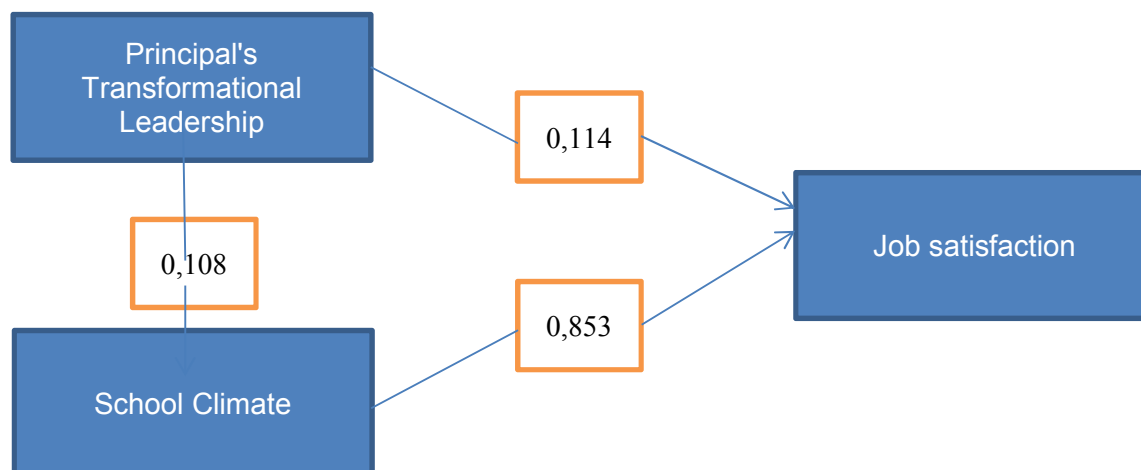
If $F_{hitung} > F_{tabel}$, maka H_a diterima, H_0 rejected

With the help of computer processing based on the calculation of SPSS 25 for windows, F_{count} is 181,834 while the critical value of the F_{table} value to the degree of freedom of the numerator 1 and the denominator 131 at (0.05) is 3.84.

Thus $F_{count} > F_{table}$ so that it is clear that H_0 is rejected and H_a is accepted. This shows that the school climate variable regression model is significant on job satisfaction.

4. Path Analysis on Hypothesis Testing

Path coefficients are obtained based on the correlation between variables. Based on the results of the SPSS output, the principal transformational leadership path coefficients, school climate and teacher job satisfaction are as follows:



- The principal's transformational leadership has a direct and significant influence on the level of teacher job satisfaction. The magnitude of the influence of the principal's transformational leadership which directly affects teacher job satisfaction is 0.114.
- School climate has a direct and significant influence on the level of teacher job satisfaction. The magnitude of the influence of the school climate which directly affects teacher job satisfaction is 0.853.
- The principal's transformational leadership has a direct and significant influence on the highs and lows of the school climate. The magnitude of the influence of the principal's transformational leadership which directly affects the school climate is 0.108.
- The results of the path analysis show that the Principal's Transformational Leadership can have a direct effect on Job Satisfaction and can also have an indirect effect, namely from the Principal's Transformational Leadership to School Climate and then to Job Satisfaction. The magnitude of the direct effect is 0.114 while the magnitude of the indirect effect must be calculated by multiplying the indirect coefficient, namely $(0.108) \times (0.853) = 0.092$ or the total influence of Principal Transformational Leadership to Job Satisfaction = $0.114 + 0.092 = 0.206$.

CONCLUSIONS

Based on the results obtained in this study, it can be concluded that:

- There is a positive and significant effect between the principal's transformational leadership on job satisfaction. The relationship between the principal's transformational leadership on job satisfaction is shown by a correlation coefficient of 0.328 and is supported by a coefficient of determination of 0.101. This value informs that job satisfaction is strongly influenced by the principal's transformational leadership.
- There is a positive and significant effect between school climate on job satisfaction. The relationship between school climate and job satisfaction is shown by a correlation coefficient of 0.762 and supported by a coefficient of determination of 0.578. This value informs that job satisfaction is strongly influenced by the school climate.
- There is a positive and significant influence between the principal's transformational leadership on the school climate. The relationship between the principal's transformational leadership and school climate is indicated by a correlation coefficient of 0.202 and supported by a coefficient of determination of 0.033. This value informs that the school climate is strongly influenced by the principal's transformational leadership.

Based on the results of research, discussion and conclusions that show a positive and significant influence between the principal's transformational leadership and school climate on job satisfaction of teachers of private vocational schools throughout Pulogadung district, East Jakarta, recommendations are needed to various parties as follows:

1. The principal as the person in charge of academics should be more active in building communication and togetherness with school members, both teachers, employees and students so that the expected educational goals can be achieved
2. Success in establishing a conducive school climate depends on the leader in mobilizing all the Human Resources (HR) in the Private Vocational Schools in Pulogadung District, East Jakarta. It is hoped that every school will develop a conducive school climate so that it can form positive attitudes and morals for all school personnel so that the school climate becomes conducive and can move a teacher to be able to improve and develop the knowledge he teaches so that the field of knowledge he possesses increases.
3. Efforts should be made to maintain and increase teacher job satisfaction in Private Vocational High Schools throughout Pulogadung District, East Jakarta, such as providing adequate compensation and providing opportunities for teachers to attend training, seminars and workshops.

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THE INFLUENCE OF PARTICIPATORY LEADERSHIP PRINCIPLES AND ORGANIZATIONAL COMMITMENT TO TEACHER PERFORMANCE SENIOR HIGH SCHOOL

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ABSTRACT

This study aimed to determine the effect of the principal's participatory leadership and organizational commitment to the teacher performance. The population in this study were all high school teachers in Koja District, North Jakarta. The population chosen was a random sampling technique from 7 schools consisting of 148 teachers. Then calculated using the Slovin formula, 108 teachers were obtained as the research sample. The data collection technique used a questionnaire instrument with a survey method, the instrument was made using a Likert scale model. Then the instrument was calibrated using the item validation test and the reliability coefficient with the Alpha Croanbach formula. The data analysis requirements were tested by normality of Kolmogorov Smirnov (Liliefors). Data analysis using simple regression techniques and linearity test and finally with path analysis. In view of the exploration results, it tends to be presumed that the chief's participatory initiative has a positive and huge impact on educator execution. Authoritative responsibility additionally has a positive and critical impact on educator execution. Lastly there is a critical and positive impact of the central's participatory authority on authoritative responsibility.

Keywords: *Principal's Participatory Leadershi; Organizational Commitment; Teachers Performance.*

INTRODUCTION

Quality education is a need that must be met and is a shared responsibility. Education for human life is one of the basic needs that must be met throughout life. With quality education, a student is expected to be able to reach his future properly as a good citizen. In order to create the quality of students as the expected human resources of the Indonesian state, schools as educational institutions are entrusted with formal education. Therefore, schools must be able to provide education with a qualified quality so that the goals of national development can be achieved.

Teachers are one of the most important elements in schools to help prepare Indonesia's young generation as the nation's successors. Teachers must have good performance in order to be able to produce quality students who are ready to face various changes and challenges of globalization. The educator is one component that incredibly impacts the accomplishment of instructive objectives. The accomplishment of schooling is generally controlled by the preparation of educators in setting up their understudies through instructing and learning exercises. So that in doing their obligations educators are needed to have great execution.

According to (Rivai and Basri, 2005) the word performance is a translation of the word performance which is defined as the outcome or level of achievement of an individual in general during a specific period in doing errands contrasted with different conceivable outcomes, for example, work norms, targets or targets or foreordained measures. ahead of time and settled upon. Meanwhile, according to (Arikunto, 2002) performance is something that can be observed by others. Something that refers to a person's actions or behavior that can be observed in a group.

Furthermore, (Ivancevich, et al, 2013) state about performance, namely "A set of employee work-related behaviors designed to accomplish organizational goals" which means that performance is employee behavior related to work designed to achieve organizational goals.

Good teacher performance can be influenced by several factors, namely external factors and internal factors. In fact, external factors have a major contribution in influencing the performance of teachers in carrying out their duties in schools. These external factors include leadership and environmental conditions that make how much commitment the teacher has to the organization in his school which has an impact on the teacher's efforts in achieving the school's goals that have been determined. External factors in the form of leadership and commitment to the organization in their schools are a need for teachers as drivers of internal factors that can support improving the performance of teachers themselves.

Leadership in every organization is very necessary, because leadership is an important element in an organization. The existence of support from the principal in implementing participatory leadership can provide efficient direction to teachers as their partners. With open work coordination, there is a sense of self-responsibility and good cooperation because the principal as a leader involves teachers as members in the organization in the school. The influence of the power of participatory leadership can be seen from how much active participation of all teachers and all school members is led by a principal. Thus, this external support can also optimize the performance of teachers as partners of principals.

(Dessler, 2013) says that to be a participative pioneer intends to include colleagues in dynamic. This is particularly significant when imaginative reasoning is needed to tackle complex issues or settle on choices that will affect colleagues.

The definition of participatory leadership according to (Hasibuan, 2006) is if an innovator in completing initiative is done powerfully, making agreeable collaboration, cultivating devotion and participatory subordinates. Leaders and subordinates are both involved in decision making and problem solving or in other words if the leader will make decisions after suggestions and opinions from subordinates. In addition, (Bangun, 2012) states that participatory leadership is when the leader consults and uses suggestions from subordinates before making decisions. Meanwhile, (Zainal and Rivai, 2014) said that participatory leadership style is a leadership style in which a superior has strong interaction with subordinates, all planning, implementation and problem solving are carried out together.

To achieve educational goals in schools, teachers must carry out their duties based on a good organizational commitment to achieve good performance as well. The existence of good performance from teachers can make schools have better quality, so that in the end it will support the achievement of the goals and vision and mission of the school. Without good and effective organizational commitment from teachers, it will be difficult to achieve organizational goals. The commitment to the organization of the teachers can improve the performance of teachers in achieving educational goals in schools.

(Madjid, 2016) argues that responsibility is the capacity and eagerness to adjust individual conduct to the necessities, needs and objectives of the association. While (Mathis and Jackson, 2012) say that "Organizational Commitment is the degree to which employees believe in and accept organizational goals and desire to remain with in organization." Which means that organizational commitment is the degree to which employees believe and accept the goals of the organization, and want to stay with the organization.

Organizational commitment according to (Widiana, 2015) is a state of psychological attachment of an individual to an organization where the individual is partial, loyal, identified and involved in a particular organization. While hierarchical responsibility as indicated by (Luthans, 2011) is a demeanor that reflects representative devotion to their association and is a continuous cycle wherein authoritative members express their anxiety for the association and its organization for supportable achievement and success.

Based on the assumptions of researchers, it is still found in the field that teachers do not have a good enough performance in their schools. There are still many teachers who do not carry out lesson plans properly, such as not preparing learning tools before carrying out learning and not bringing learning administration when teaching in class. Even because the quantity of teachers is limited, there are also many teachers who teach not according to their educational background, and many teachers have teaching assignments in more than one school, so that it will have an impact on their performance.

In addition, the authors also see that the principal's participatory leadership is still lacking, because the implementation of the principal's participatory leadership is not yet optimal, the teacher believes that the principal works alone and rarely involves the teacher in making decisions; School policies and programs that have been prepared and planned have not all been realized, in fact there are often changes to an activity that was not previously planned; lack of direct supervision and supervision of the principal of the teacher. Even though the supervision itself is needed by teachers as input from the principal in the teaching process, and the ideal supervision for teachers with civil servant status is once a year for Teacher Performance Assessment (PKG), and the principal does not involve the teacher's role in determining school policies through deliberation, this results in the implementation of these policies there are still some teachers who run them half-heartedly. This condition causes teachers to be less enthusiastic about their work. If these things are allowed to drag on, it will affect the performance of teachers and will have an impact on the low quality of education in the school.

METHOD

In this study, survey research methods will be used using a causality approach, which is a way of collecting information from the population with the aim of explaining and explaining the phenomena that occur by examining the influence between variables. While the form of this research is quantitative research, seen from the way of data collection by using survey method using path analysis technique approach.

According to (Ridwan and Kuncoro, 2006) the motivation behind utilizing way investigation is to dissect the example of connections between factors determined to know the immediate or roundabout impact of a bunch of autonomous factors (exogenous) on the reliant variable (endogenous). So this sort of examination includes causal correlational research (cause and effect) which is used to examine or analyze the relationship between research variables, as well as measure the influence of one variable with other variables.

The data collection technique in this study used a questionnaire or a questionnaire with the use of a Likert Model Scale for the variables of teacher performance, participatory leadership of school principals and organizational commitment. In this scale the statements submitted are equipped with five alternative answers, namely Always (SL) with a value of 5, Often (SR) with a value of 4, Sometimes (KD) with a value of 3, Rarely (JR) with a value of 2, and Never (TP). value 1.

The Likert model scale as an exploration instrument depends on a hypothetical system completed as theoretical definitions and functional definitions which are then introduced as an examination instrument network. From the network, it is further elaborated in the form of question items and then calibrated (validity test and reliability test) before being used for research.

Information examination utilizing SPSS form 22 programming with five phases. In the first place, clear insights. The subsequent stage, testing the information investigation prerequisites. The third stage, perform a simple regression analysis. The fourth stage, performs a simple correlation analysis, and the fifth stage performs hypothesis testing.

FINDINGS AND DISCUSSION

| | N | Me | Med | Mo | Std. Dev | Min | Max |
|--|-----|---------|-------|-----|----------|-----|-----|
| Kepemimpinan Partisipatif Kepala Sekolah | 108 | 108.602 | 106.5 | 104 | 13.88 | 80 | 145 |
| Organizational Commitment | 108 | 103.157 | 103 | 109 | 13.49 | 74 | 134 |
| Teacher Performance | 108 | 128.917 | 131 | 136 | 13.37 | 90 | 150 |

From the data above, it is found that the highest score from the Principal's Participatory Leadership data is 145 and the lowest score is 80. The average value (Me) is 108,602 with a standard deviation score or standard deviation of 13.88, mode of 104 and median of 106.5. Organizational Commitment data is the highest score of 134 and the lowest score of 74. The average value (Me) is 103,157 with a standard deviation score or standard deviation of 13.49, Mode of 109 and Median of 103. Teacher Performance Data is the highest score of 150 and the lowest score of 90 The average value (Me) is 128,917 with a standard deviation score or standard deviation of 13.37, Mode of 136 and Median of 131.

Normality test

Testing the ordinairness prerequisites of the reliant variable on the autonomous variable was completed utilizing the Klmogorov Smirnov test. The measures in this test are determined through Ho is acceptable, if it has the possibility that it will be equal to or smaller than the value at the predetermined alpha (α) significance level, namely = 0.05, with L table (Lt) of 0.0852 for n totaling 108 then Ho is accepted and it is concluded that the research data comes from a normally distributed population.

Tabel 2. Data Normality Test Using Kolmogorov Smirnov

| | Tests of Normality | | | | | |
|--------------------------------------|---------------------|-----|------|--------------|-----|------|
| | Kolmogorov-Smirnova | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Principal's Participatory Leadership | .074 | 108 | .178 | .968 | 108 | .011 |
| Organizational Commitment | .084 | 108 | .057 | .984 | 108 | .233 |
| Teacher Performance | .083 | 108 | .065 | .962 | 108 | .003 |

a. Lilliefors Significance Correction

From the calculation of Kolmogorov Smirnov's normality test variable X1 Principal Participatory Leadership obtained the results $L_h = 0.074$ which means $L_h < L_t$ so it can be concluded that the data is normally distributed. For the X2 variable Organizational Commitment, the result is $L_h = 0.084$, which means $L_h < L_t$, so it can be concluded that the data is normally distributed. Furthermore, for the variable X3 Teacher Performance, the result is $L_h = 0.083$ which also means $L_h < L_t$ so it can be concluded that the data is normally distributed.

The Influence of Principal Participatory Leadership (X1) on Teacher Performance (X3)

Regression calculation X3 over X1 shows that the regression equation = $60.349 + 0.631 X1$ is very significant, $F_{count} = 79.953 > F_{table} = 0.05 = 3.93$. And linear because $F_{count} = 0.980 < F_{table} = 0.05 = 1.57$. Thus the regression equation = $60.349 + 0.631 X1$ can be accounted for to draw conclusions about the influence of Principal Participatory Leadership with Teacher Performance is directly positive and significant. From this equation, it can be interpreted that an increase in the Principal's Participatory Leadership score causes an increase in the score of 0.631 Teacher Performance at a constant 60.349. This means that the more the Principal's Participatory Leadership increases, the Teacher's Performance will increase.

Furthermore, the strength of the relationship between Principal Participatory Leadership (X1) and Teacher Performance (X3) is indicated by the product moment correlation coefficient $r_{13} = 0.656$. Meanwhile, based on the significance test of the correlation coefficient, it can be concluded that the correlation coefficient of Principal Participatory Leadership (X1) with Teacher Performance (X3) obtained at 0.656 is very significant, meaning that it can be said that there is a direct positive influence of Principal Participatory Leadership on Teacher Performance with a coefficient of determination of $r^2_{13} = 0.430$. This means that 43% of the variation in Teacher Performance (X3) is influenced by Principal Participatory Leadership (X1).

Based on the results of statistical testing, it can be seen that the hypothesis of a positive direct influence on Principal Participatory Leadership on Teacher Performance is acceptable, this can be seen from the results of the t test calculation where $t_h > t_t$ ($8.942 > 1.98$). And based on the results of the calculation of the product moment correlation coefficient formula, it can be seen that the path coefficient ($\rho_{31} = 0.339$) at $\alpha = 0.05$, that $r_h > r_t$ ($0.656 > 0.195$) means that it can be said that there is a direct positive influence of Principal Participatory Leadership on Teacher Performance.

The Effect of Organizational Commitment (X2) on Teacher Performance (X3)

Regression calculation of X3 over X2 shows that the regression equation = $59.434 + 0.674 X2$ is very significant, $F_{count} = 90.953 > F_{table} = 0.05 = 3.93$. And linear because $F_{count} = 0.626 < F_{table} = 0.05 = 1.58$. Thus the regression equation = $59.434 + 0.674 X2$ can be accounted for to draw conclusions about the effect of Organizational Commitment with Teacher Performance is directly positive and significant. From this equation, it can be interpreted that an increase in one score of Organizational Commitment causes an increase in the score of 0.674 Teacher Performance at a constant 59.434. This means that the more the Organizational Commitment increases, the Teacher's Performance will also increase.

Furthermore, the strength of the relationship between Organizational Commitment (X2) and Teacher Performance (X3) is shown by the product moment correlation coefficient $r_{23} = 0.680$. Meanwhile, based on the significance test of the correlation coefficient, it can be concluded that the correlation coefficient of Organizational Commitment (X2) with Teacher Performance (X3) obtained at 0.680 is very significant, meaning that it can be said that there is a direct positive effect of Organizational Commitment on Teacher Performance, with a coefficient of determination of $r^2_{23} = 0.462$. This means that 46.2% of the variation in Teacher Performance (X3) is influenced by Organizational Commitment (X2).

Based on the results of statistical testing, it can be seen that the hypothesis of a positive direct influence on Organizational Commitment on Teacher Performance is acceptable, this can be seen from the results of the t-test calculation where $t_h > t_t$ ($9.537 > 1.98$). And based on the results of the calculation of the product moment correlation coefficient formula, it can be seen that the path coefficient ($\rho_{32} =$

0.431) at $\alpha = 0.05$, that $r_h > r_t$ ($0.680 > 0.195$) means that it can be said that there is a direct positive effect of organizational commitment on teacher performance.

The Influence of Principal Participatory Leadership (X1) on Organizational Commitment (X2)

Regression calculation of X2 over X1 shows that the regression equation $= 25.427 + 0.716 X_1$ is very significant, because $F_{count} = 125.874 > F_{table} = 0.05 = 3.93$. And linear because $F_{count} = 0,501 < F_{table} = 0,05 = 1.58$. Thus the regression equation $= 25.427 + 0.716 X_1$ can be accounted for to draw conclusions about the effect of Organizational Commitment with Principal Participatory Leadership is directly positive and significant. From this equation, it can be interpreted that an increase in one score of Organizational Commitment causes an increase in the score of 0.716 Principal Participative Leadership at a constant 25,427. This means that the more the Principal's Participatory Leadership increases, the Organizational Commitment will also increase.

Furthermore, the strength of the relationship between Principal Participatory Leadership (X1) and Organizational Commitment (X2) is shown by the product moment correlation coefficient $r_{12} = 0.737$. Meanwhile, based on the significance test of the correlation coefficient, it can be concluded that the correlation coefficient of Principal Leadership Style (X1) with Organizational Commitment (X2) obtained at 0.737 is very significant, meaning that it can be said that there is a direct positive influence of Principal Participatory Leadership on Organizational Commitment, with a coefficient of determination of $r^2_{12} = 0.543$. This means that 54.3% of the variation in Organizational Commitment (X2) is influenced by the Principal's Participatory Leadership (X1).

Based on the results of statistical testing above, it can be seen that the hypothesis of the influence of Principal Participative Leadership on Organizational Commitment is acceptable, this can be seen from the results of the t test calculation where $t_h > t_t$ ($11,219 > 1.98$). And based on the results of the calculation of the product moment correlation coefficient formula, it can be seen that $r_h > r_t$ ($0.737 > 0.195$) means that it can be said that the path coefficient ($\rho_{21} = 0.737$) at $\alpha = 0.05$, that there is a direct positive influence of Principal Participatory Leadership on Organizational Commitment.

Based on the results of the analysis above, the three path coefficients in the constructed model have been empirically tested to meet the testing standards. Thus the path analysis model can be classified as a good and correct model and has not changed. From the results of the above calculation, the path diagram of the three variables of Principal Participatory Leadership, Organizational Commitment, and Teacher Performance can be described as follows:

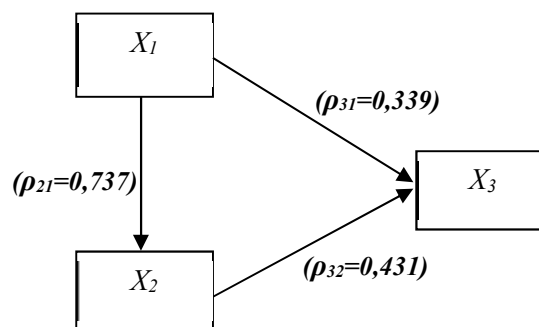


Figure 1. Path Constellation Between Variables X1, X2 and X3

CONCLUSIONS

Principal's Participatory Leadership has a positive and significant direct influence on Teacher Performance. This means that if the Principal's Participatory Leadership is good, the teacher's performance will increase. Organizational Commitment has a positive and significant direct effect on

Teacher Performance. This means that if the Organizational Commitment is good, the teacher's performance will increase. Principal's Participatory Leadership has a positive and significant direct influence on Organizational Commitment. This means that if the Principal's Participatory Leadership is good, the Organizational Commitment will also increase.

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ADIWIYATA PROGRAM IMPLEMENTATION EVALUATION

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ABSTRACT

The purpose of this research is to find out and evaluate how the implementation and success of the Adiwiyata Program which has been implemented by the Pasar Baru 1 Elementary School in Tangerang, Banten, using the Discrepancy Evaluation Model. The research method used a qualitative approach, namely by obtaining data scientifically including data collection through interview, observation, and documentation techniques. Resource persons in this study consisted of the principal, committee, Adiwiyata team and teachers. The results of the research can be concluded as follows: (1) The vision, mission and objectives of the Pasar Baru 1 Elementary School, Tangerang City, Banten are in accordance with the policy foundation of the government standard criteria (2) Readiness of human resources in compiling and designing learning related to PPLH in part has met the criteria contained in the Adiwiyata program standard (3) The Adiwiyata Program Implementation Process at the Pasar Baru 1 Elementary School, Tangerang City, Banten has been going well, namely school members are actively involved in the implementation of the Adiwiyata program (4) Achievement of the results of program implementation Adiwiyata, namely Pasar Baru 1. The implementation of the Adiwiyata Program in this school has been quite good in instilling a caring character for the environment in school members, although there are gaps in several indicators of the success of the Adiwiyata Program.

Keywords: *Program Implementation, Adiwiyata, PPLH*

INTRODUCTION

The execution of the Adiwiyata school is an essential decision and exertion in the accomplishment of the manageable public advancement program. Through the execution of this school model, responsibility, mindfulness and obligation will be worked between school individuals, school panels, parent gatherings, and different gatherings associated with the school climate (Stakeholders) to effectively take part in ensuring, keeping up with, and protecting the climate. As an institution, Adiwiyata school is expected to be the right and ideal medium to educate and instill a positive and strategic culture in changing people's mindsets in protecting and managing the environment.

The Adiwiyata program is one of the projects of the State Ministry of the Environment to energize the production of information and consciousness of school inhabitants in natural protection endeavors. In its execution, the State Ministry of the Environment, in a joint effort with partners, carried out the Adiwiyata Program with the expectation of welcoming school occupants to do the educating and learning measure on ecological materials and partake in saving and securing the climate in schools and their environmental factors (Wahyuningtyas et al., 2013). The Adiwiyata program in executing the personality of really focusing on the climate can be seen from the meaning of education itself, education is the foundation for building the next generation and as environmental protection that can form norms and can produce good values and behavior (National & Unikama, 2019).

Environmentally-minded schools (Adiwiyata) not only appear physically green or shady schools, but the form of schools that have educational programs and activities leads to awareness of school residents towards the environment. Adiwiyata School has the characteristics of a school that is comfortable and environmentally cultured, implements an environmentally friendly curriculum, reduces the use of electricity, water, stationery and of course always maintains cleanliness and makes efforts to manage the environment.

The Public Elementary School (SDN) Pasar Baru 1 Tangerang City, Banten is one of the schools that participated in the Adiwiyata Program, the school has received an award in the form of a City/Regency Charter in 2013 and the Provincial level in 2016. The stages that are fulfilled are, as follows: 1) Environmental Policy, 2) Implementation of Environmental-Based Curriculum, 3) Participatory-Based Environmental Activities, and 4) Management of harmless to the ecosystem supporting offices.

Pasar Baru 1 Public Elementary School, Tangerang City, Banten, has tried to instill the habit of school residents in maintaining and preserving the environment, school residents are also required to maintain the cleanliness and beauty of the school, but in the process it still looks less disciplined in the sense that it has not fully formed habituation towards students and school residents to preserve the environment. This shows that the Adiwiyata Program is just a discourse from the Ministry of the Environment, but there is no visible formation of habituation to students and school residents, but for now the Adiwiyata program seems only for competitions and when there is an examination, it is not a sustainable development program.

The behavior of caring for the environment is still very minimal among the community and among students, one of the efforts to shape environmental care behavior among students is by implementing the Adiwiyata program through formal education at all school levels. The problem is that the implementation of the Adiwiyata program which has been implemented at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten, has not guaranteed the formation of environmentally caring behavior towards school residents. Therefore, the implementation of the Adiwiyata Program Implementation Evaluation is expected to improve and build the attitudes and behavior of school residents to care about the environment.

Etymologically evaluation comes from English, namely evaluation from the root word value which means value or price. Value in Arabic is called al-qiamah or al-taqdir' which means assessment (evaluation). Meanwhile, literally, educational evaluation in Arabic is often referred to as al-taqdir al-tarbiyah which is defined as an assessment in the field of education or an assessment of matters relating to educational activities (Mahirah B, 2017).

Understanding Program Evaluation according (Sudjana, 2014) suggests that "evaluation is the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives". According to Alkin, program assessment is a cycle identified with the arrangement of different choice regions through the choice of fitting data, information assortment and investigation, and detailing that is valuable for chiefs in deciding different elective choices for deciding. Meanwhile, according to (Lazwardi, 2017), program evaluation is a method to determine the performance of a program by comparing it with predetermined criteria or goals to be achieved with the results achieved.

Ecological Education in Indonesia hosts been sought after by different gatherings since the mid 1970s, so far the execution of Environmental Education is completed by each Environmental Education actor separately so that its implementation is not optimal. Environmental Education (PLH) was born because of the concerns of thinkers in the field of environmental science and education on the phenomena of environmental damage which are increasing day by day. The main cause of environmental damage is human behavior which is based on a wrong perspective on the environment. Natural instruction is one of the endeavors to give ecological information among school understudies and the local area. This is shown by the presumption that if information about the climate increments, natural consideration conduct will likewise increment and will decrease ecological harm later on.

According to (Sudjoko, et al, 2015) Environmental Education (PLH) is a push to change conduct and mentalities did by different gatherings or components of society which plans to expand information, abilities, and public mindfulness about natural qualities and ecological issues. which thusly can move the local area to assume a functioning part in natural protection and wellbeing to assist present and people in the future.

The Adiwiyata program in Indonesia was launched by the Ministry of Environment since 2005 for the island of Java. Initially, the Adiwiyata Program was the result of the collaboration between the Ministry of Environment and the Ministry of National Education as stated in the Joint Agreement Number: Kep 07/MENLH/06/2005 and Number: 05/VI/KB/2005. Now, the program is still ongoing by involving schools that care about the environment. In essence, Adiwiyata School is a school that embodies the Education Unit Level Curriculum (KTSP), (Gazali, 2016a). The Adiwiyata program can be implemented optimally since 2010 in line with a new policy that replaces the previous policy between the Minister of Environment and the Minister of National Education through a joint agreement Number: 03/MenLH/02/2010. This was further strengthened by the Minister of Environment Regulation (Permen) Number 5 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program (Iswari & Utomo, 2017).

The Adiwiyata program is one of the projects of the State Ministry of the Environment to empower the production of information and familiarity with school occupants with an end goal to save the climate and manageable improvement to help present and people in the future. The Adiwiyata program is carried out to acknowledge dependable younger students with an end goal to ensure and deal with the climate through great school administration to help feasible turn of events (Fadlilah and Ngabekti, 2018). In this program, it is trusted that each school part will be engaged with school exercises towards a solid climate and keep away from negative natural effects. To accomplish the objectives of the Adiwiyata Program, the Minister of the Environment has decided four parts that become a bound together entire in accomplishing Adiwiyata schools. The four segments are: (1) Development of Environmentally Friendly School Policies, (2) Development of Environmentally Based Curriculum, (3) Development of Participatory Based Activities, (4) Management of Environmentally Friendly School Supporting Facilities and Infrastructure

METHOD

Evaluation of Adiwiyata Program Implementation is an evaluative research. Therefore, to get complete, in-depth data and give the right answer to the problem to be studied, using a qualitative approach method. In simple terms, qualitative research aims to find answers to a phenomenon or question through the application of scientific procedures systematically using a qualitative approach.

Through this qualitative approach, it is hoped that the evaluator can describe the environmental conditions with the implementation of the Adiwiyata Program at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten. The purpose of this research is to find out and evaluate how the implementation and success of the Adiwiyata School Program which has been implemented by the Pasar Baru 1 Public Elementary School, Tangerang City, Banten. Based on the problems that have been formulated, the operational objectives to be achieved in the research include: (1) Knowing the policy basis for implementing the Adiwiyata Program at Pasar Baru 1 Elementary School, Tangerang City, Banten, (2) Knowing the readiness of human resources in implementing the Adiwiyata Program. at the Pasar Baru 1 Public Elementary School in Tangerang Banten, (3) Knowing the process of implementing the Adiwiyata Program at the Pasar Baru 1 Public Elementary School in Tangerang, Banten, (4) Knowing the achievement of results and follow-up of the Adiwiyata Program Implementation at the Pasar Baru State Elementary School 1 Tangerang City, Banten.

This research was conducted at Pasar Baru 1 Public Elementary School, Tangerang City, Banten, which is located on Jl. KS. Tubun No. 48 Koang Jaya Village, Karawaci District, Tangerang City. Techniques and procedures for data collection through interviews, observation and documentation. The data sources are the principal, the head of the school committee, the adiwiyata team and teachers. This study uses data analysis with an interactive model according to Miles and Huberman which includes data collection, data reduction, data presentation and conclusions (verification).

FINDINGS AND DISCUSSION

1. Policy basis for Adiwiyata Program Implementation at Pasar Baru 1 Public Elementary School, Tangerang City, Banten

At Pasar Baru 1 Public Elementary School, Tangerang City, Banten, it has a policy base that refers to the Regulation of the Minister of the Environment of the Republic of Indonesia Number 05 of 2013 concerning guidelines for implementing the Adiwiyata program which contains designs or policies that will be carried out by the school regarding what it wants to achieve in the program. Adiwiyata. The vision, mission and goals of the school are part of the basic criteria for the Adiwiyata program, because through this the school designs strategies and desires to be achieved in the implementation of the Adiwiyata program. Usually the vision, mission and goals of the school can give birth to the program to be formed. Based on the findings of the researchers, the vision, mission and objectives of the Pasar Baru 1 Public Elementary School in Tangerang City, Banten, were in accordance with the adiwiyata program policy design from Government standards. The vision, mission and goals of the school have listed several points that lead to environmental education so that the vision, mission and objectives of the Pasar Baru 1 Public Elementary School in Tangerang Banten City are in accordance with the criteria contained in the government standards.

Exactly the same thing was passed on by another scientist in an examination diary (Pradini et al., 2019) entitled Evaluation of the Implementation of the Adiwiyata School Program in Improving the Quality of Education at SDN Tanah Tinggi 3 Tangerang City, in particular with respect to the advancement of school approaches expected to understand a school that considerations and is ecologically refined. among others: (1) Vision and Mission of Schools that Care and Culture of the Environment, (2) School Policies to foster the Environment in Education, (3) Policies for Enhancing Human Resources both in training and instruction work force in the field of Environmental Education, (4) Schools as far as saving regular assets, (5) School arrangements that help the production of a Clean and Healthy School Environment, (6) School strategies for the distribution and utilization of assets for exercises identified with the climate. The formation of the policy involves several parties involved in the implementation of the Adiwiyata Program, including the principal, school committee, Adiwiyata Team, teachers, and students. Furthermore, so that in its implementation it can be accepted by all parties, it must be socialized about the Vision, Mission and School Goals related to the Adiwiyata Program to all parties in the school so that the program runs well.

2. Readiness of human resources at Pasar Baru 1 Public Elementary School, Tangerang City, Banten in designing and conveying information regarding the Adiwiyata School Program, which is related to Environmental Education

The educators at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten, have prepared a lesson plan related to environmental learning. However, in its application, educators still encounter obstacles in the preparation of learning designs related to the environment, including linking learning with environmental education, finding learning resources, lack of understanding in designing learning in the form of lesson plans that are integrated with Adiwiyata schools. In the standard criteria for the adiwiyata program, educators are also required to develop local issues and global issues in learning, in line with the research journal (Maryani, nd) entitled Evaluation of the Implementation of the Adiwiyata School Program from the Aspect of Participatory Activities at SDN Unggaran I Yogyakarta, which said that in the program criteria Adiwiyata teachers must be able to develop local and global issues related to environmental protection and management in each lesson.

However, in its application there are gaps in the development of local issues and global issues at the Pasar Baru 1 Elementary School, Tangerang City, Banten, because the development of local issues and global issues is only developed in the high class, while in the Adiwiyata Program criteria local issues and global issues must be developed in every grade level.

Efforts to eliminate the gap are that the Adiwiyata team leader and the core Adiwiyata team provide training in preparing learning designs related to environmental learning and the development of local issues and global issues in learning design to all educators so that every criterion contained in the adiwiyata component is properly met.

3. The Adiwiyata Program Implementation Process at Pasar Baru 1 Public Elementary School, Tangerang City, Banten

Basically, the process of implementing the Adiwiyata Program at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten, has been going well and all school members cooperate with each other in carrying out the Adiwiyata program. The criteria contained in the Adiwiyata program standards have all been met properly, but there are several criteria that have not yet been met, namely there are still gaps in participatory-based environmental activities, namely schools have not become resource persons in the context of environmental learning, while in the process of the implementation of the adiwiyata program, the school has been a resource for 3 (three) times in the context of environmental learning, such as being a resource person in other schools, being a resource person in the form of seminars on the environment, and others. Efforts to eliminate this gap are that a school must be at least 1 (time) resource person in the context of environmental learning in other schools so that all the criteria contained in the Adiwiyata Program component are met properly in accordance with the standard criteria from the Government.

Facilities and infrastructure to overcome environmental problems at Pasar Baru 1 Public Elementary School Tangerang City, Banten are well available. The availability of facilities and infrastructure to overcome environmental problems at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten, is in accordance with the standards for implementing the adiwiyata program which includes clean water, adequate separate trash cans, ablution facilities, composters, and green open spaces. . In the process of implementing the adiwiyata program, the infrastructure to support environmental learning has been in accordance with the standard implementation of the Adiwiyata program which includes facilities for utilizing ablution water, green houses, toga, fish ponds, biopori, infiltration wells, composters and green open spaces.

In addition to the availability of environmentally friendly supporting facilities and infrastructure, the school also makes great use of the school's land and facilities such as empty land under trees used for fish ponds, vacant land near the parking lot used for planting school medicinal plants (Tosa), vacant land in front of the school. used for school forest. This is in line with the research journal (Gazali, 2016b) entitled Evaluation of the Adiwiyata Program SDN 06 Kelapa Dua West Jakarta, which says that schools through environmental ambassadors use land for facility maintenance. facilities for the maintenance of parks, ponds, school forests and waste management. Based on this, it is in accordance with the established criteria.

4. Achievement of results and follow-up of the Adiwiyata Program Implementation at Pasar Baru 1 Public Elementary School, Tangerang City, Banten

The existence of creativity and innovation of school residents in environmental protection and management efforts. All school residents work together to recycle waste so that it can be reused

into products for example trash cans made from used bottle caps that are not used, by recycling the bottle caps are assembled so that they become trash cans that can be utilized and used properly, then the result of creativity others can also be exhibited in the school's renewal room and wall magazine so that school guests can see some of the work produced by the school's residents.

Besides being able to recycle waste, students are also trained to write poetry, papers or pictures related to environmental problems such as forest fires, droughts, floods and others, so that students better understand the importance of preserving the environment. With the creativity and innovation of school residents in environmental protection and management efforts, attitudes and character of environmental care towards school residents began to form so that the adiwiyata program could run according to the standard criteria of the adiwiyata program. As a follow-up to the Pasar Baru 1 Public Elementary School, Tangerang, Banten, the school is in the process of going to the National Adiwiyata School.

CONCLUSIONS

The execution of the Adiwiyata Program at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten, has alluded to the Regulation of the Minister of the Environment of the Republic of Indonesia Number 05 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program. For this situation, the school's vision, mission and objectives have been defined which incorporate endeavors to secure and deal with the climate so the vision, mission and objectives of the school are generally excellent in executing the adiwiyata program.

The readiness of human resources in compiling and designing learning related to environmental education has partially met the criteria contained in the Adiwiyata program standards. 70% of educators prepare lesson plans, develop indicators, apply approaches, strategies, methods and learning techniques related to environmental education and 30% of students are actively involved in learning. The process of implementing the Adiwiyata Program at the Pasar Baru 1 Public Elementary School in Tangerang City has been going well in accordance with the criteria contained in the Adiwiyata Program standards. School residents are actively involved in maintaining the school building and environment, including: class cleaning pickets, clean Fridays, class cleaning competitions, garden maintenance activities by each class, students are not allowed to scribble on walls, scribble on tables, damage plants, etc.

The achievement of the results and follow-up of the Adiwiyata Program Implementation at the Pasar Baru 1 Public Elementary School, Tangerang City, Banten, was in accordance with the criteria contained in the Adiwiyata Program Standards, namely winning an Adiwiyata school award certificate at the Tangerang City level in 2013 with a score of 70, then winning a certificate Adiwiyata School award at the Provincial level in 2016 with a score of 75. Then, all school residents by involving parents of students have produced various kinds of creativity in the form of handicrafts from recycled waste and unused used goods in the form of mats, bags, tablecloths tables made of coffee wrappers, clothes made of detergent bags and trash cans made of old bottle caps. The results of the creativity and innovation of students are displayed on the school wall and the renewal room.

The Pasar Baru 1 Public Elementary School in Tangerang City spends a budget sourced from BOS of no more than 20%, because in the criteria for the Adiwiyata program the school must have a budget for environmental protection and management efforts of 20% of the total school budget, so the RKAS is used for activities the adiwiyata program has complied with the criteria contained in the Adiwiyata Program Standards.

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EVALUATION OF SCHOOL LITERACY MOVEMENT PROGRAM FOR STUDENTS AND TEACHERS

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ABSTRACT

This research is motivated by the low reading interest in the society of Indonesia and the movement of school literacy program launched by the government to enhance students ability to think critically, analysis, be creative and innovative through various activities including: reading, seeing, listening, writing and speaking. The research was conducted at MIN 4 Jakarta Selatan because MIN 4 South Jakarta was one of the madrasah that have implemented the school literacy movement program. The purpose of this research is to know the evaluation of movement of school literacy program in madrasah, obstacles and feedback related to evaluation of movement of school literacy program. This research uses evaluation method of CIPP(Conteks, Input, Process, Product) in analyzing the movement of school literacy program. Respondents from this study are students and teachers who are willing to fill in google form which contains questionnaires related to the implementation of movement of school literacy. The results of the evaluation indicate that 83% said that the leaners like to read and program the movement of school literacy program has been implemented in the madrasah is in accordance with the national objectives.

Keywords: *School Literacy, Movement, Students, Teachers.*

INTRODUCTION

The low interest in reading for the people of Indonesia is an open secret that has been known to all. If it is offered between gadgets or books, people will prefer gadgets as a means to spend time. Both print and electronic media when discussing reading culture in Indonesia will always insert a survey which states that Indonesian people are not people who like to read. This survey is even strengthened by the results of research from the United Nations Educational, Scientific and Cultural Organization (UNESCO) which states that the reading interest index in Indonesia is only around 0.001. That means there is only one person who is interested in reading in a thousand Indonesian people (Qurtuby, 2017).

Najwa then compares European or American society, especially children who in a year can read up to 25-27 percent of books. In addition, there are also Japanese whose reading interest can reach 15-18 percent of books per year. "While in Indonesia the number only reaches 0.01 percent per year," said Najwa (tirto.id, 2017).

Ironically, this figure is inversely proportional to the number of internet users who reach half of the total population of Indonesia or around Rp. 132.7 million. Even data compiled by statista.com in January 2018, stated that 44 percent of the Indonesian population took photos and videos using their cellphones. One of the reasons for the low interest in reading is the difficulty of accessing books. Not

only that, the onslaught of innovation in the field of technology makes people, especially the millennial generation, prefer to stare at a smartphone screen rather than reading a book (voice.com, 2018)

This is reinforced by the fact that literacy is very important for a student. Students are required to have the ability to read to be able to enrich their insight, vocabulary and point of view in understanding the situation. Writing skills are needed to be able to express ideas and arguments for improving the condition of society. Education must be able to foster interest in students to read and write.

The School Literacy Movement Program is very much required by the government. Because, the School Literacy Movement program can strengthen the character development movement, as stated in the regulation of the Minister of Education and Culture Number 23 of 2015 article 2. (Mendikbud, 2015).

MIN 4 South Jakarta is an example of a madrasa in Pondok Pinang that runs the School Literacy Movement program. The success of the madrasa in implementing the School Literacy Movement program has not been well publicized so that it has not been followed by other madrasas. This study was conducted to evaluate the School Literacy Movement program at MIN 4, South Jakarta. The results of this study are expected to be a reference and inspiration for other madrasas to be able to implement the GLS program.

METHOD

This research is an evaluation research using qualitative methods. The evaluation research is related to the process of collecting, analyzing and interpreting the information obtained from various sources and carried out systematically, planned, and measured in an activity which then the evaluation results are used as a basis for consideration to determine the next alternative in determining a decision taken, so that the decision is truly right and can be justified.

Evaluation Subject

In this evaluation research, the technique used to determine the subject of qualitative research is purposive sampling technique, namely the sample is determined intentionally by the researcher or not randomly. This technique was chosen by researchers based on the research objective, namely selecting people who can be used as research samples, because they are considered to be able to provide information about the problems in this study. Informants are people who provide information (Suharsimi, 2010). The informants used in this evaluation study were the Head of Madrasah, Deputy Coordinator for Curriculum, Deputy Coordinator for Student Affairs, Deputy Coordinator for Administration, Deputy Coordinator for Sarpras, Head of the Literacy Team, Librarians and Students.

Data collection technique

The data collection techniques used in this study were observation, interviews, and document studies which were then triangulated with the aim of comparing the data obtained.

Data analysis technique

The research data were analyzed using a data triangulation model as an examination through other sources. Checking the data, cross-checking the results during observation and also the data obtained while in the madrasa.

Data Validity Check Technique Teknik

The technique of checking the validity of the data is using the triangulation technique. Triangulation is a technique of checking the validity of data that utilizes something else by checking and rechecking data that has been obtained through interviewed sources. The results of this triangulation are taken from a common thread that connects one data to another so that the correct data and different data can be known.

FINDINGS AND DISCUSSION

Understanding of Citizens of MIN 4 South Jakarta on Literacy Culture

The results showed that madrasah residents still understood literacy culture narrowly. Madrasah residents understand literacy culture as limited to reading and writing culture. The understanding of madrasa residents will affect the programs and activities that will be carried out in the madrasa. Because madrasa residents still understand literacy culture as a culture of reading and writing, the program activities at madrasas will focus on reading and writing culture.

Although madrasa residents still understand literacy culture in a narrow sense, they already have attention and awareness of the importance of literacy culture. They realize the importance of literacy culture for students. They also realize the benefits of a literacy culture. The benefits of literacy culture according to madrasa residents include increasing knowledge, improving speaking skills and training social sensitivity.

South Jakarta MIN 4 Program in Evaluating the GLS Program

The South Jakarta MIN 4 program in evaluating the School Literacy Movement program is as follows: 1) Conditioning a literacy-friendly madrasa environment, 2) Provide a convenient library, 3) Adding library book collection, 4) Strive for madrasas as a literate academic environment, 5) Improving literacy skills of madrasa residents

Supporting Factors in Evaluation of the GLS Program at MIN 4 South Jakarta

The factors supporting the evaluation of the School Literacy Movement program at MIN 4 South Jakarta are: 1) Awareness of madrasa residents on the importance of literacy culture, 2) Good physical facilities, 3) Active participation of madrasa residents, 4) Madrasah budget allocation, 5) Many activities or events to familiarize literacy culture, 6) Participation from parents of students

Inhibiting Factors in the Evaluation of the GLS Program at MIN 4 South Jakarta Jakarta

While the factors that can hinder the evaluation of the School Literacy Movement program at MIN 4 South Jakarta, among others:

1. There is no special time to read books in the reading corner
2. Students prefer to play in the field during recess rather than reading books in the library
3. Not all teachers can accompany students during reading time activities
4. There is no literacy culture habituation activity for teachers

Literacy Program Background

The establishment of the literacy program at MIN 4 South Jakarta began with the Head of the Ministry of Religion for the City of South Jakarta who declared madrasas as literacy schools. Where every madrasa in the city of South Jakarta is required to implement literacy in its madrasa. This literacy movement is also to realize Permendikbud No. 23 of 2013 concerning the school literacy movement to foster noble character attitudes in children through language. Not only that, the purpose of MIN 4 South Jakarta holding this literacy program is to familiarize and increase the interest of students in reading and writing. It can be seen that literacy activities in madrasas have been carried out long before the planning from the Ministry of Education and Culture.

The DKI Jakarta Indonesian Publishers Association (IKAPI) supports the Literacy Movement organized by the State Islamic School (MIN) 4 South Jakarta. "IKAPI DKI Jakarta really appreciates and supports the efforts made by MIN 4 South Jakarta in advancing literacy culture, namely writing, reading,

and listening". The MIN 4 South Jakarta Literacy Movement is aimed at teachers, the activity carries the tag line "One Day One Teacher One News". The literacy movement began with the teacher writing a short story one day one story. This activity aims to make the habit of writing for madrasa teachers who in time will continue to write books. The program received support from IKAPI DKI Jakarta.

Madrasah Support for Literacy Program

Evaluation of madrasa support is intended to find out how madrasas support literacy programs. Support from madrasas is of course very important to facilitate the activities of existing literacy programs. In this case the madrasa is very supportive for literacy activities. Starting by providing a place to read, providing reading resources, providing socialization of the importance of literacy to all madrasah residents, and seeking funds for literacy independently.

Evaluation of Literacy Program Input

Evaluation of inputs in the implementation of the literacy program is reviewed from 2 aspects, namely: 1) Interest in reading and writing students in participating in the literacy program program. Students are quite interested in participating in literacy program activities in the form of reading and writing activities. The teacher provides stimulus to students by giving rewards to students who like to read. 2) completeness of facilities and infrastructure to support literacy programs. Completeness of facilities and infrastructure is a very important thing to support the continuity of literacy program activities. Completeness of facilities and infrastructure is used to facilitate literacy activities. 3) Evaluation of the Literacy Program Process.

Evaluation of the process of implementing the literacy program is reviewed from 4 aspects, namely: 1) Planning Based on the documentation data in this planning, the library has a long-term program of 5 years and a short-term program. The long-term program is in the form of increasing interest in reading which contains reading challenges, reading that is integrated with KBM, class library competitions, adding to the collection of library books, adding infrastructure and planning programs for the beginning of the school year and others. 2) Organizing. The implementation of literacy programs in madrasas can run well if all parties help the process of activities in a unified manner. The literacy program itself is in the library design, but literacy has its own organizational structure called PJ literacy and its members are teachers. 3). Actuating The implementation of literacy programs in madrasas is in the practice of reading culture, besides in the classroom there are also activities to visit the library in turn every break that has been scheduled. The implementation of literacy activities for MIN 4 South Jakarta follows the stages of implementing the school literacy movement in the GLS guide at the SD/MI level. a) Habituation Stage. This habituation stage has two objectives, namely reading silently and reading aloud by the teacher for the growth of a good madrasa literacy climate. b) Development Stage. At the development stage the activities are the same as activities at the habituation stage, the difference is that the 15-minute reading activity is followed by follow-up activities at the development stage. c) Learning Stage The learning stage is the engagement of the program in classroom learning. In classroom learning this literacy program eliminates the laziness of students in terms of reading. 4) Controlling. Supervision in the literacy program at MIN 4 South Jakarta according to the head of the library that this evaluation is only to evaluate students and for the evaluation time once a week. Based on the data, it was also explained, the homeroom teacher and the teacher together with the head of the library selected the books in every corner of the class, also corrected the students' short stories.

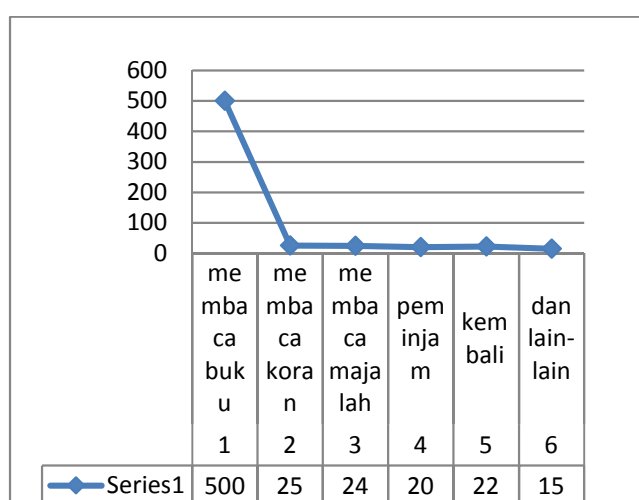
Literacy Program Product Evaluation

The product evaluation of the literacy program here is the result of the literacy program at MIN 4, South Jakarta. Based on the data, the results of students' interest in reading and writing are increasing.

Table 4.1 Students' Reading Interest

| N0 | Kegiatan | Jumlah Peserta Didik |
|--------|-----------------------|----------------------|
| 1 | Read the book | 500 |
| 2 | Reading the newspaper | 25 |
| 3 | Reading Magazines | 24 |
| 4 | Borrower | 20 |
| 5 | Back | 22 |
| 6 | etc | 15 |
| AMOUNT | | 606 |

Figure 4.1 Graph of Students' Reading Interest



Based on observations, the evaluation of the literacy program products illustrates that the literacy program has shown good results. It can be seen from the increase in students reading books in madrasa libraries and mobile libraries. The increasing interest in reading and writing of students, the insight gained by students also increases.

CONCLUSIONS

Conclusions that can be drawn from this research include: The understanding of the residents of MIN 4 South Jakarta on literacy culture is still narrowly understood. Madrasah residents understand literacy culture as limited to reading and writing culture. The understanding of madrasa residents will affect the programs and activities that will be carried out at the madrasa. The South Jakarta MIN 4 program evaluates the GLS program in a number of ways, namely, (1) creating a literacy-friendly madrasa environment, (2) providing a comfortable library, (3) adding library book collections, (4) seeking madrasas as a literate academic environment. , (5) improve literacy skills of madrasah residents. Supporting factors in the evaluation of the GLS program at MIN 4 South Jakarta, namely, (1) awareness of madrasa residents on the importance of literacy culture, (2) qualified physical facilities, (3) active participation of madrasah residents, (5) many activities or habituation events literacy culture, (6) participation from parents of students. The inhibiting factors in the evaluation of the GLS program at MIN 4 South Jakarta, namely, (1) there is no special time to read books in the reading corner, (2) students prefer to play in the field and eat snacks in the canteen during recess rather than reading books in the

cafeteria, library, (3) not all teachers can accompany students during reading time activities, (4) there are no literacy culture habituation activities for teachers.

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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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EVALUATING THE ROLE OF THE COMMITTEE IN IMPROVING THE QUALITY OF EDUCATION

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ABSTRACT

This study aims to evaluate how the role of the school committee in improving the quality of education at SDN Peninggilan 5. The method used in this research is a qualitative method, with a descriptive approach and a Provus model (inequality by comparing the standards set by the Decree of the Minister of National Education Number 044 / U / 2002 and its implementation in SDN Peninggilan 5. The results showed that the role of the school committee as a provider of consideration, supporter, controller and liaison had been implemented but was maximally determined by the government. As a giver of consideration, the committee has not been seen to be active in providing input and consideration in planning school programs and policies. As a supporter, the School Committee has been active in providing support for the procurement and management of infrastructure, human resources, and funding, in carrying out its role as a controller of the planning and implementation of school programs, reports of observations are still in the form of oral and incidental information. The role as a liaison is good enough, but the cooperative relationship with the community is still lacking. In general, the Peninggilan 5 State Elementary School (SDN) committee plays a role in improving the quality of the school by helping morally and materially.

Keywords *Committee; Education Quality; School Committee Role..*

INTRODUCTION

The world of education has a very strategic role in determining the direction of the progress and decline of the quality of education. This can be felt, namely when an educational institution is implementing its education in a truly good way, its quality will be seen. In contrast to educational institutions that carry out education only modestly, the results are also mediocre. Education is one of the strategic alternatives in educating the nation and the main capital for the development of a nation. The creation of quality human resources depends on the quality of education. One of the instructive issues looked by the Indonesian country is the inferior quality of schooling at each level and unit of training, particularly essential and optional training. Different endeavors have been made to work on the nature of public instruction, including through different preparing and improvement of educator capability, acquisition of books and learning apparatuses, improvement of instructive offices and foundation, and improvement of the nature of school the board. However, various indicators of education quality have not shown significant improvement. Some schools, especially those in cities, have shown a satisfactory improvement in the quality of education, but most others are still apprehensive (Umeidi, 2001).

The quality of education in Indonesia has so far not experienced a significant and equitable improvement. Schools located in cities show quite encouraging improvement in the quality of education, but most of the others are still concerning. Quality education is still a luxury item for most Indonesians. Regarding the causes of the widening gap in the quality of national education, Connie Chairunnisa and Pudjosemedi and their books. Education Management states that there are many factors that cause the widening gap in the quality of national education, three of which are: 1) Partial application of a system approach, 2) Not optimal implementation of SBM (School Based Management), 3) Low participation of school members and the community in school administration . (Chairunnisa & Pudjasemedi, 2013). The first factor, school as a system consists of context, input, process, output, outcome. In reality, school development is often focused on only input (teachers, curriculum, infrastructure, funds, etc.), process alone (teaching and learning process, assessment of learning outcomes, school leadership, etc.), or output only (national exam scores, work competitions). scientific, etc.). In fact, school administration must be carried out completely and thoroughly. The second factor, the implementation of national education which is carried out in a bureaucratic-centralized manner has placed schools highly dependent on bureaucratic decisions above them which are sometimes not in accordance with school conditions. This makes the school lose its independence and creativity. The third factor, the participation of school residents, especially teachers, employees and students as well as community participation, especially parents of students, is still not optimal. Even though the success of schools requires collaboration with all parties including the community. Maximum participation will be able to increase the sense of belonging to the school which of course will increase the dedication and quality of the school.

Working on the nature of training is a necessary piece of the human asset advancement measure. These endeavors should be done in an arranged, coordinated and concentrated way with the goal that they can set up the country to enter a time of globalization which is loaded with rivalry. The nature of training is coordinated by the Law on the National Education System Number 20 of 2003, to be specific the advancement of the capability of understudies to become individuals who accept and dread God Almighty, have respectable person, are solid, learned, able, inventive, free, and become residents. Vote based nation and obligation. Government awareness increases the quality of human resources in various efforts to develop higher quality education through curriculum development, assessment frameworks, improvement of instructive offices, advancement and acquirement of showing materials, just as preparing for instructors and other schooling staff. The government, with its policies, is responsible for efforts to improve and develop the quality of education. what is meant is that the education management system which is semi-centralized becomes decentralized. The regional autonomy policy based on Law Number 22 Year 1999 has been renewed by Law Number 32 Year 2004, positioning districts / cities as holders of authority in responsibility for development in various sectors, including the provision of education. The implementation of education in the regions isn't simply left to regions/urban communities, yet in addition given to instruction units. Along these lines, the achievement of training conveyance isn't just the duty of the focal government, yet additionally the commonplace, city locale, school, and local area or instruction partners.

In the context of implementing educational autonomy as part of regional autonomy, as a realization of local area cooperation in the instruction area, a discussion is required that can oblige perspectives, yearnings, and investigate the capability of society to guarantee the formation of democratization, straightforwardness and responsibility in training. One such discussion is a gathering called the Education Council at the Regency / City level and the School / Madrasah Committee at the education unit level. The existence of the Education Board and School / Madrasah Committee is a mandate of the people as stated in Law Number 25 of 2000 concerning the National Development Program (Propenas) of 2000-2004, and as an implementation of this law the Minister of National Education Decree Number 044 / U / 2002 dated April 2, 2002 concerning the Education Board and School Committee. This mandate of the people is in line with the regional autonomy policy, which has positioned regencies / cities as holders of authority and responsibility in the delivery of education. The implementation of education in the regions is not only left to districts / cities, but also in some cases it has been given to instruction units, both in the school and outside school training. As such, accomplishment with the arrangement of instruction isn't just the obligation of the focal government, yet additionally the common, region/regional authorities, and schools, parents, and the community or education stakeholders.

The School Committee which was formed to support the delivery of education in schools / madrasahs has a role in improving the quality of education services. The committee was formed to accommodate and increase the participation of school stakeholders to participate in formulating, stipulating, implementing, and monitoring the implementation of school policies and accountability that focus on the quality of service to students in a proportional and open manner. The committee also accommodates the participation of stakeholders to participate in school management according to their roles and functions. One of the goals of establishing a school committee is to increase the responsibility and participation of the community in the delivery of education in educational units. This means that community participation is needed in improving the quality of education, not only providing material assistance, but also assistance in the form of thoughts and innovative ideas for the progress of schools. Based on the Decree of the Minister of National Education Number 044 / U / 2002, it can be seen that the committee has a very strategic role, since the school board has a part as a warning office in deciding and carrying out instructive approaches in instructive units; supporting offices, either as money, contemplations or staff in the arrangement of training in instructive units; a controlling office in the structure of straightforwardness and responsibility in the execution and yield of instruction in an instructive unit just as an arbiter between the public authority (leader) and the community within the educational unit.

To see further the conditions in the research field conducted a preliminary study on the existence of school committees at Peninggilan 5 State Elementary School, Ciledug. From the results of the preliminary study, it is known that as a body that represents the community, the school committee has not played an optimal role. They do not have their own work program that can be used as a reference in carrying out their functions and roles independently and professionally. In principle, they are still limited to implementing programs to support programs set by schools, especially those related to funding. Some parents and the community consider the existence of the school committee as a spokesperson for the school in the success of school programs. School-based education management is still limited in understanding by certain circles (some school personnel). School committee members are generally members of the community who are not directly involved in the world of education. They are the only people they are considered able to talk to about school and may be able to find solutions if the school needs it. Meanwhile, those related to national education system policies, such as the implementation of school-based education management, they have little understanding. In addition, some of the school committee members are people who have their own activities so that there is very little time to think about the progress of the school. In addition, the understanding of some teachers and school members about the role of the new committee is still minimal. They are still thinking with the old paradigm where the function and role of the committee is limited to finding and raising funds for the sake of improving the quality of schools. School committees that take part in the education management process in schools are considered to be disturbing and overreacting.

Seeing this reality, researchers feel the need to evaluate how the implementation of the role of the committee at Peninggilan 5 State Elementary School and the obstacles it faces. Therefore, the researchers raised issues related to the Role of the School Committee in Improving the Quality of Education in Peninggilan 5 State Elementary School, Ciledug.

Program Evaluation

Evaluation comes from the word "evaluation" (in English), the word is absorbed into the vocabulary in Indonesian with the aim of maintaining the original word by adjusting the Indonesian pronunciation (Arikunto & Jabar, 2009). Furthermore, both explained that assessment is an action to gather data about crafted by something, which is then used to decide the right option in deciding. Scriven in (Stufflebeam and Shinkfield, 2007) characterizes assessment, in particular: assessment is the way toward deciding the legitimacy, worth, and worth of things and assessment are the results of the interaction. Assessment is a cycle of deciding the advantages, costs and benefit of something and assessment is a result of that interaction. At the end of the day, assessment is the result of the way toward deciding the advantages and benefit of something. The product is in the form of findings written in the form of a report.

Assessment is essential for the administration framework, in particular arranging, association, execution, observing and assessment. Without assessment, it won't be known how the state of the assessment object is in the plan, execution and results. To ensure that a program or project achieves the

planned goals and objectives, it is necessary to conduct an evaluation in order to improve the performance of the program or project. According to Ralph Tyler, "Evaluation is a data collection program to determine to what extent, in what ways, and what part of the educational goals have been achieved." (Arikunto, 2010). Meanwhile, as per (Wirawan, 2011) assessment is: Research to gather, dissect, and present helpful data about the object of assessment, survey it by contrasting it and assessment pointers and the outcomes are utilized to settle on choices about the object of assessment. Meanwhile, Suharsimi stated that "Evaluation is an activity of collecting data or information, to be compared with criteria, then conclusions can be drawn." This conclusion is referred to as the evaluation result. Based on the evaluation data, policy making can improve the weak elements of the policy, the end goal is to increase the quality of the implementation of the policy.

Based on the above opinion, evaluation is an attempt to measure an activity or program with criteria. This process compares the success achieved with the expected success. According to (Arikunto, 2013), "What is meant by criteria in educational evaluation are provisions issued by the Ministry of National Education." Assessment is likewise a deliberate and consistent cycle to gather, portray, decipher and show data about a program with the goal that it tends to be utilized as a reason for deciding, formulating policies and developing further programs. The evaluation is basically giving consideration or value based on certain criteria. To get a convincing and objective evaluation starting from quantitative and qualitative information. The instrument (measuring instrument) must be sufficiently valid, robust, practical, and honest. The data collected from implementing the instrument should be processed appropriately and its use is described. According to Arikunto and Cepi Safruddin, there are four potential approaches that can be completed dependent on the aftereffects of the assessment of program execution, to be specific: a) Terminating the program, since it is viewed as that the program has no advantage, or can't be carried out true to form. b) Revising the program, on the grounds that there are parts that are not true to form (there are blunders however a couple). c) Continuing the program, (executing the program in somewhere else or rehashing the program at some other point), on the grounds that the program was fruitful, it would be awesome in the event that it was carried out again in somewhere else and at some other point.

In the field of education, in terms of its objectives, evaluation is macro in nature and micro in nature. Evaluation of educational programs, namely programs planned to improve the education sector. Micro evaluation is often used at the grade level. So the target of micro evaluation is teachers for schools or lecturers for universities. Teachers have the responsibility of compiling and implementing classroom learning programs, while school leaders are responsible for evaluating learning programs prepared and implemented by the teacher. There are two definitions of the program itself. In the dictionary it is written: (a) A program is a plan, (b) A program is an activity that is carefully planned. According to (Tayibnapis, 2000), programs are anything that somebody attempts to do with the expectation that it will bring results or impact. From the two meanings of the assessment specialists above, it tends to be reasoned that the program is an action that is arranged with a precise plan idea and happens slowly starting with one action then onto the next and is completed in an institutional gathering that includes numerous gatherings. Program is characterized as a unit or movement unit which is the acknowledgment or execution of an arrangement, happens in a persistent cycle and happens in an association that includes a gathering of individuals. For this situation there are three significant definitions and should be accentuated in deciding the program, specifically: a) Realization or execution of an approach. b) Occurs in a generally lengthy timespan and is certifiably not a solitary action yet is nonstop in plural. c) Occurs in associations that include a gathering of individuals.

Based on the explanation above, it can be interpreted that a program is a plan that includes different units containing approaches and a progression of exercises that should be completed inside a specific timeframe. The program for this situation is a movement or a progression of exercises to be arranged.

Brikerhoff (1983) characterizes program assessment as an interaction of discovering the degree to which program or task objectives and destinations have been acknowledged, giving data to dynamic, contrasting execution with guidelines or benchmarks with recognize holes, surveying cost and quality and efficient examination of the worth or nature of an article. Program assessment as per Tyler is an interaction to decide if the objective has been acknowledged (Arikunto and Jabar, 2009). As per Arikunto, program assessment is an action proposed to discover how high the achievement pace of the arranged movement is.

In view of the clarification above, it tends to be deciphered that program assessment is a unit or unit of exercises that intends to gather data about the acknowledgment or execution of an arrangement, happens in a constant cycle, and happens in an association that includes a gathering of individuals for dynamic.

School Committee

Based on the National Education System Law Number 20 of 2003, it is stated that "the School Committee is an independent body that accommodates community participation in improving the quality, equity and efficiency of education management in educational units, both in pre-school education, school education pathways and out of town education channels. . " (Nanang, 2004) in his book states that. The School Committee is a non-benefit and non-political body or foundation, shaped dependent on just pondering by instruction partners at the training unit level as a portrayal of different components that are answerable for working on the nature of the instructive interaction and results. According to (Syaiful, 2004), "The role of the school committee is not only limited to mobilizing donations, but also participating in more substantial matters to assist and supervise the implementation of education.

So it can be concluded that the School Committee is an agency or institution consisting of several members who are elected by deliberation to accommodate community participation in one or several educational units and have the responsibility of improving the quality of education. The school committee is expected to increase the role of the community in running the school, so that a sense of belonging and mutual responsibility arises in the progress of the school. School committees must rely on the establishment of local area cooperation in working on the nature of administrations and instructive results in schools.

The School Committee which is domiciled in each instructive unit is a free body that doesn't have a various leveled relationship with government organizations. The school committee consists of educational units or several educational units of different levels, but located in adjacent locations, or educational units managed by an education provider, or due to the considerations of others. Regarding the school committee, (Hasbullah, 2006) in his book states that: Essentially the situation of the school council is in the center between guardians, understudies, educators, neighborhood networks, and the private area on the one hand with the school as the institution, the principal of the school. , The regional education office, and the local government on the other. The role of the school committee is expected to bridge the interests of the two. The name of the school committee is adjusted to the conditions and needs of each educational unit, such as the School Committee, the Education Committee, the School Committee for Education Outside of Schools, the School Board, the School Council, the Madrasah Council, the Kindergarten Committee, or other agreed names

METHOD

This research uses descriptive qualitative research methods. The evaluation model used is The Disparity Evaluation Model. Data collection techniques are an important thing in a study, which aims to obtain the necessary data. (Sugiyono, 2011) in his book emphasizes that: 1) Interview, 2) Document Study and 3) Observation (Observation). The technique of checking the validity of the data used is triangulation, which is a data collection technique that combines various data collection techniques and existing data sources, triangulation includes four things, namely: (1) method triangulation, (2) inter-researcher triangulation (if research conducted with groups), (3) triangulation of data sources, and (4) triangulation of theories. In practice, the researcher checks the data that comes from interviews with school principals, teachers, committee heads and students' parents. Then the results of the interviews were reviewed later along with the results of document studies conducted during the research period to determine the level of achievement of the role of the school committee at SD Negeri Peninggilan 5 Ciledug. Likewise, checking the data originating from the questionnaire results which are then reviewed together with the results of the study of the documents held.

FINDINGS AND DISCUSSION

Evaluation Findings

The School Committee is a free body that obliges local area cooperation to work on the quality, value, and effectiveness of training the board in instructive units, both in pre-school training, school schooling pathways and outside training channels (Kepmendiknas number: 044 / U / 2002) . So far, the presence of the school committee is still considered a mere formality, it is all due to a lack of in-depth knowledge of the functions and roles of the school committee by parents in the education unit. There are still many people who think that the school committee has a role that is only to collect funds for education assistance. In the era of autonomy that gave birth to education decentralization, the room for movement of teachers and school principals was broader, including in managing the education budget in schools. With the freedom of movement of the principal in managing the budget, the role of the school committee becomes large, because decisions related to the administration of education in education units always involve all parties according to education management standards, namely school-based management.

The reality in the field regarding the role of school committees is not all of them have been properly implemented or have not been properly implemented according to the roles suggested by the school committee. Moreover, school committees in public schools that should know more about their functions and roles in improving the quality of education are less visible.

Role of the School Committee as Advisory Agency

According to Kepmendiknas Number 044 / U / 2002 concerning the Education Board and School Committee, the role of the school committee as a provider of considerations is to provide input, considerations and recommendations to schools in order to identify school resources, learning processes, personnel, school infrastructure needs, policies and school programs, RAPBS, and so on. Uno (2008) mentions several activities that require community participation (school committees in an effort to improve the quality of education include: (1) preparation of school work plans, (2) preparation of School Revenue and Expenditure Budget Plans (RAPBS), (3) implementation of educational programs , and (4) transparency and accountability of education.

The role of the SDN Peninggilan 5 Ciledug school committee as a provider of consideration is to provide advice and input on the implementation of the program that will be carried out so that it is carried out properly and according to plan. In the program and the determination of school policy, the committee has not been seen to be active. The preparation of the RAPBS, determination of the vision and mission, school policies are discussed in a cooperative meeting attended by educators and education staff. The school committee provides support for the programs and policies that have been set by the school. The role of the school committee for consideration in the implementation of educational policies means that every policy issued by the school principal must go through the school committee's consideration. The role of the school committee reflects the hope of synergy between the school principal and the SDN Peninggilan 5 school committee.

The Role of the School Committee as a Support (Supporting Agency)

Decree of the Minister of National Education Number 044 / U / 2002 the role of the school committee as a support includes support both in the form of financial, thought and energy in the implementation of education in educational units. The school committee is a form of community participation in improving the quality of schools. With various policies and regulations set by the government, the program established by the school The role of the SDN Peninggilan 5 School

Committee as a supporter is realized in terms of planning. Planning in this case serves as a support in the form of financial, thought, or energy in the delivery of education in schools, encouraging community attention and commitment to quality education, such as; management of school infrastructure. In terms of support for school infrastructure, from planning, submitting, and maintaining it mostly carried out by the school. Meanwhile, the procurement is mostly carried out by the government. The role of the school committee is to provide input. However, on certain occasions, for example at the last time, schools received DAK for the addition and rehabilitation of libraries and canteens. The implementation of the rehabilitation is carried out independently between the school and the school committee.

The Role of the School Committee as a Controller (Controlling Agency)

As a controlling body, the SDN Peninggilan 5 committee has a role in controlling policies or school work programs so that they do not deviate from the rules. As explained in the Decree of the Minister of National Education Number 044 / U / 2002 that school committees can supervise the education planning process, monitor budget allocations in implementing school programs, as well as monitor school output such as final exam results, repeating numbers, participation, and survival rates, indicators of the role of the school committee as a controller are the frequent contact with the school committee and hold meetings with the school in the context of supervision and ask for an explanation of learning outcomes and educational outputs. The role as controlling agency aims to minimize the occurrence of deviations in school programs and policies in improving quality. The supervision carried out by the SDN Peninggilan 5 committee is in the form of monitoring the learning process as well as monitoring the conditions of the infrastructure, and environmental conditions of SDN Peninggilan 5. Meanwhile, regarding the results of graduates, graduating and graduating class as well as the use of school funds and other assistance funds are submitted to the school.

In Government Regulation No. 17/2010, article 205, the administrative capacity of the school council is additionally underlined. In this article, it is clarified that the aftereffects of management by the school panel are accounted for to a gathering of guardians/watchmen of understudies which is held and gone to by the head and the instructor board. Meanwhile the SDN Peninggilan 5 committee provides finance to the class committee administrators which are then conveyed to the parents of the students in their respective classes. The results of monitoring and reporting to schools are carried out orally and from time to time, not in the form of written reports that are compiled periodically.

Role of the School Committee as a Liaison (Mediator Agency)

Apart from being a provider of considerations, the support and supervision of the school committee has an important role, namely as a liaison or agency mediator. As explained in the school committee performance indicators, in carrying out the role of agency mediator, the school committee can carry out the following activities: (a) become a liaison between the community and the school, (b) assist schools in disseminating school policies, (c) conveying the aspirations of the community in proposals for making policies, and so on. According to Kepmendiknas Number 044 / U / 2002 as a liaison, the school committee collaborates with the community and accommodates, analyzes aspirations, ideas, demands and various educational needs. The SDN Peninggilan 5 Committee acts as a liaison between schools and parents by helping to socialize school programs and policies, is a mediator who accommodates and provides input, suggestions and criticism from parents of students.

In carrying out its role, the SDN Peninggilan 5 committee fosters cooperative relationships with educational stakeholders, the business world and the industrial world or other institutions. The collaboration is carried out in the form of sponsorships and resource persons in the program to improve the quality and competence of students. As a mediator, the school committee agency plays a role in bridging students and schools, parents and schools, communities and schools, and the government.

However, the role of the SDN Peninggilan 5 committee as a mediator between the government and the community outside the school is still not optimal. Community involvement in improving the quality of schools needs to be empowered. The school committee work program will work well if it is supported by good communication between the school, school committee, parents, and the community. Seeing the demands of the community and government for SDN Peninggilan 5, the school committee needs to understand its role in improving the quality of education. One of the ways is by encouraging community participation to take an active role in the field of education. School committees and communities can carry out their roles by involving themselves in the planning, implementation, supervision and evaluation of school programs. With direct involvement, the community who has been included in the school committee will feel that they own and manage educational institutions so that the good and bad quality of education becomes a shared responsibility.

CONCLUSIONS

Based on the problem formulation and evaluation findings on the role of the school committee in quality improvement at SDN Peninggilan 5, the following conclusions can be drawn: 1) The SDN Peninggilan 5 school committee has basically carried out its role as a provider of consideration, supporter, controller, and as a liaison but there are several which have not met the standards set by the government. The role of giving consideration has not been maximal. The school committee has not been seen directly in the formulation and ratification of the RAPBS and in planning school programs and policies. 2) The role of the committee The role of the school committee as a supporter in SDN Peninggilan 5, as a liaison, has been done well. This is primarily a role as a liaison between the school and the community, especially parents of students. The School Committee regularly holds meetings with parents of students to deliver school programs. However, in terms of being a liaison between schools and the government, especially the education office, it has not been implemented optimally. Likewise, the role as a liaison between schools and non-educational institutions has not been implemented properly. This is due to the limitations of each of the School Committee administrators. 3) The role as a controller is carried out by monitoring and providing input to the programs and policies set by the school. So far, the school committee has not made a formal and written report on the results of supervision and observation to the school. The results of observations on school planning and programs are conveyed verbally and incidentally. 4) The role as a liaison is carried out by the SDN Peninggilan 5 Ciledug committee by being a liaison between parents and schools, assisting schools in disseminating policies and programs to parents and conveying their expectations, suggestions, and criticisms of parents to the school. However, the school committee has not been maximal in executing its role as a liaison between the school and the community and vice versa. The problem of being busy with the school committee's committee is one of the obstacles.

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