

Study of Performance Evaluation of Supervisors in Implementing the Function of Academic Supervision in Senior High School For North Aceh District

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Abstract: *The purpose of this study is to evaluate the performance of senior high school academic supervisor of North Aceh District in implementing: (1) preparation of academic supervision program; (2) implementation of the academic supervision program; (3) evaluation of the results of the implementation of the academic supervision program; (4) teacher professional coaching and training. This research uses evaluative research method with qualitative descriptive approach. Determination of research subjects using purposive sampling technique as many as 16 people consisting of one supervisory coordinator, five supervisors, five headmasters, and five teachers to obtain data about the performance of supervisors. Data collection techniques such as interviews, observation, and documentation. Data analysis is done by three steps (1) data reduction, (2) data presentation, (3) withdrawal of conclusion or verification. The results concluded that supervisor performance in implementing academic supervision function at high school in North Aceh District is included in the classification of less. It is known from the preparation of academic supervisory program, the implementation of the academic supervision program, the evaluation of the results of the implementation of the academic supervision program as well as the guidance and training of teacher professionalism does not meet the specified performance indicators of supervisors.*

Keywords: *supervisor performance, academic supervision, senior high school (SMA)*

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I. Introduction

Various regulations have been issued by the Government of the Republic of Indonesia to improve the quality of education in the country. One of them is Government Regulation Number 19 Year 2005 on National Education Standards (SNP). The scope of national education standard includes; content standards, process standards, graduate competency standards, educator standards and education personnel, equipment and infrastructure standards, management standards, financing standards and education assessment standards.

Eight national standards above education is the minimum quality criteria of national education so that achievement in every school should always be monitored and assessed continuously by school supervisors. Article 1 paragraph 2 of the Regulation of the State Minister for the Empowerment of State Apparatus and Bureaucracy Reform Number 21 Year 2010 concerning the Functional Position of School Supervisor and Credit Score explained that the school supervisor is a civil servant (PNS) assigned full responsibility, responsibility and authority by authorized officials to implement academic and managerial oversight on educational units.

Furthermore, in Article 12 point b described elements of activities in academic supervision as well as managerial oversight consisting of: (1) the preparation of the program; (2) program implementation; (3) evaluation of the results of the implementation of the monitoring program; (4) guide and train teacher professionals.

Subsequently, Sudjana grouped eight SNP into four standards implemented by teachers and four other standards were implemented by the principal. Thus, school supervisors are obliged to: (1) monitor principals in implementing management standards, educator standards and education personnel, education financing standards, and education facilities and standards. The monitoring of these four standards is called managerial oversight; (2) monitoring teachers in implementing content standards, process standards, graduate competency standards, and educational assessment standards. Monitoring these four standards is called academic supervision [1].

According to Aedi, academic supervision is a series of activities in assisting teachers to develop their ability in managing the teaching and learning process to achieve the learning objectives that have been determined. This academic supervision aims to help teachers develop their skills in order to achieve the planned learning objectives [2]. While Arikunto gives the limitation that academic supervision is not only help teachers in

understanding the education and what the role of the school in achieving its goals, but also help teachers in preparing the lesson plan appropriately ^[3].

The above concept of academic supervision has not been fully implemented in the North Aceh Senior High School. This was revealed from interviews with five teachers from different schools as well as the school supervisor coordinator in the preliminary study in February 2017. From the teacher obtained information that the implementation of academic supervision on average only once for one teacher in one semester. In addition, follow-up of the results of academic supervision in the form of mentorship and professional training of teachers is very rarely implemented.

Meanwhile, the school supervisor coordinator explains that the senior high school supervisor in North Aceh District is nine. While the number of schools supervised reached 73 schools, 51 senior high school and 22 vocational schools. Associated with the implementation of academic supervision, it admits has not run optimally. This is due to the low competence of a number of supervisors and the lack of support from the local education office.

Based on the above explanation, this study aims to evaluate the performance of high school academic supervisor of North Aceh District in implementing: (1) preparation of academic supervision program; (2) implementation of the academic supervision program; (3) evaluation of the results of the implementation of the academic supervision program; (4) teacher professional coaching and training.

II. Research Method

The study was conducted for five months at the school supervisory office and five schools in North Aceh. This research uses evaluative research method with qualitative descriptive approach. According to Rimbun, a qualitative descriptive approach using evaluative research method is a research that aims to see and examine the implementation of a program or action whether in accordance with predetermined plans or predetermined standards ^[4]. Aspects assessed in the assessment of school supervisor's performance in this study include: (1) preparation of monitoring programs, (2) implementation of monitoring programs, (3) evaluation of results of supervisory program implementation, (4) mentoring and Professional teacher training ^[5].

The subject of this research is the supervisor of high school of North Aceh District amounting to five people. While the research informants were five supervisor supervisors, five headmasters, and one school supervisor coordinator. Methods of data collection include interview, observation and documentation study. Technique to get informant that is using purposive sampling. Data analysis is performed by: (1) data reduction, (2) data presentation, and (3) conclusion or verification ^[6]. While examination of data validity using triangulation technique with source and triangulation with method ^[7].

III. Result And Discussion

Preparation of Academic Supervision Program

The results show that senior high school supervisors of North Aceh District do not develop academic supervision programs. The evaluation result of the assessment point of the performance indicators of the school supervisor of Aceh Utara District in the preparation of the academic supervision program can be seen in the following table:

Table 1. Preparation of an academic supervisory program

No.	Item Assessment Performance Indicator	Yes	No	Information
1	Has an annual oversight program that meets six aspects.	-	√	Five supervisors (100%)
2	Having a teacher coaching program that meets eight aspects.	-	√	Five supervisors (100%)
3	Has a monitoring program of four SNP that meet eight aspects.	-	√	Five supervisors (100%)
4	Has a teacher performance appraisal program that meets eight aspects.	-	√	Five supervisors (100%)
5	Have an Academic Supervision Plan (RPA) that meets ten aspects.	-	√	Five supervisors (100%)

Based on the above table, it can be concluded that the performance of senior high school supervisor of North Aceh district in the preparation of academic supervision program included in the classification "less".

The supervisory program is essentially a supervisory plan created prior to supervision. Therefore, according to Sudjana, the preparation of monitoring programs is very important. First, in terms of supervisory duties. The existence of a clearly planned, patterned, and programmed monitoring program will provide clues to what the school superintendent will do and how to implement it, during school visits. Secondly, in terms of the development of the school supervisory profession, it is related to the collection of credit numbers for the promotion and position of school supervisors ^[1].

Implementation of Academic Supervision Program

The implementation of the academic supervision program includes teacher development, monitoring of four national education standards (content standards, process standards, graduation standards and assessment

standards) as well as teacher performance assessments. The results showed, coaching teachers conducted in two ways: direct coaching and indirect coaching. Both direct and indirect coaching are generally implemented after class observation by the school superintendent, while outside is almost nonexistent.

Next monitoring of four national education standards. Of the four national standards of education, supervisors are more focused on monitoring standards of content and process standards. While the other two standards received less attention. Monitoring of content standards in the form of examination of learning device documents (syllabus and learning execution plan) owned by each assisted teacher. Monitoring methods used in the form of class visits to meet with teachers and dialogue with the principal to know the process of preparation of learning tools and how far the implementation by teachers. In monitoring these content standards, supervisors also use pre-prepared monitoring instruments.

Meanwhile, the monitoring of the implementation of process standards can be seen in the following table:

Table 2. Implementation of monitoring process standards

Monitoring	Aspects that are monitored	Information
Lesson planning	1. Preparation of course syllabus 2. Preparation of lesson plan	The supervisor checks the syllabus and lesson plan components
Implementation of learning	Implementation of learning that includes: <ul style="list-style-type: none"> • Preliminary activities • Core activities • Closing activity 	Supervisors pay attention to the teacher teaching how far to implement the lesson plan that has been made
Assessment of learning outcomes	1. Preparation of tests and not tests as assessment tools 2. Learning improvement plan	According to informants this aspect rarely gets the attention of the supervisor

Source: results of observations and interviews (2017)

The method used in the implementation of standard monitoring of this process is a direct class observation followed by a dialogue with the teacher. Supervisors also use monitoring instruments that aim to record the activities of teachers in implementing learning.

Other academic supervision is the implementation of teacher performance assessment in the form of assessment of instructional tools and implementation of learning. While the assessment of learning outcomes is not assessed by school supervisors. Assessment is done by observation, document study and interview. The implementation of academic supervision is not in essence to measure or assess the performance of teachers, but this teacher's assessment is important because it aims to know how far the ability of teachers in teaching and learning process and the main thing is to do professional assistance to improve or improve the ability of teachers.

Although the implementation of this academic supervision is not entirely carried out, the school supervisor does not make a report on the results of the implementation of such supervision. The result of evaluation on the point of performance indicator in the implementation of the academic supervision program by the senior high school supervisor of North Aceh District can be seen in the following table:

Table 3. Implementation of academic supervision program

No.	Assessment of Performance Indicators Item	Yes	No	Information
1	Having a report on the implementation of teacher coaching program that meets ten aspects.	-	√	Five supervisors (100%)
2	Has a monitoring report on the implementation of four SNP that meet ten aspects.	-	√	Five supervisors (100%)
3	Having a report on the implementation of teacher performance appraisal program that meets ten aspects.	-	√	Five supervisors (100%)
4	Have an annual report on program implementation that meets seven aspects	-	√	Five supervisors (100%)

Based on the above table, it can be concluded that the performance of senior high school supervisor of North Aceh district in the implementation of academic supervision program included in the classification "less".

Implementation of Evaluation of Implementation Result of Academic Supervision Program

Evaluation is meant here is the activity to assess the success of the implementation of the academic supervision program that must be implemented by every school supervisor. In this context, evaluation is always carried out jointly by the senior high school supervisor of North Aceh District in each meeting. This evaluation includes evaluation of the results of teacher development, evaluation of monitoring results of four national education standards, evaluation of teacher performance appraisal performance, and evaluation of results of implementation of monitoring program at district level. Only, the results of this evaluation is not compiled in the form of systematic written reports, so it can't be seen how successful implementation of academic supervision itself.

Evaluation result of the evaluation point of performance indicator of high school supervisor in evaluating the result of the implementation of the academic supervision program can be seen in the following table:

Table 4. Evaluation of results of supervisory program implementation

No.	Assessment of Performance Indicators Item	Yes	No	Information
1	Having an evaluation report on the results of the implementation of the teacher development program in the target schools that meet the nine aspects.	-	√	Five supervisors (100%)
2	Has an evaluation report of the results of monitoring program implementation of four SNP that meet nine aspects.	-	√	Five supervisors (100%)
3	Having evaluation report of the results of the implementation of teacher performance appraisal program that meets nine aspects.	-	√	Five supervisors (100%)
4	Having an evaluation report on the results of supervisory program implementation that meets eight aspects.	-	√	Five supervisors (100%)

Based on the above table, it can be concluded that the performance of senior high school supervisor of North Aceh district in conducting the evaluation of academic supervision program preparation is included in the classification "less".

Professional Teaching and Training

The implementation of teacher guidance and professional training by supervisors in senior high schools in North Aceh District has not been running maximally. Based on the field findings, the supervisor did not formulate a program for teacher guidance and professional training. While the implementation is just waiting for the initiative of the school as the organizer. This activity is held once in one semester that is before the beginning of the semester of the school year. Ideally, the teacher's professional coaching and training program should be based on data obtained from the teacher's performance appraisal or other supervisory data.

The results of the evaluation of the assessment point of performance indicators of high school supervisors of North Aceh District in the guidance and professional training of teachers can be seen in the following table:

Table 5. Guiding and training teacher professionals

No.	Assessment of Performance Indicators Item	Yes	No	Information
1	Having a professional teacher mentoring and training program at deliberations of subject teachers (MGMP) and the like that meets eight aspects.	-	√	Five supervisors (100%)
2	Having a report on implementing teacher training and professional training programs at deliberations of subject teachers (MGMP) and the like that meet ten aspects.	-	√	Five supervisors (100%)
3	Having an evaluation report on the results of the implementation of teacher guidance and training programs at deliberations of subject teachers (MGMP) and the like that meets eight aspects.	-	√	Five supervisors (100%)
4	Having an annual report of teacher guidance and professional training at deliberations of subject teachers (MGMP) and the like that meets seven aspects.	-	√	Five supervisors (100%)

Based on the above table, it can be concluded that the performance of senior high school supervisors of North Aceh District in guiding and training professional teachers in forums of subject teachers consultation and the like are classified as "less".

IV. Conclusion

Based on the results of research and discussion it can be concluded that the supervisor's performance in implementing the academic supervision function at senior high school in North Aceh District is classified as "less". This is derived from the processing of performance assessment results of school supervisors based on Permenpan and RB Number 21 Year 2010 on the Position of School Supervisor and Credit Score.

Implications

Based on the conclusions, here are some implications that are considered relevant to this research: (1) Supervisors do not develop academic supervision programs. This implies that its implementation is ineffective and efficient. (2) The supervisor does not prepare a written report on the results of the implementation of each component of the academic supervision, so that the results are not measurable and can't be taken into consideration for the education policy makers; (3) the supervisor does not formulate the academic supervision program and does not prepare a written report from the results of the implementation of this academic

supervision has implications on the hamper promotion and supervisory position itself as stipulated in the Permenpan and RB No.21 of 2010 about the functional position of school supervisors and credit numbers.

V. Recommendation

Based on the above conclusions and implications, recommendations may be submitted to:

- (1) Head of education office of Aceh Province. The enactment of Law (UU) Number 23 of 2014 on Regional Government resulted in senior high school (SMA) which has been managed by district / municipal governments become the responsibility of the province. Therefore, the results of this study can be considered for the Head of Education Office of Aceh Province to evaluate the performance of school supervisors every district / city as a whole every year.
- (2) The coordinator of the school supervisor of the District of North Aceh to ensure the implementation of academic supervision by each school supervisor should be in accordance with the instructions in the school supervisor's workbook issued by the Center for the Development of Teaching Personnel, Ministry of Education and Culture of the Republic of Indonesia.
- (3) Supervisor of the Aceh Utara High School. In implementing the function of academic supervision in order to prepare the plan carefully in the form of programming. The preparation of the program follows the stages set by the national education ministry as set forth in the school supervisor's workbook. In addition, supervisors also need to make a report on the results of the implementation of supervision. This report not only serves as a consideration for policy making by the education authorities, but also serves as a requirement for the credit score for the promotion ranks itself.
- (4) To other researchers, can conduct further research related to the implementation of supervision both academic supervision and managerial by senior high school supervisor of North Aceh district.

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