Conference Paper

An Evaluation of School Supervisor's Performance in Public Junior High School (Smp Negeri) of Kulon Progo Regency

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Abstract

The objective of this research is to evaluate school supervisor's performance including the planning, the implementation and the follow-up of academic supervision which was conducted by school supervisors in SMP N in Kulon Progo Regency. This research method used quantitative approach. The evaluation model used is was Discrepancy Model. This research was conducted at SMP N in Kulon Progo Regency with 7 school supervisors and 144 subject teachers examined in national examination. Data collection technique used questionnaires and the instruments used questionnaires. The technique of data analysis used quantitative descriptive statistics. The results of this study indicated that (1) the performance of school supervisors in the planning of academic supervision reached 98%, (2) the performance of school supervisors in the implementation of academic supervision reached 85.48% and (3) the performance of school supervisor on follow up of academic supervision reached 96.47%. Based on these results, it can be concluded that the performance of school supervisors in SMP N in Kulon Progo Regency is good and almost maximal in accordance with existing standards. However, there are some performance inhibiting factors that must be addressed, especially in the implementation stage of academic supervision.

Keywords: Performance of School Supervisors, Academic Supervision.

1. Introduction

In the education system the supervisory function is very important; this is because the supervisor is one of the parties responsible for improving education. In addition, the school supervisor is also a teacher advisor, which means that the duty of the school supervisor is to provide advice, guidance and guidance to teachers (Kolawole, A.O., 2012). With the performance evaluation of school supervisors, it is expected that all supervisors in the Kulon Progo Regency Education Office can show better performance improvements. In addition, the results of evaluating the performance of

school supervisors can be used as a basis or consideration in making decisions or policies related to efforts to improve the performance of school supervisors. This is as stated by (Ambarita, B., Siburian, P. & Purba, S., 2014: 304-314) that performance is an activity carried out by a person in carrying out his duties in accordance with the responsibilities assigned to him to achieve goals organization.

Supervision cannot be separated from the entire process of education administration. According to Ayandoja, A. C., Aina, B. C., & Idowu, A. F., (2017: 8-13) Supervision is a process of supervising the work of the teacher with the aim of helping the teacher in solving instructional problems in the classroom so that students can get maximum benefit from the learning process. Whereas according to Kimbal Wiles (Maryono, 2011: 18) said *"Supervision is assistance in the development of a better teaching-learning situation".* This understanding shows that supervision is a process of assistance, guidance and guidance that is carried out by the supervisor to the teacher to improve the learning process.

Supervision as a process of monitoring activities to ensure that all activities are carried out as planned and at the same time is an activity to correct and correct if there are found irregularities that will disrupt the achievement of goals (Sudjana, 2010: 12). Therefore the purpose of supervision itself is to help and provide convenience to teachers to learn how to improve their ability to realize the learning goals of students (Suraiya, Usman, N., & Djailani, A. R.,2016: 148-157). From some of the above meanings, researchers can conclude that supervision is a process where school supervisors with academic and managerial supervision competencies they have can provide services through guidance to teachers and assisting principals in producing better learning processes.

Based on observations and interviews conducted by the researcher with the supervisor coordinator and discussions with several other supervisors in the Kulon Progo Regency Education Office, the situation of the junior high school supervisor in Kulon Progo Regency can be described as follows: School supervisors in Kulon Progo Regency are very limited in number, only 7 people. In Kulon Progo Regency there are 79 SMP/MTs consisting of 36 SMP public, 6 MTs public and 37 SMP Private. The number of school supervisors that exist is not comparable with the number of schools built. Another problem that the researchers found was that the junior high school supervisors in Kulon Progo Regency still lacked English language supervisors, Javanese, sports education and Pancasila and civic education. Therefore, the principal often asks the supervisors of other fields of study, such as the Indonesian language supervisor, to supervise of Javanese language teachers, sports education and Pancasila and civic education. The description of the condition of junior high school supervisors in Kulon Progo Regency

as outlined above is thought to be because the school supervisor is less aware and understands the strategic position and role he has. This guess is based on several theories put forward by Suharsimi (2004), which states that there are three supervisory functions, namely (a) improving the quality of learning; (b) triggers or drivers of changes in elements related to learning and; (c) fostering and guiding.

2. Literature Review

2.1. The role of school supervisors

According to Nur Aedi (2016: 64) School supervisors have a role as coordinators, consultants, group leaders and evaluators. The role of the school supervisor as a coordinator includes coordinating school resources both human resources, material and financial. The supervisor's role as a consultant or advisor includes providing advice to teachers about effective learning and providing advice to school principals in managing education in schools. The role of supervisors as group leaders includes leading the development of quality human resources in their target schools and leading the development of school innovations. The role of supervisors as evaluators includes evaluating the performance of teachers and principals.

2.2. Definition of academic supervision

Conceptually Glickman, Gordon & Ross-Gordon (Prasojo, L. D & Sudiyono, 2011: 84), states that academic supervision is a series of activities to help teachers develop their abilities in managing the learning process to achieve the desired learning goals. Meanwhile according to Edwin C. Leonard, JR (2008: 12) explained that:

> "Supervision academics is the activities related to planning, organization, staffing, directing, and controlling the functions of education and teaching in schools to apply the skills, development modules skills, with the aim of fostering teachers. "

In line with the definition of academic supervision above, academic supervision has three key meanings as explained by Alfonso, Firth, and Neville (Pupuh Fathurrohman and A.A Suryana, 2011: 51):

> "Academic supervision must directly affect and develop the behavior of teachers in managing the learning process, academic supervision is a shared

responsibility between the supervisors and teachers, the academic competent teacher can make it more competent. Therefore, academic supervision must touch on the development of the whole of teacher competence".

Based on some of the opinions above, it can be concluded that academic supervision is a series of assistance activities in the form of encouragement, guidance, and direction from the school supervisor to the teacher in order to improve their ability to carry out the learning process in order to achieve learning goals.

3. Material and Methodology

3.1. Data

This research is an evaluation research using a quantitative approach. The evaluation model used is the *Discrepancy Model*. The population involved in this study was School Supervisors of 7 people and 934 teachers.

3.2. Method

Data collection techniques in this study used questionnaires and instruments using questionnaire sheets. Test the validity of the instrument carried out by experts *(Experts Judgment)* while the reliability test uses the formula Kuder Richardson (KR 21). The sampling technique in this study was *purposive sampling*. A total of 144 teachers will be taken from the junior high school population in Kulon Progo Regency. Purposive determination based on subject teachers tested in national examinations. So the sample that will be taken in this study is 144 teachers and 7 school supervisors.

3.3. Technique analysis

This study uses data analysis techniques *quantitative descriptive statistical.*

4. Results and Discussion

Overall the number of teachers in public junior high school in Kulon Progo Regency is approximately 934 teachers with a number of supervisors, only 7 people. The large number of assisted teachers makes junior high school supervisors required to work

extra. Even though, ideally one supervisor supervises a minimum of 7 schools in accordance with the 2017 Middle and Middle School Supervisor School Work Guidebook. On the other hand, visits by junior high school supervisors to their target schools are still relatively rare. There are even schools and teachers who have not been visited for a long time to be supervised. This is due to the difficulty of junior high school supervisors in dividing the time of visits to their target schools. In addition, the geographical location of schools in the mountains is also one of the obstacles for school supervisors to conduct academic supervision.

The following are the results of an analysis of the supervisor performance of public junior high school in Kulon Progo Regency.

TABLE 1: Performance Value of School Supervisors of SMP N in Kulon Progo Regency.

No	Name of Supervisors	Stages		
		Planning	Implementation	Follow up
1	Supervisor YJ	100%	85.02%	97.08%
2	Supervisor P	99.27%	87.52%	98.75%
3	Supervisor S	92.15%	82.09%	94.95%
4	Supervisor D	96.52%	87.50%	97.61%
5	Supervisor DS	98.41%	86.74%	96.82%
6	Supervisor ES	100%	85.02%	94.44%
7	Supervisor S	97.10%	84.49%	95.65%
	Mean	**98%**	**85.48%**	**96.47%**

At the planning stage of the academic supervision of school inspectors perform the preparation of the surveillance program in which the analysis shows the results of the school supervisor's performance were very good with a score of 98%. This shows that although the number of supervisors is still lacking, the performance shown is very good. In the preparation of academic supervision program planning has a very important role because it is used as a benchmark or reference for school supervisors in supervising. Planning is considered important because in a plan illustrated what actions will be taken to achieve the stated goals. It is expected that the performance results at the planning stage can have a good impact on the implementation stage. To realize this, the performance of school supervisors must be directed and focused on the learning process in the classroom to develop the ability of teachers to become more professional.

At the stage of implementing academic supervision, school supervisors obtain an average performance score of 85.48%. The decrease was due to the many obstacles faced by school supervisors while on duty in the field. The obstacles faced by supervisors include the large number of supervisors workloads, the lack of supervisors, supervisors' qualifications that are not in accordance with their fields, the extent of the area and

the distance between schools with each other, lack of facilities and infrastructure and operational costs. The implementation of academic supervision includes three things, namely the implementation of teacher coaching, monitoring the implementation of eight National Education Standards and implementing teacher performance assessments. Academic supervision activities carried out by school supervisors are related to learning activities. This is in accordance with the opinion of Pidarta (2009: 1) which says that in the world of education supervision activities are always related to activities to improve the learning process in the classroom.

The results of data analysis obtained in the field indicate that the school supervisor's performance value at the follow-up stage reached 96.47%. The results have increased compared to the implementation stage. The increase in the value of performance at the follow-up stage is because school supervisors do it in the form of direct guidance to teachers who are considered lacking in pedagogical, professional, personality and social competencies so that the results can be directly felt by the teacher. This follow-up is carried out so that each teacher knows the strengths and weaknesses of each so that through follow-up activities it is expected to provide positive changes to the teacher in carrying out his duties at school. The form of follow-up carried out by the school supervisor can be in the form of guidance and training for the teacher. The teacher is used as one of the supporting factors for the performance of the school supervisor because basically every teacher has a strong commitment in carrying out his obligations.

Solutions that can be done to overcome these obstacles include increasing the number of junior high school supervisors in their fields, selectively recruiting supervisors, providing adequate means of transportation to reach difficult areas and providing adequate facilities and infrastructure. The school supervisors in implementing the supervisory program have followed the laws and regulations related to supervision even though there are still improvements.

5. Conclusion

Based on the results of research and discussion about the performance of school supervisors, the following conclusions can be drawn:

1. The achievement of school supervisors' performance in planning academic supervision at the SMP N Kulon Progo Regency reaches 98%. These results show very good performance.

2. The achievement of the school supervisor's performance in the implementation of academic supervision in the SMP N Kulon Progo Regency reached 85.48%. This has decreased compared to the planning stage. The decrease was due to the many obstacles faced by school supervisors while on duty in the field.

3. The achievement of the school supervisor's performance in the follow-up of academic supervision in the SMP N Kulon Progo Regency reached 96.47%. The results have increased compared to the implementation stage.

Based on the results of the study, the suggestions can be made as follows:

1. For the Kulon Progo Regency Education Office, recruitment of school supervisors will be conducted selectively in accordance with predetermined educational qualifications. And at the end of each school year there is regular and continuous guidance, monitoring and evaluation of the performance of school supervisors from the Provincial Education Office.

2. For junior high school supervisors, they can carry out their tasks to the maximum extent possible and can utilize existing facilities and technologies to optimize their performance.

3. Other researchers can develop this research with a different focus of research, making evaluation and reference material for future research related to the performance of school supervisors in academic supervision.

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