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EVALUATION OF THE ROLE OF THE SCHOOL PRINCIPLE AS MANAGERIAL IN IMPROVING THE QUALITY OF SCHOOLS

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ABSTRACT

The managerial ability of the principal is one of the important factors in order to advance and improve the quality of the school he leads. With this managerial competence, it is hoped that the principal's school will be better because the principal's managerial competence has a strong role in planning, organizing, briefing and controlling. This research uses descriptive qualitative method. Sources of data from this study were the principal (as key informant), vice principal, administration, teachers, students, parents, and alumni. Data collection techniques were carried out through data triangulation as follows: observation, interviews, and documentation. Analysis of research data was carried out through the following steps: 1) collecting data, 2) reducing data, 3) presenting data, and 4) drawing conclusions. The results of this evaluation study are as follows: 1) Principal's managerial ability in planning to improve school quality is not in accordance with the criteria, 2) Principal's managerial ability in organizing quality improvement is not in accordance with procedures, 3) Principal's managerial ability in directing school quality improvement as well not going well, 4) managerial ability in controlling or supervising the principal in improving the quality by monitoring and evaluating is still not satisfactory. From the overall managerial level of the Principal, it can be stated that the Principal of MTs Nurul Qur'an Cengkareng, West Jakarta, in terms of improving the quality of schools has not gone well based on indicators that refer to the components of context, input, process, product.

Keywords: *Managerial; School; Quality.*

INTRODUCTION

In an effort to realize quality education, continuous efforts are needed and continue to improve the quality of education. These efforts cannot be separated from efforts to improve the quality of learning (instructional quality) because various educational programs always lead to quality learning. Therefore, improving the quality of education will be achieved together with improving the quality of human resources (HR) which will continue to the success of a school. The success of a school is always related to the leadership of the principal. Principal leadership is considered to have an important role in school effectiveness and improvement. The education process in schools depends on the main actors, namely the principal and teachers. The principal in particular plays an important role in the success of

education because the teacher's guidance in carrying out the process of learning and teaching activities depends on the policies and actions of the principal. Therefore, the need for managerial skills of school principals to improve the quality of school education.

However, the process is not easy. Various efforts have been made to achieve optimal results. MTs Nurul Qur'an Cengkareng, West Jakarta, the principal faces various problems including, there are educators and teaching staff who lack discipline; lack of principal communication between educators and teaching staff; besides that the problem of facilities and infrastructure that is faced so that the teaching and learning process becomes less effective; as well as other problems. In addition, due to the lack of utilization of human resources (HR) at MTs Nurul Qur'an Cengkareng, West Jakarta, concrete problems have arisen which can be described as follows: low quality of physical facilities; low quality of teachers and education personnel; low welfare of teachers and educational staff; low student achievement; Apart from this, one of the problems at MTs Nurul Qur'an Cengkareng, West Jakarta, which until now has not been resolved, is the management condition which is quite apprehensive, both in terms of quality and performance; management and administration system; principal leadership; staff performance and so on, in this case education is a complex and long-term process that includes several aspects that are closely related to one another. Therefore, the authors are encouraged to conduct in-depth research on human resource management for improving school quality at MTs Nurul Qur'an Cengkareng, West Jakarta in order to achieve the success of an educational institution which can be seen by the abilities possessed by educators and education staff and produce graduates or alumni with competency standards.

The process of fulfilling the research needs to be evaluated. Evaluation is an activity to collect information about the process of an activity, then this information is used to determine other appropriate alternatives in making decisions (Arikunto and Jabar, 2009). This evaluation method in the process the author applies the CIPP method. The CIPP evaluation model can be applied in various fields, such as education, management, companies and at various levels, be it projects, programs or institutions (Madaus, Scriven, Stufflebeam, 2003). In the field of education, (Stufflebeam, 2003) classifies four dimensions of the education system, namely context, input, process, and product, so that the evaluation model offered is named the CIPP model which stands for the four dimensions. Therefore, the researcher describes the usefulness of the results of this evaluation practically for institutions that can be used as a balance in carrying out internal evaluations to achieve the mission and vision of the institution, for schools as input for all educational components to maximize the implementation of learning so that quality educational outputs are realized, for teachers can be used as input for coaching in an institutional environment with better methods, for researchers as additional insight and knowledge regarding how to evaluate a learning program.

METHOD

A. Research Objectives

In general, this study aims to obtain empirical data, facts and information that are valid and true and reliable which can explain descriptively the Evaluation of the Role of the Principal as Managerial in Improving Quality in MTs. Nurul Qur'an Cengkareng, West Jakarta. In detail the objectives of this study are:

1. To analyze and describe in context the implementation of the principal's managerial role in improving quality in MTs. Nurul Qur'an Cengkareng West Jakarta, which includes: school vision and mission, principal policy, principal managerial program objectives and analysis of school environmental needs.
2. To analyze and describe in input the implementation of the principal's managerial role in improving quality in MTs. Nurul Qur'an Cengkareng, West Jakarta, which includes: readiness

of human resources and supporting infrastructure in implementing school managerial programs.

3. To analyze and describe the process of implementing the managerial role of the school principal in improving quality in MTs. Nurul Qur'an Cengkareng West Jakarta, which includes: establishing policies and decisions of the principal, school management carried out by the principal, recruitment of school principals, recruitment of teachers and employees (educators), data verification, mechanisms for implementing each school program, and reporting on each school activities/programs, training of principals, teachers and educators, school services to students and parents of students.
4. To analyze and describe on a product basis the results of the managerial role of the school principal in improving quality in MTs. Nurul Qur'an Cengkareng, West Jakarta which includes academic and non-academic school achievements.

B. Place and Time of Research

1. Research Place

The main consideration in determining the place and time of research is for research effectiveness and efficiency so that research objectives can be achieved optimally. The choice of research location was based on academic considerations and more on the development of scientific repertoire, because according to the author's observations at the same time, there was a possibility that no one had conducted research at that location.

The implementation of this research at MTs. Nurul Qur'an Cengkareng, West Jakarta, having its address at Jalan Raya Duri Kosambi No.7, RT.13/RW.7, Duri Kosambi, Cengkareng District, West Jakarta City, Special Capital Region of Jakarta.

2. Research Time

The time for carrying out this research begins with preliminary research in December 2021 to July 2022. The research time is planned like a Gantt Cart for the following research activities:

C. Research Approach and Method

A qualitative descriptive approach is used in this study. Aims to describe the circumstances or phenomena as they are. In principle, a qualitative approach wants to provide, explain, describe critically, or describe a phenomenon, event or event of social interaction in society to seek and find meaning in its real context. The approach used is an evaluative approach in which the researcher collects data about the implementation of policies which in the end an object of evaluation can be maintained, increased, repaired or even stopped based on the data obtained. The evaluation method used is CIPP which consists of four components, namely context, input, process, product.

D. Data and Data Sources

This research classifies two data, namely main data and supporting data. The main data is in the form of words and actions. Data in the form of words obtained from interviews and temporary questionnaires, action data obtained from observations. Then, supporting data is data in the form of documents/archives and photos/images that are relevant to the focus of research, either in official or personal documents from teachers in the form of teaching programs and so on.

The data sources in this study were informants consisting of school heads, teachers, staff, students, parents of alumni at MTs Nurul Qur'an Cengkareng, West Jakarta.

E. Data Collection and Recording Procedures

Using three data collection techniques to obtain related data, namely observation, interviews and documentation.

F. Data Analysis Techniques

Miles and Huberman in (Sugiyono, 2014) suggest that activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. Activities in data analysis, namely:

1. Data reduction: researchers sort data according to type and nature, then the data is grouped according to its form and nature according to the research objectives applied.
2. Presentation of data: researchers arrange data well, in detail, coherently so that it is easy to read and understand.
3. Drawing conclusions: the researcher tests the conclusions or meanings drawn about their validity and suitability which constitute their validity. Then ends with data collection to make final conclusions and general conclusions that are reported as a result of the research that has been done.

G. Program Evaluation Standards

In carrying out evaluation activities, the evaluator must follow certain rules and procedures so that the evaluation can run well according to program evaluation standards. The most comprehensive and detailed evaluation standard was developed by the Committee on Standards for Educational Evaluation, the Joint Committee in (Tayibanapis, 2010) suggests 4 categories of evaluation standards, namely standard utility, feasibility, propriety and accuracy.

H. Data Validity Check

The validity test carried out is; Test credibility (credibility) or a test of trust in the data from the research results presented by researchers so that the results of the research conducted are not in doubt as a scientific work is done;

1. Extension of observations: researchers can return to the field, make observations, conduct interviews again with data sources they have encountered or data sources that are newer. After the data is checked again for correctness, whether there are changes or not, the data can be accounted for or is truly credible, then the extension of the observation needs to be ended.
2. Improve accuracy: periodically ensure data and chronological sequence of events can be recorded properly, systematically. Adding information from various references, books, previous research results, and documents by comparing the research results that have been obtained can increase accuracy.
3. Triangulation: checking data from various sources at various times so that there is triangulation of sources, triangulation of data collection techniques and time/
4. Conduct negative case analysis: the researcher looks for data that is different or even contradicts the data that has been found before. If the researcher finds the data, the researcher may change his findings.
5. Using reference materials: references are a support in proving the data that has been found. Preferably in a research report, the data presented needs to be accompanied by authentic photographs or documents so that they can be trusted.
6. Duplicate member checks: this is necessary so that the information obtained can be used in writing reports according to what is intended from data or information sources.
7. Peer discussion: an examination conducted by gathering colleagues who have the same general knowledge about what is being studied, so that the researcher can review the perceptions, views and analysis that is being carried out.

The author describes the research method used in full and in detail which contains the types of research, tools and materials, research design, data collection and data analysis used. Subtitles are written in italics without numbering using Times New Roman 11pt font. Sentences are written

in detail using language that is good and easy to understand.

FINDINGS AND DISCUSSION

Based on the results of research and data acquisition in the field by means of observation and interviews with research objects related to research evaluation. Give me the description

1. Context Evaluation

The results of the principal's interview show that the situation and condition of the school is still not perfect, the concept of planning and development and management is not perfect, in the New Student Admissions (PPDB) process for the 2022-2023 school year, the school and of course on orders from the MTs Nurul Quran Principal himself agreed. to increase the quota of around 1 to 2 new classes, but the school infrastructure is still in the process of being built which in turn has an impact on the learning process that is not yet effective because there is still a shortage of classrooms which are still in the process stage until now.

In readiness to implement the aim of improving the quality of Nurul Quran MTs, the Principal acknowledged that there were obstacles encountered in improving school quality. However, the Principal is trying as optimally as possible to continue to improve the quality of the school. With the policy of freedom to choose majors or study class programs (tahfiz, language, science, and general classes). In this way, it is hoped that students can optimally participate in the learning class program that they have determined to follow, of course, entrance tests and interview consultations are still held for the students concerned so that they are even more maximal in carrying out the process of learning and teaching activities. In order to improve the quality of schools, teachers are also something that cannot be eliminated and are also the spearhead of achieving school goals. However, in this case the Principal stated that there were still a number of teachers who were still inadequate in terms of competence caused by several factors such as lack of experience for young teachers and lack of mastery of technology for senior teachers who were approaching retirement age and others. However, the Principal has made efforts to continue to accompany the teachers and continue to continuously provide motivation for teachers who really need to improve their competence.

Table 1 Summary of Context Component Evaluation Findings

No	Research Questions	Answers
1.	How do school principals develop school plans to improve school quality?	It's already in the vision and mission
2.	How is the development of school organizations in improving school quality?	Still in progress and takes time
3.	is it running well according to the needs of the school?	There isn't any yet
4.	What are the leading techniques/methods used by school principals in the context of utilizing school resources?	Organizing a Learning Class program
5.	How do school principals manage school change and development towards and become effective learning organizations?	Unify interest in the Learning Class program
6.	How do school principals create a conducive and innovative school culture and climate for student learning?	Work meeting
7.	How do school principals manage teachers and staff in order to improve school quality?	Received assistance from the police and health centers
8.	How do school principals manage school and community relations in the context of finding support for ideas, learning resources and school funding?	Still in the process stage

2. Input Evaluation

The input components that will be explained in this evaluation include the management of

facilities and infrastructure, human resources, costs, educators and education staff. Based on the results of an interview with the Head of MTs Nurul Quran, facilities and infrastructure, human resources, costs as well as educators and education staff are the main supports for sustainability and quality improvement in the school. especially teachers and teaching staff as one of the main and leading factors in improving quality. The researcher found that objects related to facilities and infrastructure at MTs Nurul Quran consisted of the Principal's room, media room, representative and staff room, library, mosque, administrative room, bathrooms on each floor on the ground floor, classrooms as well as laboratories and halls. The school also has other supporting facilities and infrastructure for operational activities such as laptops, wifi, meeting and training rooms, committee rooms, sound systems, as well as projectors and screens. The achievement of facilities and infrastructure is in accordance with the needs of the school and becomes a major support in all activities carried out for all educators and teaching staff. It is also hoped that all school activities will continue and run smoothly by looking at the graduation status and linear competence of teachers and teaching staff.

Table 2 Summary of the Findings of the Input Component Evaluation

No	Research Questions	Answers
1.	How do school principals manage school facilities and infrastructure in the context of empowering and improving school quality?	There's enough available
2.	How do school principals manage curriculum development and learning activities in accordance with the direction and goals of national education?	Carry out supervision, mentoring and innovation activities
3.	How do school principals manage school finances in accordance with the principles of accountable, transparent and efficient management?	Only accept reports
4.	How does the principal manage school administration in supporting the achievement of school goals?	Conduct mentoring and supervision

3. Process evaluation

Efforts to improve the quality of MTs Nurul Quran, a process that also supports the improvement of school quality and supports learning and teaching activities are found in the special service unit and the utilization of information systems or technology in the school. Based on the data obtained by the researcher through observation and interviews with several parties in MTs Nurul Quran, the needs and utilization within the scope of the input evaluation are available and of good use.

Table 3 Summary of Process Component Evaluation Findings

No	Research Questions	Answers
1.	How do school principals manage school special service units in supporting learning activities and student activities at school?	Competent officers have been provided
2.	How do school principals manage school information systems to support program development and decision making?	Already using information items properly
3.	How do school principals take advantage of advances in information technology to improve learning and school management?	It's been put to good use

4. Product evaluation

The product components that are analyzed and evaluated include the range of achievements both academically and non-academically. The data obtained from the teachers and principals of MTs Nurul Quran found that the teachers personally conveyed that many students had completed the minimum competency standards academically even though they had not yet obtained non-academic achievements.

Table 4 Summary of Product Component Evaluation Findings

No	Research Questions	Answers
1.	How do school principals monitor, evaluate, and report on the implementation of school activity programs with appropriate procedures?	Approach personally and in groups both in terms of work and outside of work

CONCLUSIONS

Based on the results of this evaluation research in the implementation of the managerial competence of the Head of MTs Nurul Quran Cengkareng, West Jakarta using the CIPP evaluation model (Context, Input, Process, Product) it can be concluded as follows:

a. Context Component (context)

Implementation of the managerial competence of the Head of MTs Nurul Quran can help implement the school's vision and mission and goals in improving the quality of MTs Nurul Quran. The parties involved have made every effort to plan, prepare and apply all the needs of their respective main tasks and functions in improving the quality of MTs Nurul Quran.

b. Component Input (Input)

The needs needed to support quality improvement are adequate because it can be seen from the attitudes of teachers and students while at school who have responded well. Therefore the Head of MTs Nurul Qur'an has carried out his managerial competencies well and has had a very good impact on the sustainability of the school itself.

c. Process Component (Process)

In the application of the managerial competence of the Head of MTs Nurul Qur'an in terms of the availability of supporting facilities and completeness, it shows that the attitude taken by the Head of MTs Nurul Qur'an is to be very swift in providing facilities and their needs and this year it is hoped that the completion of infrastructure for all school needs.

d. Product Components (Product)

From the evaluation carried out, it was found that the Head of MTs Nurul Qur'an received a very good response from various groups, both from internal teachers and students and from external, namely the community and parents. In fact, many alumni also gave good responses regarding the Managerial role of the Head of MTs Nurul Qur'an.

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IMPLEMENTATION OF PRINCIPAL ACADEMIC SUPERVISION IN DISTANCE LEARNING (PJJ) DURING THE COVID 19 PANDEMIC

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ABSTRACT

This study aims to describe the optimization of the implementation of distance learning (PJJ) by teachers under the academic supervision of the principal at SDN Karawaci Baru 2, Tangerang City. Distance learning in Tangerang City is suspected to have many obstacles. These problems include a) the implementation of the national curriculum has not been implemented comprehensively, b) the lack of preparation from educators in implementing online learning, c) the affective assessment aspect in online learning is not optimal due to distance limitations. This research is a quantitative descriptive study using the research flow, namely planning, implementation, results and follow-up. The subjects of this study were school principals and teachers at SDN Karawaci Baru 2, Tangerang City. Data collection was carried out in April–May 2022 through observation, interviews and documentation. It was concluded that the implementation of academic supervision of teachers could optimize the implementation of distance learning during the COVID 19 pandemic. Teacher supervision and motivation greatly determine the success of distance learning, both individually and in small groups.

Keywords: *academic supervision; distance learning; COVID 19 pandemic*

INTRODUCTION

The COVID 19 pandemic that has spread throughout the world has forced educational institutions to implement full online learning (online learning/distance learning). Hundreds of millions of students around the world have been affected by the closure of schools and universities due to the COVID 19 outbreak. In addition, as of 14 April 2020, the teaching activities of more than 1.75 billion students globally were disrupted in around 200 countries that have implemented full or partial lockdowns in worldwide (Oloyede et al., 2021). For example, in Spain, school closures have been carried out since mid-March 2020 by implementing online schools (Azorín, 2020). Meanwhile, in Indonesia, full online learning has also been carried out starting in March 2020, confronting teachers, students and parents with a completely new situation. (König et al., 2020a).

Teaching and learning is only possible through alternative school facilities during this pandemic.

Oloyede, Faruk and Raji (2021) reveal that E-teaching and e-learning have emerged as complementary alternatives that contribute to the smooth running of educational activities. In addition to educational goals, teachers are also required to maintain contact with students to allow for social integration of study groups. (König et al., 2020b). However, the government's policy of using online learning as a substitute for face-to-face learning to slow the spread of the pandemic has its own set of problems (McMillan, 2020). Research (Moorhouse, 2020) concludes that there are at least two technical problems in online learning, namely learning becomes teacher-centered and the gap in interaction between teachers and students is widening due to various technical constraints and limited access. The results of other studies clarify the tremendous stress experienced by parents trying to support “home schooling” and is most likely due to a significant reduction in academic engagement (Flynn et al., 2021). However, one thing that is important in the success of online learning according to research results is the supporting technological requirements (Wang et al., 2021). Thus, teachers' mastery of technology also needs to be a major concern which may also be an obstacle and problem for online learning.

Teachers as the spearhead of implementing formal education in schools need to make maximum efforts so that education and learning can continue. However, in certain areas the implementation of learning by utilizing technology experiences many obstacles, namely the ability to operate and understand IT and the availability of devices, for example cellphones or laptops which have the most influence on the implementation of technology-based PJJ. Broadly speaking, the problem in PJJ is the challenge of fully adopting technology into the teaching and learning process. After almost two years since the transition period, students are still experiencing high pressure to take part in PJJ. The teacher burdens students with many assignments to compensate for the previous face-to-face implementation. Students become bored and tend to get bored, so they seem to have underestimated the duties and obligations in PJJ. Students are also very dependent on their parents to do the task. Parents were also confused by the conditions that occurred and were forced to take over the teacher's duties in accompanying their son to study.

To monitor PJJ properly, it is necessary to supervise the school principal. The principal's supervision program is professional assistance to teachers, through systematic planning cycles, careful observation and objective feedback, so that teachers can use this feedback to improve their teaching performance. Academic supervision programs can improve the competence and abilities of teachers as educators in the learning process, so academic supervision has the main goal of helping teachers overcome the problems they face in teaching and learning activities so that they can improve the conditions and situations of learning activities for the better.

Principals as supervisors must still carry out academic supervision, including during the COVID-19 pandemic. Because the implementation of learning is carried out remotely, supervision is also carried out remotely.

The supervision model, which originally entered the classroom under his supervision, is currently supervising with an online/remote system. The problem encountered is that school principals need to make changes to the supervision model that is carried out to improve the quality of learning and teacher performance. Other obstacles faced by school principals as supervisors include: there are still many teachers who are not evenly distributed in the IT skills that can support PJJ.

At SDN Karawaci Baru 2, Distance learning uses a variety of methods, including: Via WhatsApp Groups (WAG), Google Classroom, combine TV shows with project assignments, or send short messages to students to read their favorite books.

Policy makers emphasize teachers as a way to prove student achievement (Darling-Hammond et al., 2020) and teacher evaluation is central to current educational policy reforms (Hanberger et al., 2016). Teachers who perform poorly cause failure to achieve goals and influence others through their behavior (Stroebe, 2020). Therefore teachers need to be supported and developed to improve their performance which results in student success. Developing teachers and helping them is not possible by

simply telling them what to do (Darling-Hammond et al., 2020). However, the principal who acts as a supervisor is obliged to determine what assistance a teacher needs by observing and supervising his work. In other words, supervision activities aim to provide assistance to teachers in improving the quality of learning better, especially during the COVID 19 pandemic, which is carried out online. Even though many researchers have carried out research on supervision before, not many have focused on implementing academic supervision in PJJ during a pandemic which may be different from face-to-face. Therefore, it is still important to conduct research to examine its implementation, the effectiveness of academic supervision and its impact on teachers and students, especially at the elementary school level, which contribute practically to online learning.

METHOD

This study uses a descriptive qualitative method because the results of this study describe the implementation of academic supervision by school principals which includes planning, implementation, results, and follow-up activities in academic supervision. According to Sugiono, qualitative research is research where researchers are placed as key instruments. Qualitative research produces and processes descriptive data, such as interview transcripts and observations.

The reason for this illustrative exploration is to make a methodical, genuine and exact portrayal, picture or painting of current realities, qualities and connections between the peculiarities researched. This examination action incorporates information assortment, information examination, information translation, and in the end an end is planned that alludes to the information examination.

The reasoning for utilizing this strategy is on the grounds that this exploration needs to be familiar with existing peculiarities and in normal circumstances, not under controlled, research facility or exploratory circumstances. Other than that, since analysts need to go straightforwardly into the field with research objects, this type of descriptive qualitative research would be more appropriate to use.

In accordance with the problem that is the focus of this study, namely a descriptive description of the dynamics of the Implementation of Principal Academic Supervision in PJJ during the COVID 19 pandemic at SDN Karawaci Baru 2 Kota Tangerang, the researcher used a qualitative approach by describing the data that the researcher obtained as a result of a study.

By using this method, the researcher will get the data as a whole and can be described clearly so that the results of this study are truly in accordance with the existing field conditions.

FINDINGS AND DISCUSSION

1. Planning for the supervision of school principals in PJJ during the COVID-19 pandemic at SDN Karawaci Baru 2, Tangerang City

The planning stage is very important to study because good planning will help the principal in carrying out academic supervision activities in a good, effective, efficient, meaningful and sustainable manner. Through academic supervision, teachers are expected to improve their competence continuously so that the learning process and student learning outcomes increase. To start planning academic supervision, the principal must carry out a series of activities sequentially. The school principal formulates goals based on the results of previous supervision to be an improvement this year, especially in PJJ during the COVID 19 pandemic.

The objective of the implementation of Principal's Academic Oversight in PJJ during the COVID-19 pandemic at SDN Karawaci Baru 2 Kota Tangerang is for Principals to improve teaching and learning process activities in PJJ based on the results of last year's oversight . The COVID-19 19 pandemic and supervised teachers are motivated to use their skills to complete classroom tasks, promote self-development, and encourage teachers to take their duties and responsibilities seriously. Encourage. Additionally, implementing academic supervision can improve performance and motivate teachers to do better in the learning process., besides that this supervision activity can assist teachers in using appropriate teaching materials for students so that teachers are greatly assisted in

assessing student progress (Edy et al. , 2021).

The school principal makes a supervision schedule in order to improve the competence of all Karawaci Baru 2 SDN teachers, especially during the COVID 19 pandemic to measure the success of implementing remote learning. Where the schedule is made, the principal involves the curriculum section and all teachers determine the supervision schedule which is carried out once in one semester.

Appropriate approaches, techniques and models are used in the implementation of the school principal's academic supervision in PJJ during the COVID 19 pandemic at SDN Karawaci Baru 2 Tangerang City, namely a direct approach and class visit techniques by participating in the learning zoom. Through direct supervision, learning problems can be solved jointly between the principal and the teacher so as to improve the quality of teacher learning. Quality learning will have an impact on student learning outcomes, according to the theory put forward by Glickmn.

2. Implementation of school principal supervision in PJJ during the COVID 19 pandemic at SDN Karawaci Baru 2, Tangerang City

In implementing the academic supervision of school principals in PJJ during the COVID 19 pandemic at SDN Karawaci Baru 2, the focus was on the completeness of learning tools, the suitability of lesson plans in the process of implementing PJJ. Because learning devices are a collection of media or facilities used by teachers and students in the learning process in class, so a series of learning tools must be prepared by a teacher in dealing with learning in class, but there are still some teachers who have not completed learning tools.

In the implementation of supervision, there are several teachers who are still not in accordance with the RPP that was prepared with the implementation of learning that is carried out online. This is because the teacher must adjust the lesson plans, implementation of learning with technology at one time. Therefore it is necessary to evaluate to improve online learning during the COVID 19 pandemic.

The learning process at SDN Karawaci Baru 2 is carried out in PJJ or online during the COVID 19 pandemic. It is hoped that this online PJJ will not reduce the essence of face-to-face learning. To find out the quality of PJJ, the principal supervises all teachers by joining the learning zoom. From the results of the implementation of supervision, there are still a number of teachers who are creative in utilizing technology in learning so as to produce interesting and interactive learning. For some teachers who have not maximized technology in supporting learning, the principal facilitates these teachers to attend various training and learning technology training.

3. Results of supervising school principals in PJJ during the COVID-19 pandemic at SDN Karawaci Baru 2

After the implementation of supervision can be known strengths, weaknesses and problems encountered. The advantages of the school principal's academic supervision in PJJ are that students are more independent studying at home, teachers are required to be more skilled in mastering information technology so that they can present interesting, interactive and not boring learning, PJJ carried out at home can reduce the spread of the COVID 19 virus, can increase teacher's insight in providing learning through technology and the internet, which so far teachers only do face-to-face, more time and place for learning, and adapted to students' abilities to complete assignments.

The results of the supervision show that PJJ has several weaknesses such as the lack of interaction between students and teachers and reduced teacher supervision because students have never met the teacher directly. In addition, with PJJ, many students experience disturbed focus, due to the noisy and uncondusive conditions of the house, which disrupts student concentration while studying. This PJJ is related to the internet network, which is sometimes unstable so that it can interfere with the learning process. The housing conditions of each student are different, thus affecting the quality of student learning from home. The noisy condition of the house really disturbs the concentration of students. When the teacher explains the material there are students chatting with other students, so the teacher must really supervise students while listening to the teacher's explanation. PJJ makes students lack understanding of the subject matter, and students cannot ask the teacher directly about material they do not understand, as well as teachers who have difficulty

knowing whether students understand or not the material provided by the teacher. Another weakness is that teachers find it difficult to assess students' behavior, attitudes, and discipline because they cannot see them directly

The problem encountered during the implementation of the school principal's academic supervision in the PJJ during the COVID 19 pandemic at SDN Karawaci Baru 2 Tangerang City was that the implementation of the national curriculum could not be carried out in its entirety because there were some that were difficult to apply in the conditions of the COVID 19 pandemic replaced by an emergency curriculum that had been prepared by Ministry of Education and Culture instead. Another problem is the implementation of supervision in the implementation of learning including, the lack of preparation from supervised educators in carrying out online learning, there is still a lack of educators' knowledge about how to use technological media as an effective learning medium, there are still teachers who are clueless about technology. Another problem is that aspects of affective assessment in online learning are not optimal due to distance limitations and online learning, differences in students' absorption in understanding subject matter.

Results Before the implementation of the school principal's academic supervision in PJJ during the COVID-19 pandemic at SDN Karawaci Baru 2 Tangerang City, which was originally carried out face-to-face, but after the COVID-19 pandemic hit the learning world, it was carried out with a PJJ system or online (online). Online learning is carried out with limited existing facilities and infrastructure. The teacher is almost without preparation, what must be done to be able to continue learning. The teacher makes use of improvised means, namely by using the whatsapp group. Teachers also still have to learn with other applications to convey subject matter to students.

The use of the selected distance learning media has not met expectations. There were 18 teachers that the researchers did, only 8 people developed applications other than the WhatsApp group, namely Google Classroom, YouTube, and other online learning applications. For synchronous learning the teacher also utilizes Google Meet or Zoom media. However, only a few teachers can operate and use it in PJJ, as the head of the school principal provides assistance for teachers who experience some obstacles in online learning by facilitating teachers to share abilities and skills with teachers who still lack IT skills and involve grunts to take part in training whether organized by the government or independently. From the problems encountered, from the implementation of the school principal's academic supervision in PJJ during the COVID 19 pandemic at SDN Karawaci Baru 2, supervision is intended to improve the abilities and skills of teachers in carrying out their main daily tasks, namely managing the teaching and learning process with various supporting aspects so that it runs smoothly. good. In this case, even though in the COVID 19 pandemic situation the principal of SDN Karawaci Baru 2 Kota Tangerang has carried out his role as a supervisor by proving that the principal always supervises teachers by always providing communication and monitoring the performance of all teachers by instructing them to always make Activity journal reports Teaching and Learning which is then sent via Google Classroom or WhatApps Group by looking at aspects such as the selection and use of methods, then the media used and the level of involvement of students in the learning process. So Supervision is counseling activities, feedback, completing deficiencies in order to improve the quality of education. And to fix the weaknesses and problems encountered by the principal, follow up for improvement (Bige & Sarpkaya, 2015).

CONCLUSIONS

The results of this study provide an important implication that during the COVID-19 pandemic it is necessary to continue to carry out academic supervision by the school principal as the person in charge of implementing the learning process that takes place in the educational institution he leads. Assistance, guidance, and supervision carried out by the principal to ensure that the learning process goes well is the function of the supervisor of the principal in the education unit he leads. Implementation of academic supervision by the school principal in the midst of the COVID 19 pandemic can be carried out with daily discussions online, providing assistance to teachers solving problems, and providing feedback on evaluating the learning process that has taken place

Based on the results of the research and discussion, the authors conclude that the academic supervision of school principals during the COVID 19 pandemic at SDN Karawaci Baru 2 Tangerang City is as follows:

1. Planning for the academic supervision of school principals during the COVID 19 pandemic at SDN Karawaci Baru 2 Tangerang City begins with the stage of drafting objectives, schedules and approach models used in academic supervision at the beginning of each semester using previous year's instruments adapted to conditions during the COVID pandemic 19.
2. Implementation of academic supervision by school principals during the COVID 19 pandemic monitoring the completeness of learning tools, the suitability of lesson plans in the process of implementing online learning via zoom to see teacher readiness and direct observation when teachers provide online learning at school.
3. The results of the implementation of academic supervision during the COVID 19 pandemic which was carried out online through the zoom application involving all teachers carried out an analysis of the results of direct observation, there were advantages, weaknesses and problems. motivation for teachers. As for the follow-up of academic supervision during the COVID 19 pandemic at SDN Karawaci Baru 2 Tangerang City, firstly provide advice, direction and guidance to teachers through meetings which will be delivered through teacher meetings. Both provide assistance through training in supporting the implementation of PJJ.

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TEACHER PERFORMANCE DURING THE COVID-19 PANDEMIC

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ABSTRACT

This study aims to determine the performance of teachers during the Covid-19 pandemic in public elementary schools in South Tangerang City in the aspects of planning lessons, implementing lessons, and assessing or evaluating learning. This study used a mixed method with a quantitative-qualitative approach. The research participants were 65 teachers. Data collection techniques through questionnaires, observation, and interviews. Data analysis technique is done by percentage test. Checking techniques and data validity using source and technique optimization. The results showed that teacher performance during the pandemic was obtained with a percentage value of 72.75% for the aspect of planning learning 79.85% for the aspect of carrying out learning, and the aspect of assessing learning obtained a value of 69.54%. The three aspects of planning, implementing, and assessing teacher learning are categorized as moderate or good enough. To improve teacher performance during this pandemic, teachers need to implement strategies such as increasing innovation and creativity during learning. This is done to reduce student boredom before learning begins, such as providing interesting videos so students will be more enthusiastic.

Keywords: teacher performance, the covid-19 pandemic, elementary schools

INTRODUCTION

Performance is a function of motivation and ability to complete a task or job. Performance is the real-world behavior exhibited by each individual based on the work output produced by their role in the organization (Zainal, 2015). Teacher performance refers to the quality with which a teacher completes tasks such as: personal collaboration with students, lesson preparation and planning, use of learning media, student participation in various learning experiences, teacher active leadership (Humaera & Rusdinal, 2021).

According to Madjid (2016), teacher performance is the result of what teachers are able to do in an organization (school) in order to achieve the school's vision, mission, and goals according to the authority and responsibility delegated by the school. Questioning is legal, not illegal, and in line with morality and ethics. On the other hand, teacher performance or job performance is the result achieved by teachers performing assigned tasks based on skills, experience, sincerity, and time, and the resulting performance is well represented (Usman, 2019). This interpretation implies that teacher performance in learning is related to the teacher's ability to plan, implement and evaluate learning in terms of process

and outcomes.

According to Latief (2019), employee performance is affected by many factors including motivation, skills, knowledge, expertise, education, experience, training, aspirations, personality attitudes, physical condition, physiological needs, social needs, and selfish needs. Meanwhile, Supardi (2014) showed that teacher performance is strongly influenced by personal characteristics including knowledge, skills, abilities, motivations, beliefs, values, and attitudes. Personal characteristics are strongly influenced by organizational and job characteristics.

Teacher performance is a major factor in determining the quality of learning. This means that teachers who engage in learning activities perform well and are able to improve the quality of learning in schools by motivating students to learn more actively, and students' learning motivation is affected by teachers' performance in the classroom (Madjid, 2016). Teachers' performance has certain norms/standards. Teacher performance can be viewed and measured against the competency norms/standards each teacher must possess. Based on Regulation No. 16 of 2007 of the Minister of National Education of the Republic of Indonesia on Academic Standards and Teacher Competence. It is explained that teacher competency standards as a whole are developed from 4 main competencies, namely: (1) teaching ability, (2) personality, (3) social ability and (4) professional ability. These four competencies are reflected in teacher performance (Ministry of Education and Culture, 2016).

The success of a teacher can be seen if the existing criteria have been achieved as a whole. If the criteria have been met, it means that someone's work is considered to have good quality work. Teacher performance is very important in achieving school goals. This is due to the performance of teachers in schools that fully hold the quality of the school. Good or bad school, depending on the performance of the teacher. Therefore, it is necessary to have an assessment or evaluation of the teacher.

Teacher performance appraisal is a systematic process such as identifying, measuring, and managing the way these teachers work to achieve school targets or goals. According to Latief (2019), performance appraisal begins with first identifying matters related to achieving school goals, which ends with the management process which becomes the planning and preparation of performance appraisal. Teacher Assessment is a rating system designed to assess a teacher's ability to perform core tasks by measuring mastery of the competencies reflected in teacher performance. The results of the implementation of PK Guru have two functions, namely; (1) used as a basis for making teacher Continuing Professional Development (PKB) plans as learning teachers; and (2) used to fulfill teacher credit scores in promotions and positions (Ministry of Education and Culture, 2016).

Research conducted by Saugadi and Noldi (2020) shows that the effectiveness of teacher performance is influenced by factors such as a comfortable learning environment, great support from the principal and allowances. Another similar study was also conducted by Sudirman and Bokingo (2017), which revealed that to improve the quality of teacher performance the government is expected to equip teachers with mastery of information and technology through regular training or workshop activities. Teacher performance will increase because it is influenced by supporting factors such as the school environment, facilities, allowances and training held by both schools and government agencies. If the teacher's performance increases, the quality of the school will also increase (Khodijah, 2013).

According to Supardi (2014), the quality of good and professional teacher performance in terms of transforming lessons into learning activities is characterized by designing lesson plans, conducting learning, and evaluating student learning outcomes. A learning plan or commonly known as a learning implementation plan (RPP) is developed by the teacher, and its role is to determine the goals of the learning activities, inform the content, meaning and goals of the learning activities, determine how the established goals will be achieved, and measure the distance. Has been achieved, what if the goal is not achieved.

Since the emergence of the Covid-19 pandemic which has had a major impact on the world of education. Learning from home is something that cannot be avoided by all levels of education. This

places demands on teachers to be able to facilitate students to study from home, whether in the form of curriculum, learning design, methods, implementation, and assessment of learning outcomes adapted to pandemic conditions or learning facilities adapted to student conditions (Purwanto, 2020). This distance learning is also a challenge for teachers in improving performance. Teachers become literate about technology to support learning.

The observation results found that teacher performance was still low, such as teachers who did not routinely make lesson plans (RPP). The teacher will make a learning plan if there are demands from the superiors or the principal. The lack of teacher knowledge in the field of technology and information. The principal is not optimal in providing guidance and motivation to teachers. There is no strict supervision of the teacher's performance from the leadership or city services. Another phenomenon found is the low enthusiasm of teachers in participating in activities to improve academic abilities, where these activities are a continuous effort to improve academic achievement.

Based on these reasons, it is deemed necessary to conduct research on teacher performance through a study entitled Teacher Performance During the Covid-19 Pandemic at Elementary Schools in South Tangerang City. This study aims to determine the performance of teachers during the Covid-19 pandemic in public elementary schools in South Tangerang City in the aspects of planning lessons, implementing lessons, and assessing or evaluating learning.

METHOD

The method used in this study is a mix method with a quantitative-qualitative approach. The data obtained is data related to teacher performance. In this study, the informants or respondents that the researchers used were elementary school teachers in the city of South Tangerang. The selection of subjects and informants is based on the assumption that they are involved in all learning activities starting from planning, implementing, and providing learning assessments. The research subjects were teachers, totaling 65 teachers. Primary data obtained directly from study subjects. Researchers obtain data or information directly by observing and issuing questionnaires. Researchers collect raw data to answer research questions. A secondary data source is data obtained from a second source. For secondary research data, this comes from books and scientific journals that are related to research. Model from Miles and Huberman, that divides the steps in data analysis activities into many elements, particularly knowledge assortment, knowledge reduction, knowledge presentation, and drawing conclusions or verification (Moleong, 2017). Source triangulation was used in this study, by checking the data that had been obtained through various sources. While technical triangulation can be done by checking data from the same source, but with different techniques.

Questionnaires were distributed to teachers to obtain data on teacher performance. The type of questionnaire used is a closed questionnaire with a Likert scale model. The following is a research questionnaire

Table 1.1 Research Questionnaire

No	Dimensions	Indicator	Statement Points
1	Plan Learning	Arrange the annual/semester program in accordance with applicable regulations	1, 2
		Involve the principal in preparing the annual/semester program	3, 4
		Develop lesson plans in accordance with basic competencies	5, 6
		The RPP is in accordance with the applicable principles	7, 8
		Involve the school principal in preparing the lesson plans	9, 10
2	Doing	Skilled in determining the media / learning resources	11, 12, 13
		Mastering learning material well	14, 15

	Learning	Utilizing existing technology to obtain learning materials	16, 17
		Using a variety of learning resources	18, 19
		Skilled in determining learning methods and models	20, 21
		Determine apperception according to learning material	22, 23
		Skilled in managing classes	24, 25
		Organize students in discussion groups	26, 27
		Manage student discipline in class	28, 29
		Give assignments according to student abilities	30, 31
		Determine the time allocation according to the RPP	32, 33
		3	Evaluate
	Learning	Carry out an oral test	37, 38

The assessment categories based on the percentage of answers are as follows:

Table 1.2 Score Percentage Criteria

Percentage	Criteria
81,26-100	Tall
62,5-81,25	Currently
43,76-62,5	Low
25-43,75	Very low

FINDINGS AND DISCUSSION

1. Findings

a. Teacher Performance at SDN Kota Tangerang Selatan in Planning Learning

In this aspect, researchers are looking for data on how much the teacher's performance analysis during the Covid-19 pandemic was in planning learning. In this study, there are three indicators for planning learning, which consist of compiling annual/semester programs in accordance with applicable regulations, involving school principals in preparing annual/semester programs, compiling lesson plans according to basic competencies (KD). Of the three indicators, there are 13 statement items given to teachers in planning lessons. The following table shows the teacher's answers for each item in planning learning.

Table 1.3 Average Score of Planning Learning

Statement Points	Alternative Answers	Frequency	Score	% Frequency
1,2,3,4,5,6,7, 8,9,10,11, 12,13	Always	304	1216	36%
	Often	210	630	25%
	Seldom	282	564	33%
	Never	49	49	6%
Amount		845	2459	100%
Maximum score		$13 \times 65 \times 4 = 3380$		
Minimum score		$13 \times 65 = 2459$		
Percentage		$2459:3380 \times 100\% = 72,75\%$		

Based on table 1.3 above, it can be seen that the ideal maximum score is 3380, the ideal minimum score is 2459 and the total score is 845, so that the teacher's performance during the

Covid-19 pandemic at SDN Gugus 1 Ciputat is 72.75%, which means that the aspect of planning learning in the moderate or good enough category

b. Teacher Performance at SDN South Tangerang City in Implementing Learning

In this aspect, researchers are looking for data on how much the teacher's performance analysis during the Covid-19 pandemic was in carrying out learning. In this study implementing learning there are indicators consisting of mastering the material, utilizing technology, using learning resources, skillful in determining learning methods and models, determining apperception, skilled in managing classes, managing student discussion groups, managing student discipline in class, giving assignments according to student abilities and time allocation according to the RPP. The following table shows the teacher's answers for each item in carrying out learning.

Table 1.4 Average Score of Implementing Learning

Statement Points	Alternative Answers	Frequency	Score	% Frequency
14,15,16,17,	Always	578	2312	44,46%
18,19,20,21,	Often	438	1314	33,69%
22,23,24,25,	Seldom	242	484	18,62%
26,27,28,29,	Never	42	42	3,23%
30,31,32,33				
Amount		1300	4152	100%
Maximum score		$20 \times 65 \times 4 = 5200$		
Minimum score		$20 \times 65 = 1300$		
Percentage				$4152:5200 \times 100\% = 79,85\%$

Based on table 1.4 above, it can be seen that the ideal maximum score is 5200, the ideal minimum score is 1300 and the total score is 4152, so that the teacher's performance during the Covid-19 pandemic at SDN Gugus 1 Ciputat is 79.85%, which means that the aspect of implementing learning in the moderate or good enough category.

c. Teacher Performance at SDN South Tangerang City in Evaluating Learning

In this aspect, researchers are looking for data on how much the analysis of teacher performance during the Covid-19 pandemic was in assessing or evaluating learning. In this study assessing learning there are indicators consisting of written tests and oral tests. The following table shows the teacher's answers for each item in assessing learning.

Table 1.5 Average Score Evaluating Learning

Statement Points	Alternative Answers	Frequency	Score	% Frequency
	Always	38	152	11,69%
34,35,36,	Often	190	570	58,46%
37,38	Seldom	85	170	26,15%
	Never	12	12	3,69%
Amount		325	904	100%
Maximum score		$5 \times 65 \times 4 = 1300$		
Minimum score		$5 \times 65 = 325$		
Percentage				$904:1300 \times 100\% = 69,54\%$

Based on table 1.5 above, it can be seen that the ideal maximum score is 1300, the ideal minimum score is 325 and the total score is 904, so that the teacher's performance during the Covid-19 pandemic at SDN Gugus 1 Ciputat is 69.54%, which means that the aspect of evaluating learning in the moderate or good enough category.

2. Discussion

a. Teacher Performance at SDN Kota Tangerang Selatan in Planning Learning

The results of the study show that teachers can carry out preparation and planning of lessons categorized as moderate or good enough. In other words, teachers need to improve in setting goals carefully and preparing the steps for learning activities properly. According to Okriany, Sulasmono, and Iriani (2018), in making lesson plans teachers really understand the components that must be in lesson plans (competence standards, basic competencies, competency achievement components, learning objectives, time allocation, learning methods, learning activities, assessment, and learning resources).

Lesson planning is a responsibility as a teacher. Even so, teachers still face several obstacles in making designs in the form of a lack of knowledge about how lesson plans can create an interesting and fun learning atmosphere, with reference to the applicable curriculum guidelines. So, post-certification teacher performance shows better performance and in this case the certification program has a positive impact on teacher performance (Sudirman & Bokingo, 2017).

Teacher performance can be seen from the way the teacher carries out his duties and responsibilities. one of the teacher's tasks is to plan lessons (Budiastri, Ahdhianto, & Suhartono, 2021). Sudrajat (2020) emphasized that the teacher's performance in planning learning includes the teacher's duties in preparing the annual learning program, learning semester program, syllabus, and lesson plans.

The results of this study are also supported by Ratnasari, Qomarudin, and Marlina (2021) which shows that teacher performance during a pandemic in online learning is in the moderate category. Teacher performance is in the moderate category, meaning that not all of the teachers or some of them have not performed optimally in online learning. The cause is because the teacher in his teaching task is not in accordance with his expertise. In fact, to improve the quality of education for good teacher performance, careful preparation is needed before the learning process begins (Magdalena, Hidayah, & Astuti, 2020).

If the teacher has good planning, it will have an impact on improving performance as the teacher is used to making plans and this is no longer a burden (Dewi, 2018). In addition, through learning planning the teacher can easily master the class because he already masters the material to be delivered. The findings by Setiawan, Sudarmono, and Apuanor (2017) show that the design stage in learning activities is that the stage associated with the teacher's ability to master teaching materials. The teacher's ability will be seen from the tactic or method of compilation the training activity program allotted by the teacher, particularly developing a information and lesson set up.

The teacher's ability to plan learning by analyzing lesson plans for one and/or group of subjects/certain themes which include: formulation of learning objectives for teaching materials, selection of learning resources/learning media, learning methods and assessment of learning outcomes. As (Koten, 2020) in his research explained several things related to planning learning activities, such as teachers preparing learning tools namely syllabus, annual program (Prota), semester program (Promes), learning implementation plan (RPP) according to process standards. At the planning stage the teacher should run well. The problem that is often experienced in this case is teacher delays when collecting learning materials according to the schedule determined by the institution concerned.

b. Teacher Performance at SDN South Tangerang City in Implementing Learning

Classroom learning activities are the core of education delivery which are characterized by classroom management activities, the use of media and learning resources, and the use of learning methods and strategies. The results show that in implementing teacher learning is not good. Several factors include, the teacher does not master the material, the teacher does not master class conditions, and the teacher is not skilled in managing students, resulting in the learning process not running smoothly.

The teachers in the learning process must demonstrate a good quality of teaching. The teacher's knowledge in managing classes and students must be centered on students, and the teacher is only a facilitator and motivator. One way is to provide motivation (Sudirman & Bokingo, 2017). Teachers can increase the motivation of students in the learning process so that students do not experience boredom and feel bored. Teachers can do this by implementing the planning designs that are made (Koten, 2020).

Teacher performance in carrying out online learning includes: using online learning time

allocation, using online learning strategies or methods, using online learning media and learning resources, delivering online learning materials, and difficulties in implementing online learning (Akbar & Karwanto, 2021). The important role of educator performance in each individual has a very influential impact on managing learning so that it has an impact on improving the quality of learning during the co-19 pandemic.

There are several factors that support improving the performance of educators, including the motivation of educators at work, the ability to master and understand the material taught to students, the ability to use creative strategies and appropriate methods in learning, the discipline of educators in implementing learning, and the ability of educators to communicate (Ayunda, Salsabila, Zuhby, & Urbaningkrum, 2021).

In the learning method, the teacher should be ready to face no matter can happen, each students don't hear the fabric and square measure even reluctant to try to to assignments in school. The role of the teacher within the teaching and learning method is that the teacher doesn't solely seem once more as an educator, as his perform has been distinguished to this point, however instead shifts as a lecturer, mentor and learning manager. this is often in accordance with the perform of the role of the longer term teacher. wherever as a trainer, an educator can play a job in encouraging students to master learning tools, motivating students to figure exhausting and bring home the bacon the very best achievements. The presence of the teacher within the teaching and learning method still plays a vital role (Saugadi & Noldi, 2020).

The teacher's performance will go well if he is able to use learning methods and strategies appropriately and creatively. Making learning strategies can also make it easier for educators to deliver learning materials to students. Not only the use of strategies, the use of appropriate methods is also a factor for educators to improve their performance.

When learning online, discipline and fluency in communication are also supporting factors in improving educator performance. Even though learning is carried out online, the timeliness of educators in starting learning is a separate point for improving educator performance. Not only educators apply discipline during learning, but students are also asked to be disciplined in implementing learning even though learning does not take place in class. Vardhani and Tyas (2019) see that in order to build this discipline, there needs to be good communication between educators and students. Communication can be said to be effective if a communicator can convey his aims and objectives clearly and can be well received and appropriate.

Of course, the implementation of online learning does not always run smoothly. There were various obstacles experienced by educators during the Covid-19 virus pandemic, namely, their performance as educators. The existence of these obstacles is a challenge for educators how to improve their performance as educators, because it is undeniable that education must continue to be carried out during this pandemic. The obstacles experienced by educators include that not all educators understand how to operate platforms for online learning activities to take place because online learning requires various platforms that educators may not have previously used. Furthermore, educators cannot see whether students' understanding influences their behavior because each subject has a good impact on students. Another obstacle is the lack of adequate signals due to economic, social, geographic, cultural and experience which causes the online learning process to be not optimal so that not all students can understand the material presented by educators.

c. Teacher Performance at SDN South Tangerang City in Evaluating Learning

The teacher in assessing learning still refers to three aspects, namely knowledge, attitudes and skills. Evaluation of learning may be a methodology accustomed see the accomplishment of a learning objective. analysis activities will be allotted once learning takes place or at the tip of the training method (Budiastri et al., 2021). As knowledgeable pedagogue, evaluating learning is obligatory so as to be ready to assess its performance and might be used as a reference for rising the training method additional.

At the evaluation stage, the teacher makes an assessment of the learning process by paying attention to three aspects of the assessment, namely attitudes, knowledge and skills (Koten, 2020). Regarding learning assessment, teachers have their own method or method so that learning outcomes can be measured. When there are students who do not reach the

standard of achieving learning objectives, the teacher carries out enrichment or deepening of the material. Likewise, when there are students who are not complete, the teacher can carry out remedial. However, the results prove that certified teachers are lacking in assessing the learning process and assessing student learning outcomes.

This research is supported by previous research that teacher performance in assessing learning outcomes shows better quality performance so that the government-promoted certification program has a positive impact on teacher performance (Sudirman & Bokingo, 2017). In addition, there additionally has to be an honest and planned assessment system. so as to be ready to perform Associate in Nursing assessment that covers all domains or aspects that embody data, skills and attitudes, it's necessary to possess decent info associated with the strategies of the assessment (Oktriany et al., 2018).

The findings made by Budiastri et al. (2021) shows that the aspect of evaluating learning is classified as moderate. The important notes in evaluating are the difficulty of evaluating online learning, approaches and types of online learning evaluation, preparation of online learning evaluation tools, and use of the results of online learning evaluations.

In giving learning assessments, the teacher does not only give values in the form of numbers or scores. However, the assessment of students asking questions, being active, listening to material in class, doing assignments in class are also aspects that need to be considered. So the numerical value should not be used as the main reference in the assessment, but must look at other aspects.

From the discussion of this research, it can be concluded that online learning makes teachers and students more aware of existing learning media and is more active so that teacher performance can increase when utilizing the technology provided. To improve teacher performance during the Covid-19 pandemic at SDN Gugus 1 Ciputat Kota Tangerang, teachers need to implement strategies such as increasing teacher innovation and creativity during learning to reduce students' laziness before learning begins such as providing interesting videos so students will be excited and can reduce threats dropout.

CONCLUSIONS

Teacher performance during the Covid-19 pandemic at SDN Gugus 1 Ciputat, South Tangerang City in the lesson planning component, can be categorized as moderate in carrying out their duties. This can be seen in the lack of teacher independence in preparing learning administration, in the preparation of which teachers receive assistance from other people and some even do not have physical evidence of online learning administration. Teacher performance in the planning aspect of learning will increase, if the teacher is always consistent in designing learning designs without being asked by the leader and is creative. In the learning implementation component, it can be categorized as being in carrying out its duties. The influencing factors include: the lack of online learning support facilities owned by students, the signal is not fluent, the student's electronic devices are not supportive enough to take part in online learning, the use of employees who have to take turns with parents or siblings of students, students are less focused and difficult to condition, delivery of material that is not optimal, students get bored easily, and many are often unable to attend online learning. The teacher's performance in the implementation aspect of learning will increase, if the teacher is serious when teaching, masters the material, and is confident in the skills he has. Meanwhile, in the learning assessment component, it can be categorized as being in carrying out its duties. This can be seen in the teacher not giving a pre-test but directly in delivering the material. Teachers have not made a grid before compiling evaluation tools and there is a lack of student motivation in working on online learning evaluations, many students are late in submitting assignments or even deliberately not submitting at all. The teacher's performance in the aspect of learning assessment will increase, if the teacher also assesses the attitude, discipline, seriousness, and obedience of students when learning.

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EVALUATION OF CHARACTER EDUCATION PROGRAMS

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ABSTRACT

This research is an evaluation research which aims to find, prove, and analyze the success of the character education program in Madrasah Ibtidaiyah Az Zarofah Jakarta Timur. This research uses the CIPP evaluation model, which stands for Context, Input, Process, and Product. The research method uses a qualitative approach, namely by obtaining scientific data including data collection carried out through observation, interviews, and documentation techniques. The subject in this research of the headmaster, student field, curriculum field, student guardian, teacher, treasurer or head of administration, students, and alumni. Then the data are analyzed by reduction, presentation and drawing conclusions. Based on the research conducted, the following results were obtained: 1) The context aspect is divided into three components of evaluation, namely, philosophical foundations, vision and mission and program objectives, as well as program urgency. The analysis of the three aspects can be concluded to have high actuality. 2) In the input aspect consisting of the curriculum, the competence of the principal, the character of teachers, students, financing, and parental support, it's just that the facilities and infrastructure need to be improved. 3) In the process aspect, learning is well designed starting from learning activities, extracurricular activities, and supervision. 4) In the product aspect, which consists of internalizing character values, academic impact and non-academic impact has high actuality. This shows that students are able to apply character values well, have a positive impact on academic achievement, and have a positive impact on non-academics, namely daily behavior

Keywords: *Curriculum, Principal Competency, Teacher*

INTRODUCTION

Education is a pillar of the nation's civilization, which is a measure of the country's success. Education can affect people's lives that are able to make citizens become quality people, both in science and faith and morals. As national education has the goal of developing capabilities and forming national character and civilization that are useful for educating the nation's life, it aims to develop the potential of students to become human beings who are faithful, capable, creative, independent, and become citizens of a democratic and responsible state.

One of the government's efforts to create a quality Indonesian society is by strengthening character education in schools and universities. These efforts are expected to be able to shape the behavior of students who have good character as the nation's generation.

Character education as an arena for carrying out the process of change and maturity, especially for forming dignified national character and civilization in the context of educating the nation's life. Character education aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are knowledgeable, creative, independent, and become citizens of a democratic and responsible state.

Character education in Indonesia still has several problems, such as many schools and educators who ignore character education and think that character education is only knowledge (cognitive). Character education is only used as a complement to academic lessons. In fact, character education involves cognitive, affective, and psychomotor aspects that need to be sharpened specifically and planned.

This problem is also found in Madrasah Ibtidaiyah Az Zarofah. Madrasah Ibtidaiyah Az Zarofah has implemented a character education program since 2006, but according to initial observations some students still have not implemented character values in the form of adab, both at school, at home and in the community. After going through the evaluation stage by the school, these deviations occurred due to a lack of parental support in implementing character education while at home and educators who were still lacking in providing good *qudwah* (examples) to students. This incident became an inhibiting factor in achieving the goals of character education at Madrasah Ibtidaiyah Az Zarofah.

Some parents of students at Madrasah Ibtidaiyah Az Zarofah tend to have the mindset that academic education is more important than character education. So parents tend to pay more attention to academic lessons to be strengthened at home, rather than strengthening adab and character values. When at home, most students are preoccupied with taking private general subjects without being accompanied by strengthening adab and character values. This problem shows that students only get reinforcement of adab and character values while at school.

One good way to apply character education to children is in the school environment. All activities that occur in schools can be integrated into character education programs. Thus, character education is a joint effort of all components of the school to foster a positive culture in students. The formulation of the problem used in this study: (1) What is the context of the character education program at Madrasah Ibtidaiyah Az Zarofah, East Jakarta? (2) What is the input for the character education program at Madrasah Ibtidaiyah Az Zarofah, East Jakarta? (3) What is the process of the character education program at Madrasah Ibtidaiyah Az Zarofah, East Jakarta? (4) How is the product of the character education program at Madrasah Ibtidaiyah Az Zarofah, East Jakarta?

METHOD

In this study the method used was qualitative where the instrument in this study was the author himself who collected data carefully and comprehensively. The evaluation model used in this program evaluation research uses an evaluation model developed by Stufflebeam, et al at Ohio State University, namely Context, Input, Process, Product (CIPP). The aim is to collect accurate and comprehensive information, this information is then used as a consideration for Madrasah Ibtidaiyah Az Zarofah in making decisions to improve programs, improve the implementation of character education, and become a reference in developing character education programs in a better direction. Data collection methods used are interviews, observation, and documentation. The data validity checking technique used is data triangulation (source triangulation, technical triangulation, and time triangulation).

FINDINGS AND DISCUSSION

Evaluation of the Context of the Character Education Program at Madrasah Ibtidaiyah Az Zarofah

The results of the evaluation on context evaluation are divided into three evaluation aspects, namely, the philosophical basis, the program's mission/objectives and the urgency of the character education program. The analysis of these three aspects can be concluded to have high actuality. This conclusion is because the three aspects of the evaluation are in accordance with the evaluation criteria or indicators, that is, have a clear philosophical basis. Have a clear program mission/objectives and disseminate them to parents of each masta (ta'aruf period) at the beginning of the semester as well as during meetings and distribution of development reports and report cards. The program has a high urgency, because character education is a characteristic of Madrasah Ibtidaiyah Az Zarofah which was established to become an educational institution that makes Islamic values into a character.

Throughout the interviews and observations that the researchers conducted regarding the philosophical foundations, mission/goals, and urgency of the character education program at Madrasah Ibtidaiyah Az Zarofah, data was found that both teachers and parents knew the philosophical foundation, program objectives, and the urgency of the character education program and understood it. The philosophical foundation, program objectives, and the urgency of the program are always conveyed to teachers at meetings and parents during students' ta'aruf period or when distributing progress reports. This is conveyed in order teachers and parents keep this in mind and are motivated to be patient in teaching students to apply character values.

Input Evaluation of the Character Education Program at Madrasah Ibtidaiyah Az Zarofah

Input analysis in this study includes several components, namely curriculum, competence of principals, teachers, students, infrastructure, financing, and parental support. Analysis of the input of the character education program at Madrasah Ibtidaiyah Az Zarofah can be concluded that it has been implemented properly, only in terms of facilities and infrastructure that are inadequate. However, with all the limitations that exist, Madrasah Ibtidaiyah Az Zarofah tries to achieve the program's goals with existing facilities.

However, with limited facilities and infrastructure, Madrasah Ibtidaiyah tries to carry out development in terms of curriculum and teacher competence so that the program objectives are still well achieved even though it is constrained by the construction of facilities and infrastructure. The curriculum developed is the 2013 curriculum which is integrated with a curriculum based on the workings of the brain (Brain Base Learning), character-based education (Character Building), and education based on Islamic values (Islamic Holistic Base Education). Based on the results of interviews and observations of Madrasah Ibtidaiyah Az Zarofah is committed to implementing character values in each subject. In addition, the application of character values is also through habituation to school activities, both core and studio activities.

Process Evaluation of the Character Education Program at Madrasah Ibtidaiyah Az Zarofah

In this process evaluation research includes 3 things namely, intracurricular learning activities, extracurricular activities, and supervision. The results of the process evaluation research analysis have very good actuality. This is because intracurricular learning is structured and refers to the curriculum contained in the syllabus. In addition, extracurricular activities called studios are an opportunity for students to develop their interests and talents as well as instill character values in students. Monitoring and evaluation is always carried out once a week or once every two weeks.

Based on the results of observations in class, it was found that intracurricular and extracurricular activities are always accompanied by instilling character values. In Teaching and Learning Activities (KBM), each teacher is responsible for helping students apply character values during learning such as being honest, disciplined, responsible, helping each other, confident, polite, and caring for the environment. In addition, the teacher also conducts habituation and accompaniment and supervision of students in applying character values such as welcoming arrivals, when playing, worshipping and during the implementation of studios.

Product Evaluation of the Character Education Program at Madrasah Ibtidaiyah Az Zarofah

Product evaluation research includes 3 aspects, namely internalization of character values, academic and non-academic impacts. Based on document analysis and interview results it was determined that the evaluation decision was in good actuality. The academic impact shows the influence between the application of character education and academic achievement, students who have

If the character is good then the results of the academic report cards are also good. The non-academic impact shows a change in mindset and pattern of action in students, such as they feel better towards themselves, their parents, teachers and friends.

Character education is carried out through the internalization of character values in students. From the process of internalizing character values, it will be seen the impact of this process on academic and non-academic, namely the behavior of students. According to the evaluation findings, it proves that the process of the character education program at Madrasah Ibtidaiyah Az Zarofah has been going well and has good academic and non-academic impacts.

CONCLUSIONS

Based on the results of the research obtained on the context aspect: the philosophical foundation is clear, the mission/purpose of the program and the urgency of the character education program have good actuality, but it is necessary to print the three evaluation aspects to remind all teachers, students, and parents of students who visit school. Input: Analysis of the input of the character education program at Madrasah Ibtidaiyah Az Zarofah can be concluded that it has been implemented properly, only in terms of facilities and infrastructure that are inadequate. However, with all the limitations that exist, Madrasah Ibtidaiyah Az Zarofah tries to achieve the program's goals with existing facilities.

Process, intracurricular learning activities, extracurricular activities, and supervision have good actuality. The product, based on document analysis and interview results, determined that the evaluation decision was in good actuality. The academic impact shows the influence between the application of character education and achievement academic. The non-academic impact shows a change in mindset and pattern of action in students, such as they feel better towards themselves, their parents, teachers and friends.

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RELATIONSHIP BETWEEN PRINCIPAL LEADERSHIP, WORK ENVIRONMENT, AND WORK DISCIPLINE AND TEACHER WORK ETHICS

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ABSTRACT

This research aims to reveal the principal's leadership role, work environment, and work discipline on the work ethic of state high school teachers in Kalideres District. The method used in this study is a quantitative method with data collection using a questionnaire. The questionnaire was tested on 30 respondents to test the validity of each statement item. The population in this study were the principals and teachers of public high schools in Kalideres District as many as 112 people. The research sample used simple random sampling. The number of samples taken was calculated using the Slovin formula with a significant level of 5%, namely 87 respondents. In analyzing the research data, normality test analysis, multicollinearity test, multiple linear regression test, correlation test, and f test and t test were used. Based on the results of the study, the following values were obtained: (1) principal leadership (X1) with work ethic (Y) $r_{y1} = 0,9711\%$; (2) work environment (X2) with work ethic (Y) $r_{y2} = 0,9774$, (3) work discipline (X3) with work ethic (Y) $r_{y3} = 0,9894\%$; and (4) principal leadership (X1), work environment (X2), and work discipline (X3) with work ethic (Y) $r_{y123} = 0,9920$. Based on the calculation results, it is known that together the principal's leadership, work environment, and work discipline have a positive direct relationship with the work ethic of public high school teachers in Kalideres District, West Jakarta

Keywords: *teacher work ethic, leadership, work environment, work discipline*

INTRODUCTION

School is a place for studying and teaching and learning activities take place. Teaching activities in schools are carried out by teachers as educators. To make the teacher a professional, it requires a maximum work ethic from within a teacher.

In achieving a teacher's work ethic is influenced by several factors including work discipline, work environment and the most important factor is how the principal's leadership in his teaching place. The principal is a leader in a formal educational institution, namely a school that has an important role in determining the success of the school. The success of learning goals in schools is influenced by the

principal's role as a leader, it is in the hands of this leader that schools become successful, superior, or even destroyed.

The principal plays a role in carrying out management at school to encourage teachers to apply work discipline by fulfilling various provisions and regulations that apply in schools, which include the existence of disciplinary rules in schools, the obedience of teachers, and the existence of sanctions for teachers who violate. In addition to the role of the principal and work discipline, the work environment is one of the determining factors for the teacher's work ethic, the environment in which the teacher works has an important role in achieving the vision and mission of learning in schools. The work environment is everything around workers and can influence them in carrying out their duties. The work environment in schools includes the work environment from a physical and psychological perspective.

Based on the results of observations made by interviewing several public high school teachers in the Kalideres sub-district, several problems were found related to the teacher's work ethic. Where based on the results of initial research (observation) conducted by observing and interviewing several teachers at school environment, it is known that teacher morale is still low, seen by the presence of several empty hours at school. The teacher's initiative in using a varied learning model is still low, so that learning still occurs in one direction. Low work productivity, because teachers still have not completed their tasks administratively on time. Also, the work discipline of public high school teachers in the Kalideres sub-district is still lacking. Where, some teachers are still late to class to carry out teaching and learning activities.

In carrying out his duties as an educator, a teacher is required to be a professional teacher. Teacher professionalism can be measured by the abilities, expertise and skills possessed by the teacher and proven by teacher certification. The formulation of the problem used in this study:

(1) Is there a relationship between the principal's leadership and the work ethic of the State High School teachers in Kalideres District, West Jakarta?; (2) Is there a relationship between the work environment and the work ethic of State Senior High School teachers in Kalideres District, West Jakarta?; (3) Is there a relationship between work discipline and the work ethic of public high school teachers among Kalideres Districts, West Jakarta?; and (4) Is there a relationship between the principal's leadership, work environment, and work discipline together with the work ethic of public high school teachers in Kalideres District, West Jakarta?

METHOD

In research, planning and in this study using quantitative research methods. According to Sugiyono (2018), the quantitative research method can be interpreted as a research method based on a positivism philosophy, which is used to research certain populations or samples, data collection uses research instruments, data analysis is quantitative/statistical, with the purpose of testing the hypothesis that has been set. This research aims to find out how much influence the principal's leadership, work discipline and work environment have on the teacher's work ethic. To obtain an overview of the influence of the four variables, the researchers used a survey research method with causal associative research.

FINDINGS AND DISCUSSION

Relationship between Principal Leadership and Teacher Work Ethics

The principal's leadership has a positive and high relationship with the work ethic of public high school teachers in the Kalideres sub-district. This can be seen from the results of the linear equation $Y = -7.2414 + 1.0151X$, meaning that for every increase or decrease in the leadership of the principal by

1 point, the work ethic of public high school teachers in Kalideres sub-district, West Jakarta will increase or decrease by 1.0151. And based on the results of $r_{y1} = 0.9711$, it was found that the influence of the principal's leadership on the teacher's work ethic was 97.11%.

The results of this study reveal that there is a positive and high relationship between the Principal's Leadership variable and the Work Ethic variable. In other words, it can be stated that the Principal's Leadership variable can affect the Work Ethics of Public High School Teachers in Kalideres District, West Jakarta.

Relationship between Work Environment and Teacher Work Ethics

The work environment has a positive and high relationship with the Work Ethics of State Senior High School Teachers in Kalideres District. This can be seen from the results of the equation $Y = -23.003 + 0.9661X$, meaning that for every increase or decrease in the work environment by 1 point, the work ethic of public high school teachers in Kalideres sub-district, West Jakarta will increase or decrease by 0.9661. And based on the results of $r_{y2} = 0.9774$, it was found that the influence of the work environment on the teacher's work ethic was 97.74%.

The results of this study reveal that there is a positive and high relationship between the work environment variable and the work ethic variable. In other words, it can be stated that the Work Environment variable can influence the Work Ethics of Public High School Teachers in Kalideres District, West Jakarta.

Relationship between Work Discipline and Teacher Work Ethics

Work Discipline has a positive and high relationship with the work ethic of State Senior High School teachers in Kalideres District. This can be seen from the results of the equation $Y = 5.9550 + 1.0727X$, meaning that for every increase or decrease in work discipline by 1 point, the work ethic of public high school teachers in Kalideres sub-district, West Jakarta will increase or decrease by 1.0727. And based on the results of $r_{y3} = 0.9894$, it is obtained that the influence of the work environment on the teacher's work ethic is 98.94%.

From the results of this study revealed a positive and high relationship between the variables of Work Discipline and Work Ethics variables. In other words, it can be stated that the Work Discipline variable can affect the Work Ethics of Public High School Teachers in Kalideres District, West Jakarta..

Relationship between Principal Leadership, Work Discipline, and Work Environment with Teacher Work Ethics

The Principal's Leadership, Work Environment and Work Discipline have a positive and high relationship with the Work Ethics of Public High School Teachers in Kalideres District. This can be seen from the results $Y = 1.7189 + 1.0097X_1 + 0.1850X_2 - 0.1713X_3$, meaning for every increase or decrease in the principal's leadership by 1 point, the work ethic of the State High School teachers in the Kalideres sub-district, West Jakarta, will increase or decrease by 1.0097. Each increase or decrease in the work environment 1 point, then the work ethic public high school teachers in the Kalideres sub-district, West Jakarta, will experience an increase or decrease of 0.1850. And the result is $r_{y123} = 0.9920$, meaning that the principal's leadership, work discipline and work environment variables affect the teacher's work ethic by 99.20%.

The results of this study reveal that there is a positive and high relationship between the Principal Leadership, Work Environment and Work Discipline variables and the Work Ethic variable. In other words, it can be stated that the Principal Leadership, Work Environment and Work Discipline variables can affect the Work Ethics of Public High School Teachers in Kalideres District, West Jakarta.

Descriptive analysis of the independent variables consisting of the principal's leadership, work discipline, and work environment shows that these independent variables are in the strong category. This is shown by the majority of research subjects who gave answers for each independent variable belonging to the very good category.

CONCLUSION

Based on the results of the study, the values were obtained: (1) principal leadership (X1) with work ethic (Y) $ry_1 = 0.9711\%$; (2) work environment (X2) with work ethic (Y) $ry_2 = 0.9774$; (3) work discipline (X3) with work ethic (Y) $ry_3 = 0.9894\%$; and (4) principal leadership (X1), work environment (X2), and work discipline (X3) with work ethic (Y) $ry_{123} = 0.9920$. Based on the results of calculations, it is known that together with the principal's leadership, work environment, and work discipline have a positive direct relationship with the work ethic of public high school teachers in Kalideres District, West Jakarta.

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LEADERSHIP OF THE SCHOOL PRINCIPLE IN MANAGING THE ADIWIYATA PROGRAM

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ABSTRACT

This article aims to analyze the leadership of the principal in managing the Adiwiyata program in terms of the rules used at SDN Sangiang Jaya. To analyze the principal's leadership competence in managing the Adiwiyata program at SDN Sangiang Jaya. Analyzing the process of forming a superior Adiwiyata program in the scope, school activities, work procedures and social interaction at SDN Sangiang Jaya. Analyzing the environmental conditions of the principal's leadership in managing the Adiwiyata program at SDN Sangiang Jaya. Analyzing the quality of the principal's leadership work in managing the Adiwiyata program at SDN Sangiang Jaya. This research method is a qualitative description with the content analysis approach, data collection with observation of participation, in -depth interviews and documentation. The results of the study are 1. Analyze the leadership of the principal in managing the Adiwiyata program in terms of the rules used at SDN Sangiang Jaya, 2 analyzed the principal's leadership competency in managing the Adiwiyata program at SD NEGERI SANGIANG JAYA.3 Analyzing the process of forming the Adiwiyata Superior program in the scope, School activities, work procedures and social interaction at SDN Sangiang Jaya. 4. Analyze the environmental conditions of the principal's leadership in managing the Adiwiyata program at SDN Sangiang Jaya. 5. To analyze the quality of the principal's leadership work in managing the Adiwiyata program at SDN Sangiang Jaya. So the leadership of the Principal at SD Negeri Sangiang Jaya in managing the Adiwiyata program is in accordance with the applicable rules

Keywords: *teacher work ethic, leadership, work environment, work discipline*

INTRODUCTION

Sangiang Jaya Public Elementary School, Periuk subdistrict, Tangerang city. In 2015, he won the National Adiwiyata award and received an award from the Ministry of Environment and Forestry. Sangiang Jaya Elementary School succeeded in representing the City of Tangerang after previously successfully passing through various stages such as administration to checking conditions in the field starting from the city, provincial level until it finally became one of the best at the national level. SD Negeri Sangiang Jaya always makes improvements and improvements every time they get input from the various stages they go through. And now SD Negeri Sangiang Jaya has entered independent adiwiyata. That from the desire to form and improve attitudes and behavior that cares about the environment and the surrounding community, schools are aware of their role in imparting knowledge

and teaching students about the environment

The Adiwiyata program is one of the programs of the Ministry of Environment of the Republic of Indonesia in order to encourage the creation of knowledge and awareness among school residents in environmental preservation (Hastuti et al., 2021). The Adiwiyata program that applies in Tangerang City is one of the efforts to preserve the environment. while trying to instill noble values Pancasila. The Adiwiyata Program upholds the noble values of Pancasila including; values of Divinity, Humanity, Unity, Democracy and Justice. The Adiwiyata program does not conflict with Pancasila, but seeks to instill the noble values of Pancasila. The Adiwiyata program is one of the ministry of environment's programs in order to encourage the creation of knowledge and awareness of school members in efforts to preserve the environment (Hatika et al., 2019).

Garbage is the residue of a business or activity (human) in solid form either in the form of organic or inorganic substances that are biodegradable or non-biodegradable and are considered useless (Syafi'ah & Sandy, 2021). Problems related to waste management that schools face in participating in the Adiwiyata program such as a lack of understanding about waste, school residents don't care about waste, there are still those who throw garbage carelessly (Febriani et al., 2020).

The benefits of the Adiwiyata program for students at SD Negeri Sangiang Jaya are to raise awareness for the environment and understand how important it is to maintain a good environment. Sangiang Jaya Public Elementary School is one of the schools that has implemented the Adiwiyata program since 2014. In implementing the Adiwiyata program, schools carry out activities related to the program, including waste management, clean water management, land management, maintenance of ornamental plants, and maintenance of toga plants and even RPP (Learning Implementation Plan) has been integrated with the Environment (LH).

The implementation of the Adiwiyata program is mandated by Law number 32 of 2009 concerning environmental protection and management (Zerizghy et al., 2009). Follow up on Regulation of the State Minister for the Environment number 5 of 2013 concerning guidelines for the implementation of the Adiwiyata program (Ministry of Environment of the Republic of Indonesia, 2014). The reference for the adiwiyata program in Tangerang City is the Minister of Environment Number 5 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program. Tangerang Mayor H. Arif R Wismansyah appealed to all elementary and junior high schools to implement the Adiwiyata school program. The Mayor of Tangerang wants to shape every elementary and junior high school into a caring and environmentally cultured school that is able to participate in and carry out environmental conservation and sustainable development efforts for the benefit of present and future generations. The mayor of Tangerang requires the Adiwiyata school program, with this program he wants to develop an environment-based school. Through Adiwiyata schools it is not limited to making the school environment clean, green and comfortable, but also trying to build awareness of the environment from an early age in children.

The school principal has a strategic role in advancing the school which begins with planning, organizing, implementing, monitoring and evaluating activities (Elvira, 2020). The principal is strategic position that not everyone will be able to carry out. Skills and dexterity in leading a school are key in determining the progress and success of a school as an educational institution. To carry out additional duties as a school principal, teachers must have intellectual, emotional, spiritual and social abilities and capacities. These abilities will greatly influence the effectiveness of his leadership. While the depth of knowledge, breadth of mind, authority and communication relations will bring about significant changes in the management of the school which is his responsibility.

Based on Permendikbud Number 13 of 2007 there are 5 basic competencies that must be mastered by school principals if they want to maintain the quality of their schools to continue to run well and improve the quality of students in the schools they lead. There are 5 competencies that school principals must have, namely personality competencies, managerial competencies, entrepreneurial competencies,

supervision competencies, social competencies (Juandi, 2019).

Pancasila can be the basis of unique character education in Indonesia, with a focus on diversity, tolerance and social justice. The diversity of values in Pancasila is the basic capital of character education.

METHOD

In this research, the author uses qualitative methods because he can observe, ask questions directly about natural things as Sugiyono said that qualitative research is research whose object is natural, where the researcher is the key instrument, inductive data collection techniques and the results of the research emphasize meaning (Sugiono, 2013). The research procedure was carried out through the following stages:

1. The pre-field stage is the activities carried out in qualitative research in the pre-field stage, namely compiling a research design, choosing a research field, arranging research permits, conducting field surveys, selecting informants, preparing research equipment and ethics in conducting research.
2. The field work stage, namely the research stage with procedures: understanding the research background, entering the field, participating while collecting data. Activities at this stage, the researcher collects data from the subject (source of information) according to the research object by understanding the situation and conditions of the research field
3. Data analysis stage. After the data has been successfully collected from observations, interviews and documentation, the next step is to group the data according to the theme and then proceed with data analysis.

FINDINGS AND DISCUSSION

1. The principal's leadership in managing the adiwiyata program is reviewed from the rules used at SDN Sangiang Jaya. The Principal of SDN Sangiang Jaya in managing the adiwiyata program in accordance with the regulations in force in the city of Tangerang. The legal basis for Law number 32 of 2009 concerning Environmental Protection and Management. Environmental Regulation No 5 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program.

2. Principal's leadership competency in managing the adiwiyata program at SDN Sangiang Jaya.

Principal of SDN Sangiang Jaya in managing the adiwiyata program is seen from leadership competence in accordance with the regulation of the Minister of National Education number 13 of 2007. Personality competence is the ability of school principals to behave well as role models for all, both at school and in society. Managerial competence, namely the ability of school principals to manage school resources with program planning, program implementation, control and evaluation as well as follow-up programs involving teachers, education staff, students, school committees, partnerships and the wider community so as to ensure the smooth running, safety, welfare and progress of the school .

The principal of Sangiang Jaya Elementary School in carrying out entrepreneurial competencies is by innovating to create productive economic activities for schools, both as learning media and as small and medium economic enterprises such as school canteens, school cooperatives whose results help reduce the burden of school fees as well as increase the welfare of teachers and employees. Supervision competence, namely the ability practiced by the principal to carry out the educational function as well as the supervisory function for coaching so that the learning activities carried out by the teacher can be known about the progress and to facilitate the planning of follow-up programs on learning material.

3. The process of establishing a superior adiwiyata program in terms of scope, school activities, work procedures and social interactions at SDN Sangiang Jaya. At SDN Sangiang Jaya the legal basis for program development is Law number 20 of 2003 concerning the national education system, article 4 that management of education funds is based on the principles of fairness, efficiency, transparency and public accountability. Government Regulation number 19 of 2005 concerning National Education standards article 53 that each education unit is managed on the basis of an annual work plan which is a detailed elaboration of the plan.

4. The quality of the principal's leadership work in managing the adiwiyata program at SDN Sangiang Jaya?

The leadership of the principal at SDN Sangiang Jaya is very good and the quality of work is very good.

 - a. Happy for a change. He likes to make changes for the sake of students and for the betterment of his teacher. He consistently oversees change and is an example of someone who is the first to change. He is a person who is aware and quick to make decisions in changes because he is aware that good changes must be intended if you do not want to lose opportunities.
 - b. Be proactive and enjoy creating opportunities. Because whether there is an opportunity depends on someone's point of view. To his teachers he became an example in being proactive and avoiding procrastinating solving problems because it would be a big thing and have an impact on the integrity of the teaching and learning process at school.
 - c. Have good communication skills and be careful when issuing statements. It is not only public officials who must be careful in issuing statement sentences. The principal must also think long before issuing a statement so that a conducive atmosphere is maintained at school.
 - d. Love the teachers. A good headmaster is also a good teacher because he was also a teacher before. All of its policies will culminate in efforts to make teachers feel at home and create a conducive school climate and positive work atmosphere.
 - e. Enjoy using social media. Principals who still look cynically at their teachers who are active on social media are old school principals and out of date. It is he who should view social media as an effective medium for learning, communicating and becoming his partner in leading.
 - f. Prioritize the learning process. The learning I mean is not just concentrating on tests and national exams but also dividing equal attention on other aspects such as aspects of sports and the arts. A good school is a school that can balance academic aspects and aspects of students' interests and talents.
 - g. Like to drive around and control. The principal will lose the opportunity to find out about the latest developments in his school if he just sits in his room.
 - h. Appreciate the backgrounds of families who entrust their children to go to school where he leads. The principal is a picture of the way the school respects other people who are different. Every individual has an equal opportunity to change for the better. If he is quick to be sarcastic and judgmental, it will be difficult for him to establish a good relationship with the student's parents.
 - i. Respect for supervisors from the Ministry of National Education while still providing references to knowledge from other sources. Principals who come from schools that are superior and of good quality quickly have judgments that demean supervisors from the Department of Education simply because of different knowledge or ways of working. On the other hand, schools that are just developing are sometimes trapped into agreeing so much with whatever supervisors say without having other references for comparison.

CONCLUSION

Based on the results of the research and discussion that has been presented regarding the leadership of the school principal in managing the adiwiyata program, it can be concluded:

1. The principal's leadership in managing the adiwiyata program in terms of the rules used is the legal basis of Law number 32 of 2009 concerning environmental protection and management. Environmental regulation number 3 of 2013 concerning guidelines for the implementation of the adiwiyata program.
2. The leadership competence of school principals in managing the adiwiyata program is according to the regulation of the Minister of National Education number 13 of 2007 there are five competency standards for school principals namely personality competence, managerial competence, entrepreneurial competence, supervision competence and social competence.
3. The process of establishing the superior adiwiyata program within the scope of work procedure activities and social interaction is based on Law number 20 of 2003 concerning the national education system article 4 that management of education funds is based on the principles of fairness, efficiency, transparency and public accountability. Socialization of LHK Regulations No. 52 and 53 of 2019 concerning the Caring and Cultured Environment Movement in schools.
4. The quality of the principal's leadership work in managing the adiwiyata program is that the leadership of the principal at SDN Sangiang Jaya is very good and the quality of work is very good.

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EVALUATION OF PRINCIPAL MANAGERIAL IMPLEMENTATION

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ABSTRACT

This study aims to determine the implementation of the principal at SD Negeri Sukajaya 01 Sukajaya District, Bogor Regency. The method used is the Qualitative Method. The evaluation model used is inequality (DEM). Collecting data obtained from various sources, backgrounds and sources through literature study. The results of this study indicate that the implementation of the Principal in managing the School in Standards of Facilities and Infrastructure and Standards of Educators and Education Personnel needs to be improved. The research subjects are the Principal, and the teachers. The object of research is all that is in the school under study. The research instrument intended as a data collection tool in this study were: grid sheets equipped with interview guidelines, in the form of questions, observations, and documentation studies of all observation activities carried out. Data collection techniques using the method of observation, interviews and documentation studies. Data analysis techniques are planning, data collection, data separator, verification and drawing conclusions. The results of the study show that: 1) the fulfillment of the standard of facilities and infrastructure is not optimal 2) the fulfillment of the standards of educators and education personnel needs to be improved 3) the fulfillment of the standards of sarpras and teaching and educational staff is not in accordance with the duties and functions of the principal. Duties and functions of the Principal as Manager 4) need to analyze the school's obstacles and challenges through a SWOT analysis.

Keywords: *Evaluation, Implementation, Principal Managerial*

INTRODUCTION

Damage to facilities and infrastructure, and the fulfillment of educators and education staff at SDN Sukajaya 01 are problems that must be solved so that they are not prolonged and become protracted problems. Facilities and infrastructure that must be provided by schools include: Furniture, educational equipment, educational media, books, textbooks, enrichment books, reference books, other learning resources, consumables, office machine tools, ICT, land, buildings, classrooms, library, laboratory, leadership room, teachers room, administration room, counseling room, UKS room, place of worship, student organization room, warehouse latrines, circulation room, sports area, playground and class/group. All facilities and infrastructure must meet standards both in maintenance and completeness.

The facilities and infrastructure at SDN Sukajaya 01 have undergone striking changes. Not experiencing development but showing decline. At first glance, you can see how many facilities there

are and infrastructure that shows no maintenance, so that the condition indicates that the existing facilities and infrastructure are on a scale of mild, moderate and severe damage. Schools which during the previous period were very well taken care of and experienced development and progress, while schools are currently experiencing setbacks, many facilities need serious treatment and be addressed as soon as possible. The school does not change paint from year to year, there are several facilities such as toilets and student study desks which are damaged. To complement the existing data, data collection was carried out through interviews, observations and other facts in the field.

The principal is the spearhead for the success of the school. The school principal must have good managerial skills so that the school's vision and mission are achieved and it becomes a quality superior school. Principals must have the ability to fulfill

The 8 National Education Standards include Content Standards, Process standards, Graduation Competency Standards, Educator and Education Personnel standards. Facilities and Infrastructure Standards, Management Standards, Financing Standards, and Educational Assessment Standards. The principal must also have the ability to fulfill the duties and functions of the principal including the principal as (1) educator (educator), (2) manager, (3) administrator, (4) Supervisors, (5) Leaders, (6) Innovators, and (7) Motivators, or often abbreviated as EMASLIM.

Principals, teachers and the education system cannot be blamed when problems occur in schools. There are many factors that can influence how education in Indonesia ranks low. There is a symbiotic relationship of mutualism resulting from the implementation of education activities in schools. The relationship between the teacher and the principal cannot be separated, the two influence each other. Teachers cannot make changes in the education system on their own. Technically, educational activities are heavily influenced by the principal and the quality of teachers.

The school principal is a teacher who is promoted and assigned the duties of the school principal. In his duties have the responsibility to plan, implement and manage. In the Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals stipulates that there are 5 (five) competency dimensions that must be mastered by a school principal, including: Personality competence, Managerial competence, Entrepreneurship competence, Supervision competence and Social competence. In its development, community demands for school accountability have increased, so that demands on school principals have increased. In improving the quality of education, it is hoped that they will be able to carry out their functions properly as managers and leaders in schools.

School quality can increase because of the strategically important role of the Principal. The role as a leader, prime mover and agent of change is the basis for development in managing schools professionally. The principal must set a good example for his school members, have the art of managing subordinates, so that the school's vision and mission are achieved. The principal can follow the example of the Prophet Muhammad SAW who has 4 prophetic traits, namely fingerprint means true, amanah means trustworthy, patonah means intelligent, tabligh means trustworthy. If all school principals have the 4 characteristics of the Prophet Muhammad SAW, then the school will reach its target as a quality school. Quality leadership is leadership that has been exemplified by the Prophet Muhammad SAW, he led in all aspects of life and must be a role model for us, especially for leaders of educational institutions, namely school and madrasah principals.

In the principal's leadership style technique, it is expected to be able to lead, promote, nurture, guide, and provoke teachers, staff, students, parents and other parties who are bound to be able to be creative or act in an effort to achieve predetermined goals. The principal as a leader should have competencies or skills that encourage his capability as a leader in the school including good speaking skills, special expertise in his field, proper analytical skills, decisive and courageous in determining actions, high morale and have a clear vision, besides that, the principal is also required to grow and organize all other elements of the school in accordance with the Minimum Service Standards (SPM)

and National Education Standards (SNP).

Management is very important in all areas of life. In management, the performance of an organization can run optimally. Likewise with educational institutions. In good management, an educational institution will be able to develop optimally as expected. A management in this case is the principal, besides having to be able to carry out management processes that refer to management functions (Planning, organizing, actuating, controlling), they are also required to understand and implement all the substance of educational activities. (Weli, 2019)

METHOD

The research method used in the Managerial Implementation Evaluation of Principals at SDN Sukajaya 01 Sukajaya District, Bogor Regency is a qualitative research method. Subjective exploration technique/Qualitative research is a strategy that places more emphasis on the outer and inner understanding of a problem rather than looking at the problem for speculative research. In other words, relevant research/study is carried out by analyzing the problem on a case-by-case/issue-by-issue basis. Where one case with another will differ in nature and problems. The sampling technique for data sources uses a purposive sampling method, meaning that the data collection technique is based on certain considerations. The selected informants are considered to know best about what is expected and can provide information. Researchers took samples deliberately according to the necessary requirements. First, being rich in information means being able to provide adequate information and understanding regarding the managerial implementation of the principal at SDN Sukajaya 01. Second, being affordable means being easy to find and willing to share information with researchers. The key informants were the principal, several teachers who already had NUPTK.

This research on evaluating the Managerial Implementation of Principals at SDN Sukajaya 01 Sukajaya District, Bogor uses the Disparity Assessment Model Inconsistency Assessment Model (DEM).

The idea of an imbalance assessment is equivalent to the Objective Based Assessment proposed by Ralph Tyler. This imbalance model has six stages, namely: a. Develop plans and norms that determine the best quality of evaluation implementation (object of assessment), strategy, program or effort. b. Compile an assessment using the error assessment model. c. Deciding on the expected data contrasts with the actual implementation and guidelines that characterize the presentation of the object of assessment. d. Witness the object of assessment exhibition which combines program implementation, quantitative and subjective results. e. Distinguish the disparity between the execution norm and the original execution side effect of the object of judgment and determine the proportion of the imbalance. f. Determine the reason for the inconsistency between the norm and the exhibition of the object of assessment. g. Eliminate imbalances by making changes to the execution of the scoring object.

1. Evaluation Subject

Subjects can also be called evaluators are individuals who complete assessment work. Appraisal subjects are also characterized as entertainers or executors who complete appraisal work or individuals involved with appraisals. Evaluation subjects are included in the population, in addition to objects that have certain qualities and characteristics that are not fully regulated by the analyst to concentrate and then reach a determination. (sugiono, 2016:80)

The subject of the evaluation is the evaluator. The evaluators referred to in the evaluation of the managerial implementation of the Principal at SN Sukajaya 01 Sukajaya District this time were the researchers themselves and other informants including supervisors and teachers who already had NUPTK at SDN Sukajaya 01.

2. Techniques And Procedures. Data collection

The techniques and instruments used in this research are using the researcher as the research tool itself, with the aim that the analyst must be "approved" including understanding of examination techniques, subjective, knowledge authority to the field being contemplated, the willingness of scientists to enter the research object both scholastically and coherent (Sugiono, 2016: 222).

Subjective specialists/qualitative researchers as human instruments have the ability to determine the focus points of examination, select witnesses as sources of information, collect information, survey the quality of information, break down information, describe information and end their findings. (Sugiono, 2016:222). In this review, the instruments used were perception techniques, meetings, and documentation with the aim that the instruments used in this study were perception guides (direct perception to the inspection area), interview guides (which contain questions from top to bottom regarding the Managerial Implementation of SDN Principals Sukajaya 01, Sukajaya District, Bogor. So the researcher is a key instrument in qualitative research. (the researcher. is the key. instrument) (the researcher is the key instrument). (Sugiono, 2016: 223).

FINDINGS AND DISCUSSION

The Managerial Implementation of Principals at SDN Sukajaya, Bogor Regency, is as follows:

1. School Planning

School planning is carried out at SDN Sukajaya 01 which is carried out through the preparation of a school planning program which is carried out at the beginning of each year and conveys each program item which will later be carried out by all teachers, staff and employees as school principal partners. In fact, schools do not hold deliberations in preparing programs at school.

2. School Organization

Organizing the school in order to develop the school according to the needs of SDN Sukajaya 01, namely completing all the needs needed by the teacher in the process of Teaching and Learning Activities (KBM) at school so that students are interested in the learning process provided by the teacher in class. But in practice, there has been no development carried out by the principal in accordance with the needs of the school to develop the school.

3. Empowerment of School Resources and Human Resources

Empowering school resources and human resources at SDN Sukajaya 01 is maintaining and caring for all the assets owned by the school and facilitating teachers to participate in training and KKG either carried out by the local or central government. In implementing the empowerment of school resources and human resources in schools, there are no ways and steps taken by schools and involving teachers in making decisions. The results of document observations in the field showed that there were no documents regarding a list of teacher training programs and a list of school needs.

4. School Management

In order to manage school change and development towards effective learning at SDN Sukajaya 01, namely involving teachers in implementing a student center so that students are more active in learning and each student is able to express opinions. School development, carried out by involving all parties, namely teachers, staff and employees in the learning process teachers are required to use learning methods that are easy for students to understand and gradually the school tries to create a comfortable and conducive atmosphere at school. But in its implementation, schools have never included teachers in showing programs that lead to effective learning and there has been no management of school change towards effective learning. (Debarun Chakraborty, 2016)

5. School culture and climate

Creating a conducive and innovative culture and climate for student learning at SDN Sukajaya 01, namely students and teachers must be present 15 minutes before class starts, wear uniforms, the teacher manages the class and prepares the media needed during teaching and learning activities so that students are interested and understand better all the lessons delivered by the teacher. However, in practice only one or two teachers are creative and manage the class, there are teachers who have never even worn the prescribed school uniform. There are no innovations for the progress of the school. Teacher and Staff Empowerment

Managing teachers and staff in the context of utilizing human resources at SDN Sukajaya by holding school meetings, discussing deficiencies that exist in schools and directing teachers in the implementation of making learning tools such as syllabus and lesson plans at home so that they are more focused in providing material to students at school. In managing staff, the school provides advice and directions in preparing school documents and data so that school needs are completed. However, in practice school principals do not provide direction and action in efforts to empower human resources in schools, on average they only teach what is in textbooks without any effort to make learning tools. There are only one or two people who take the initiative to work on learning devices. Lack of guidance from school principals forces teachers and staff to be weak in knowledge and understanding of their duties and responsibilities towards teachers and staff in schools.

6. School Facilities and Infrastructure

Manage school facilities and infrastructure for optimal utilization at SDN Sukajaya 01 by maintaining existing facilities and infrastructure by appointing 2 school guards. The reality is that the facilities and infrastructure at the school are not maintained and have suffered a lot of damage. There was no attempt to repair or replace damaged facilities and infrastructure, let alone participate in the village musrenbang and submit proposals for improvements to the government.

7. School Cooperation Relations with the Community

Manage school and community relations in order to seek support, ideas, learning resources and financing at SDN Sukajaya 01, namely holding meetings with committees, parents, parents and community leaders to find the best solution in presenting their ideas to schools, especially in learning resources that have not been fulfilled by the school. Meanwhile, in the context of seeking school funding, the school has never asked parents, guardians of students and the community because it collides with applicable regulations, and the head does not communicate effectively with committees, parents, students and community leaders.

8. Studentship

Managing students in the context of admitting new students at SDN Sukajaya 01 held a PPDB committee with picket teacher scheduling but no committee decrees and PPDB programs were systematically made. Students who have entered the school are divided into 2-3 classes. The school divides classes and teachers into designated classes, it's just that there are several classes that don't have rooms, so there is a prayer room, library, art room which are used for study, the rest of the students study alternately with other classes during the day.

9. Curriculum

The curriculum was developed according to the rules and directions in the KTSP curriculum at SDN Sukajaya 01 by deliberation, it's just that the existing curriculum was made and did not involve students. The school makes the existing curriculum and the teachers only approve. The teaching and learning process that takes place usually the teacher leaves the class when unable to attend, and another teacher holds 2 classes with his class. There are no picket teachers because the number of teachers available is only sufficient for the class being held.

10. School Finance

Financial management that is in accordance with the principles of accountability, transparency and efficiency at SDN Sukajaya 01 should be used by the treasurer and operators to record expenses used by the school, known to the principal and teachers. However, in reality, schools carry out transactions, only the principal and operators record transactions, the treasurer is not 100% functional.

11. School Administration

The school does not have good administration in supporting the achievement of SDN Sukajaya 01 school goals both in the teaching and learning process and information from the government carried out by operators who do everything themselves starting from finance and student affairs, so that it is a heavy burden for the operators who do the work. Schools do not yet have good administration. there needs to be guidance from the school principal to carry out the duties and responsibilities as well as administrative functions.

12. Special Service Unit

Managing special school service units in supporting learning activities and student activities at SDN Sukajaya 01 still has deficiencies such as the absence of special counseling guidance at school, the school only has class teachers to handle students with special needs and need serious treatment, while class teachers do not receive guidance and training from experts. Need a process to get a special service unit.

13. School Information System Management

Manage the school information system to support program development and decision making at SDN Sukajaya 01, namely by seeking information from outside the school to develop school programs and revise programs that are not yet on target. Meanwhile, in making decisions, meetings are held with representatives of school principals to seek information or policies to be taken in making decisions.

14. Information and communication technology

The use of technology and information for improving learning and school management at SDN Sukajaya 01 has not yet been implemented, because the facilities and infrastructure and regional conditions have not been supportive to support the learning process, so that information technology has not been used in the teaching and learning process at school. all types of information and communication technology are obtained from the District Education Service.

15. Monitoring, Evaluation and Reporting

Monitoring, evaluating and reporting on the implementation of school activity programs with appropriate procedures, as well as planning follow-up at SDN Sukajaya 01, namely monitoring or supervising teachers in the classroom, looking at the plans that have been made by the teacher during the learning process and providing input supervised teachers. Then evaluate activity programs in schools such as teacher supervision and process evaluation of activities that have not been carried out by the teacher. while in the implementation of the monitoring evaluation program has not been implemented properly. only written reporting is done through the District.

Then the findings of the research results show that the implementation of the managerial aspects of school principals can be described as follows:

1. Lack of understanding and willingness of the principal about the importance of good management in schools, the education of the principal who only has a degree in Islamic Education (S.PdI) and the age of the principal who is old and a few months away from retirement.
2. Limited staff and teachers functioned in classes and other administrations. The number of teachers and staff does not meet the ideal capacity.
3. Unscheduled evaluation and supervision carried out by the school principal considering the large workload carried by the school principal.
4. Obstacles faced in the managerial implementation of school principals, namely the existence of miscommunication faced by teachers and school principals. Differences of opinion that occur must be discussed at the table and sit together.
5. Lack of awareness from teachers to do administration which will later become supervision material.
6. School data on dapodik must match.
7. Cooperation between teachers should be further improved. And the spirit of work is even better.
8. The busyness of the school principal is an obstacle so that it becomes a burden on the school. Schools are no longer paid attention to their infrastructure and teaching and learning activities.
9. Sources of funds available from BOS revenues should refer to the principles of accountability,

transparency and efficiency.

10. The school principal must involve himself and invite the community in seeking support for ideas, learning resources, and school funding.

School organizations need to be run considering that the duties of teachers and principals are not only teaching and educating, all must be involved and responsible so that the implementation of school activities can run well so that the Education Quality Standards can be achieved.

CONCLUSION

Based on the results of research conducted at SDN Sukajaya 01 regarding the Evaluation of Managerial Implementation of Principals at SDN Sukajaya 01 with the Inequality/DEM model, it can be concluded as follows:

1. Fulfillment of the standard of facilities and infrastructure at SDN Sukajaya 01, Sukajaya District, Bogor Regency by the Principal as the Manager was not carried out properly. There are still many facilities and infrastructure that require special handling. Need maintenance, repair or replacement of damaged facilities and infrastructure.
2. Fulfillment of the standards of Educators and Education Personnel at SDN Sukajaya 01 Sukajaya District, Bogor Regency by the Principal as the Manager is not implemented properly because the School only accepts civil servants from the government while the rest is honorarium raised by the school. The Principal needs to provide motivation for increasing human resources human beings in schools so that those who are still honorary can improve their abilities so that they become civil servants.
3. Fulfillment of Standards for Facilities and Infrastructure as well as Fulfillment of Standards for Educators and Education Personnel are not in accordance with the Duties and Functions of the Principal of the School. One of the duties and functions of the school principal as a manager that must be fulfilled by a school principal is that the duties and functions of EMASLIM in carrying out its management are not optimal.
4. Obstacles and challenges in managerial implementation at SDN Sukajaya 01, Sukajaya District, Bogor Regency, namely:
 - a. Principals must be able to carry out managerial performance indicators properly. So that what is expected to become a quality school will be realized.
 - b. The relationship between the principal and teachers and staff at SDN Sukajaya 01 needs to be improved again so that miscommunication does not occur.
 - c. Conduct a SWOT analysis to look for school weaknesses that will be improved in the future.
 - d. Carrying out quality improvement activities, increasing extracurricular activities, optimally utilizing school resources, optimally managing facilities and infrastructure and managing relationships in order to seek support for ideas, learning resources and school financing.

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EVALUATION OF INCLUSIVE EDUCATION PROGRAM IMPLEMENTATION

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ABSTRACT

This study aims to evaluate the inclusive education program at SDN 14 Jatinegara Kaum, East Jakarta. Descriptive qualitative research method with the CIPP model (context, input, process, product). Sources of informants consisted of school principals, Curriculum/Student Affairs Section, Special Assistance Teachers, Shadow Teachers, Class Teachers, Guardians of Inclusive Students. Research using interviews, observation, documentation. Then the data were analyzed by reduction, presentation and conclusion. Based on the research, the results were obtained: In the context aspect, Vision, mission and objectives are not yet in favor of inclusive students. In the input aspect, financing and infrastructure do not support the inclusion program. In the process aspects of the teaching and learning process and assessments are not maximized, inclusion students still experience difficulties in following learning and the assessment process are still the same as regular students. In the product aspect the results of the inclusive program research are not maximized, because they place more emphasis on non-academic (self-help, social development) but there are still deficiencies in reading development and menus.

Keywords: *Program evaluation, Inclusive Education, CIIP Model*

INTRODUCTION

The government regulation also states that Article 31 paragraph 1 of the 1945 Constitution and Law No. 20 of 2003 concerning the National Education System CHAPTER IV Article 5 paragraph 1 states that every citizen has the same right to obtain quality education.

Citizens who have physical, emotional, mental, intellectual and/or social disabilities are entitled to special education. This shows that children who have special intelligence and talent also have the right to get the same opportunities as other children (normal children) in education.

The government launched the Inclusive Education Program in 2009. The Inclusive Education Program is one of the alternatives offered by the government to serve Children with Special Needs (ABK). This education is not used to replace segregation education in the context of special education in Indonesia, which has been served by special schools (SLB).

This program was also created to make it easier for ABK to find a school, because people who

live in places where there are no special ABK or SLB schools have resulted in these ABK not getting education for several reasons, such as how far the ABK lives from a special school, ABK is refused to attend school. nearby, many parents with special needs hide their children, and the low motivation of parents to send their children with special needs to school.

Based on the results of my observations at Jatinegara 14 Negeri Elementary School, East Jakarta that Jatinegara 14 Elementary School accepts inclusive children such as: Learning difficulties, ADHD, ADD, Cerebral Palsy, Down Syndrome, and Tuna

Light Gratitude. The problems faced by schools are the context including the foundation of applicable government policies, historical background, vision and mission and goals of inclusive education programs, inputs including human resources, financing, infrastructure and curriculum, processes including teaching and learning activities and assessments, and products. includes academic and non-academic achievements and the impact on students participating in inclusive education programs.

METHOD

The evaluation model used in this study uses the model developed by Stufflebeam, namely CIIP (Context evaluation, Input evaluation, Process evaluation and Product evaluation). This model is used by researchers because it can help researchers to find information that can be used as material for consideration in making decisions.

The data collection method used is qualitative with interviews, observation, documentation, and questionnaires. The data validity checking technique used is power triangulation (source triangulation, technical triangulation, and time triangulation).

FINDINGS AND DISCUSSION

Context Aspect

The context aspect consists of historical background, vision, mission and objectives of inclusive education as well as the applicable regulatory reference policies. The analysis of these three aspects can be concluded that they have sufficient actuality because most of them have fulfilled the requirements. Because the four evaluation aspects are in accordance with the evaluation criteria or indicators, namely, having a clear policy foundation, in accordance with government regulations and applicable laws and in accordance with the objectives of SDN 14 Jatinegara Kaum. It has a historical background that The school is appointed from the service, the school has guidelines in implementing the program. The school has collaborated with other institutions, namely Hellen Keller since 2007. However, the vision and mission of SDN 14 Jatinegara Kaum school has not made a special inclusive program. The vision and mission are still in general.

Input Aspect

The input aspect which consists of Human Resources, Funding, Infrastructure, and Curriculum. In general it can be concluded that it can be implemented quite well. In terms of infrastructure facilities, the availability of infrastructure in general has fulfilled the needs of all students. However, the availability of special infrastructure for ABK is not sufficient. The curriculum has been modified according to the characteristics of students. Then in the educational aspect, schools only have one GPK but according to their competence and in the financing aspect, schools only rely on funds from the government. infrastructure, lack of GPK and GDPK financing and all staff trying to achieve program objectives with existing facilities, capabilities and funds.

Process Aspect

The process aspect consists of the process of teaching and learning activities (KBM) and the assessment process. It can be concluded from the results of the process evaluation research analysis that

it has good actuality. Because in the process of teaching and learning activities (KBM) inclusive students are equated with regular students both in terms of time and place, but seen from the results of the analysis that the inclusive students sitting at the back are less attention. Then in the aspect of making curriculum, lesson plans, assessments, and PPI, only GPK teachers are involved. The curriculum is modified in accordance with its capabilities. During the inclusive learning process students are accompanied by a shadow teacher and GPK only monitors from the outside. for the assessment of inclusive student learning in accordance with applicable national standards, which is the same as regular children, only the contents of the report cards are like different descriptions.

Product Aspect

Product aspects consisting of non-academic academic achievements and the impact of implementing inclusive education program policies for students. Based on document analysis and interview results, it was determined that the evaluation decision was at good performance. From the results of these products from the implementation of the inclusive education program at SDN 14 Jatinegara Kaum there are positive outcomes in the form of non-academic achievements of inclusive students in the arts and sports. However, during the 15 years the program has been implemented, only one person has non-academic achievements. His academic achievement is that inclusive students always go up in class. However, there are no scholarships either from schools or the government. We can see that there is a gap. that the impact of implementing inclusive education program policies, inclusive students are more independent, able to socialize, and more confident.

CONCLUSION

Based on the research results obtained Context: Vision, mission and objectives are not yet in favor of inclusive students, Input: Financing and infrastructure do not support inclusion programs, Process: Teaching and learning processes and assessments are not maximized, inclusion students are still experiencing difficulties in participating in learning and the assessment process is still the same as regular students, Product: The results of the inclusion program research are not optimal, because they place more emphasis on non-academic (self-help, social development) but there are still deficiencies in reading and writing development

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