

IMPROVING ACADEMIC SUPERVISION THROUGH PROGRAM EVALUATION USING THE CIPP MODEL AT PRIVATE HIGH SCHOOL IN BOGOR CITY

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ABSTRACT

This research wants to know how high the quality or condition in the implementation of academic supervision is, after the data collected is compared with certain criteria or standards. The research method is a scientific way to obtain data with certain goals and uses. Result of this research concluded that there is a match between the goals and objectives set in academic supervision. Graduates produced by private schools are increasingly able to compete with public schools to enter state universities.

KEYWORDS

Supervision, Program Evaluation, CIPP Model



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INTRODUCTION

The principal has the duties and responsibilities in carrying out supervision for teachers and education personnel in schools (Karim, Kartiko, Daulay, & Kumalasari, 2021). Academic supervision is a routine work program for principals that is carried out every year, where the program is planned at the beginning of the school year, carried out during the school year and evaluated at the end of the school year. Academic supervision is one of the principal competencies that must be carried out in a planned, directed and sustainable manner, referring to the systematics recommended in the principal's work guide book (Lomis et al., 2017). The academic supervision program includes planning, monitoring, implementation, evaluation and follow-up activities (Lomis et al., 2017). The academic supervision program is carried out systematically, holistically and systematically by the principal (Dedeilia et al., 2020). The academic supervision program uses a systems approach because it consists of various interrelated components and has a specific role and purpose (Rechsteiner, 2012). With a systems approach, the program evaluation of academic

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supervision will identify each component and its advantages and disadvantages, thus helping decision makers to make improvements.

By having and carrying out academic supervision by the school principal, it can be expected to achieve the functions and goals of national education. National education has a basic function and purpose, namely to educate the nation's life and develop the potential of students to become quality human beings. This is confirmed in Law Number 20 of 2003 concerning the National Education System, article 3, namely that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God. Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

To realize the functions and objectives of national education, it is necessary to improve the quality of various components of education such as: teachers, students, education staff, school principals, curriculum, policies, stakeholders, infrastructure, financing and so on. Teachers are an essential and strategic factor in efforts to improve the quality of education in schools. In Law Number 14 of 2005 concerning Teachers and Lecturers it is stated that teachers have a position as professionals at the level of basic education, secondary education, and early childhood education in the formal education pathway which are appointed in accordance with statutory regulations.

Various ways have been attempted to improve the quality of teachers, one of which is through academic supervision carried out by principals and supervisors, aiming to improve the quality of teachers in carrying out the learning process in the classroom. Academic supervision is a form of supervision carried out by principals and supervisors to assist teachers in improving their professionalism. This has been mandated by Government Regulation No. 19 of 2005 concerning National Education Standards, namely article 19, which states that each educational unit undertakes planning of the learning process, implementation of the learning process, assessment of learning outcomes, and supervision of the learning process for the implementation of an effective and efficient learning process. Then it was reaffirmed in the Regulation of the Minister of National Education (Permendiknas) Number 13 of 2007 concerning Standards for Principals, that school principals must have five competencies, namely: personality, managerial, entrepreneurial, supervisory and social competencies. Academic supervision is one of the competencies that must be possessed by school principals by: a) planning academic supervision programs in order to increase teacher professionalism, b) carrying out academic supervision of teachers with appropriate approaches and techniques, c) following up on the results of academic supervision.

Permendiknas Number 28 of 2010 concerning Assignment of Teachers as Principals/Madrasahs, it is stated that schools must be led by a competent person, in personality, social, managerial, entrepreneurial and supervisory aspects. In chapter VI of the Minister of National Education Number 22 of 2016 concerning Standards for Primary and Secondary Education, it is stated that the supervision of the learning process is carried out through monitoring, supervision, evaluation, reporting, and follow-up activities on a regular and ongoing basis. In supervising the learning process, principals and supervisors carry out supervision in the form of academic supervision and managerial supervision. Finally, Permendiknas Number 6 of 2018 concerning Assignments.

Teachers as school principals, article 15 paragraph 1 emphasizes that the principal's workload is entirely to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and education staff. The selection of academic supervision topics is interesting to research and evaluate on the grounds that academic supervision is part of the control of education management. Academic supervision has a direct impact on

increasing the professionalism of human resources in schools for teachers, students and principals. This is in accordance with what Saiful Bahri (2014) said in his journal on Academic Supervision in Increasing Teacher Professionalism that the essence of academic supervision helps teachers develop their professional abilities, through their competencies. Meanwhile, Eti Hadiati (2018) in her journal on the Effect of Academic Supervision on Teacher Performance stated that there was a significant influence between academic supervision and teacher performance. If you want to improve the professionalism of teachers, it is necessary to increase academic supervision. So far, the implementation of academic supervision has not been a priority for school principals, even though academic supervision must be carried out on an ongoing basis. Academic supervision is not a part-time task that is only carried out from time to time if needed, but is a routine task for the principal which is carried out every year.

Since the implementation of the 2013 curriculum, there have been many paradigm shifts in improving Human Resources (HR) in schools. Implementation of the 2013 curriculum provides new insights for principals and teachers in conducting academic supervision. The approach and perspective of the 2013 curriculum is also different from the previous curriculum (Ahmad, 2014). In the previous curriculum, the principal entered the class and observed the teachers teaching, but now the principal, apart from attending class, can also carry out academic supervision with CCTV media or during the Covid-19 period using zoom or google meet. Kasmawati said that with the google form supervisor, she could carry out academic supervision effectively and efficiently. Likewise, the curriculum learning implementation plan was previously long, but since the issuance of the Circular Letter of the Ministry of Education and Culture No. 14 of 2019 concerning Simplification of RPP or known as one sheet RPP. With the repeated revisions of the 2013 Curriculum, it is hoped that the results will be more in line with educational needs and assist principals in the supervision program.

By looking at the existing constraints, it is necessary to do further research to find out what factors hinder and support the success of the implementation of the academic supervision program. Although academic supervision has been carried out by the principal, there are still many aspects that need to be improved and improved, including: delegation of academic supervision tasks and teacher development that has not been maximized so far. If the academic supervision of teachers is not evaluated, then the principal does not know the real problem and it is difficult to demand teachers to be professional. By evaluating the academic supervision program, it can be seen to what extent the objectives and effectiveness of the program can be achieved. In other words, it can be seen whether the program will be continued, adjusted, modified, improved, or discontinued? Program evaluation can help policy makers to make the right decisions based on careful consideration. So, the purpose of the principal's academic supervision is expected to be able to help achieve the functions and goals of national education, through the education unit. Thus, what the teacher does can be directed at achieving the planned goals.

This research wants to know how high the quality or condition in the implementation of academic supervision is, after the data collected is compared with certain criteria or standards. Program evaluation is an integral part of educational evaluation in general, both in the teaching and learning process and in wider use. Program evaluation contains an attempt to connect and organize from empirical experience to the theoretical realm in sequence, namely: (a) identifying problems that have arisen from the start; (b) analyze the problem; (c) generate and implement to reduce risk; (d) evaluate for

alternative opportunities; (e) adopting alternative options that produce useful recommendations.

RESEARCH METHOD

The research method is a scientific way to obtain data with certain goals and uses (Susilo, Hasbullah, & Sugiyono, 2013). There are various kinds of research approaches such as qualitative approaches, quantitative approaches, mixed methods approaches, model development, program evaluation approaches, and so on.

In this study, researchers used a program evaluation research method with the CIPP (Context, Input, Process, Product) model developed by (Lund, 2012). The CIPP model is an evaluation model that views the program being evaluated as a system. Context evaluation involves policies, needs assessment, program goals and objectives (Frye & Hemmer, 2012). Input evaluation includes resources, procedures, strategies, budgets, infrastructure. Process evaluation includes planning, implementation, reporting, and follow-up. Product evaluation involves program results, outputs, outcomes, benefits and impacts.

RESULT AND DISCUSSION

The discussion of the results of the evaluation of the academic supervision program at the private high school in Bogor City, includes a discussion of the components of context, input, process and product in which each component has several aspects. The discussion of the evaluation results of the academic supervision program is carried out based on the evaluation results of each CIPP component and its aspects, which have been reviewed and analyzed based on predetermined criteria based on relevant theoretical studies. The analysis of each component of the CIPP will be re-synthesized using the triangulation technique, in order to obtain a comprehensive interpretation and meaning.

According to Arikunto & Jabar (2014:35) criteria is something that is used as a measure that shows the level of something being measured. There are two kinds of success criteria in research, namely qualitative criteria and quantitative criteria. Quantitative criteria are divided into two, namely criteria without consideration and criteria with consideration. The success criteria in this study use quantitative criteria without consideration, meaning that the criteria are compiled only based on a range of numbers or scores (X) obtained from data analysis, where the highest ideal score (Xmax) is 100% and the lowest score is 1% (Xmin) so that the criteria for success are obtained. as follows:

1. Value 5 (Excellent), if the range reaches 81-100%
2. Value 4 (Good) if the range reaches 61-80%
3. Value 3 (Enough), if the range reaches 41-60%
4. Value 2 (Less), if the range reaches 21-40%
5. Value 1 (Less Once), if the range <20%

The discussion of the implementation of the academic supervision program in each component and its aspects is presented as follows:

1. Discussion of the Context Component

Discussion of the evaluation results of the context component of the academic supervision program at the Bogor City Private High School, covering policy aspects, objectives aspects, needs analysis aspects and target aspects. The discussion of the evaluation results of the context component presented refers to the analysis of the results of the evaluation of program implementation on the context component. Then the discussion and meaning of the evaluation results from the context components and their aspects are presented sequentially according to the results of data analysis. This is in line with what Arikunto and Jabar (2014:46) describe context evaluation as an attempt to

describe and detail the environment for unmet needs, the population and sample served, and project objectives.

a. Policy Aspect Discussion

The principal's understanding of the academic supervision policy is in the very good category, this is evident from the evaluation results that the principal of the Bogor City private high school has understood and knows that academic supervision is the principal's duty and responsibility. This is in accordance with what is said in the evaluation criteria, namely responsiveness, where the academic supervision policy has been responded well by the principals. The principal has referred to the government's policy in carrying out academic supervision in accordance with the implementation instructions mandated by the policy.

The supervision policy in question is Permendiknas Number 28 of 2010 concerning Assignment of Teachers as Principals/Madrasahs, namely schools must be led by a competent person, in personality, social, managerial, entrepreneurial and supervisory aspects. Permendiknas Number 22 of 2016 concerning Standards for Primary and Secondary Education Processes, in Chapter VI it is stated that the supervision of the learning process is carried out through monitoring, supervision, evaluation, reporting, and follow-up activities on a regular and ongoing basis. Finally, Permendiknas Number 6 of 2018 concerning Assignment of Teachers as Principals, article 15 paragraph 1 emphasizes the full workload of school principals to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and education staff. The principals agreed to follow this policy in carrying out the supervision of teachers and education personnel. So, this policy on academic supervision has given satisfaction to the needs of principals in carrying out their duties and responsibilities in schools.

b. Discussion of Aspects of Needs Analysis

Based on the results of the evaluation of the aspect of teacher needs in academic supervision at the Bogor City Private High School, this aspect is included in the good category. The principals have analyzed the needs of teachers before and after carrying out academic supervision. According to several principals, the purpose of conducting this teacher needs analysis is to accommodate the needs of teachers and improve the quality of services to students. This is in accordance with what Mondy (2008:257) said that in analyzing human resource needs, sufficient data is needed to identify someone who has the potential to develop. Meanwhile, Mathis and Jackson (2000:81) say that the purpose of developing a needs analysis includes identifying strengths and weaknesses that need to be improved, the existence of planning and coaching in order to develop one's career.

Kaufman and Fenwick in Arikunto (2014:71) emphasize the need for needs analysis in solving educational problems, because needs analysis is the right tool as a complement for program evaluators when considering problem clarity, as well as providing recommendations to policy makers. This is in accordance with the criteria of W. Dunn in Nugroho (2009:671) where the principal has given a positive response to the needs of teachers in academic supervision. According to Sukardi (2015: 205) needs assessment can be used for several purposes: 1) identifying prioritized strategic programs; 2) determine the results of the program or activity to be achieved; 3) develop criteria for the success of program evaluation; 4) provide feedback information to stakeholders in education and training institutions.

c. Discussion of the Aspects of Academic Supervision Objectives

From the evaluation results, the formulation of the objectives of academic supervision in the Bogor City Private High Schools was included in the assessment of the good category, where the principals had and formulated a clear goal, namely increasing the professionalism of teachers in the teaching and learning process in the classroom. This is

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in accordance with the 2017 Academic Supervision Guide which states that the purpose of academic supervision is to improve the quality of the learning process so that teachers can help students learn to be more active, creative, innovative, effective, efficient and fun. Sergiovanni (1987) also said that the general purpose of academic supervision is to help teachers develop their professional abilities in understanding academics, classroom life, developing teaching skills and using their abilities through certain techniques. In addition, Sergiovanni added the purpose of academic supervision is to monitor the quality and growth of the motivation of educators (Academic Supervision Guide, 2017:5).

The specific objectives of academic supervision regarding the learning process in the classroom are to increase the competence of teachers in: 1) Preparing for learning; 2) Implement the learning process; 3) Choosing the right approach, method, model and learning technique; 4) Develop assessment instruments in conducting evaluations; 5) Provide follow-up learning to students; 6 Completeness of learning administration needed in order to carry out their duties (Academic Supervision Guide, 2017:6). Thus the purpose of supervision will be more comprehensive if the principal is able to combine general goals and specific goals in carrying out academic supervision in his school.

According to Nana Sudjana et al. in Barnawi and Muhammad Arifin (2011:21), to improve the professionalism of teachers in carrying out their duties, followed up with teacher guidance and training activities with the following stages: a) developing professional teacher guidance and training programs; b) carry out teacher professional guidance and training; c) evaluate the results of teacher professional guidance and training; d) carry out in the implementation of class actions.

So the principal has formulated the goals of academic supervision in accordance with the needs in his school and has involved the supervisor team in formulating these goals. The goals that have been formulated by the school with various emphases ultimately lead to an increase in the professionalism of teachers in providing services to students. So even though the formulation is different from one high school to another, the end goal is the same.

d. Discussion of Target Aspects

The discussion of the aspects of the program targets based on the results of the evaluation of the implementation of the program's target aspects shows that the average rating is in the good category. This is in accordance with the evaluation criteria which state that the target of academic supervision is all teachers, both permanent and honorary teachers. The main target of academic supervision is the ability of teachers to carry out the learning process which includes planning, implementing, and evaluating learning activities. Thus the achievement of the target of academic supervision at the Bogor City Private High School is already good, because the teachers have planned, implemented and evaluated the learning. The target setting above is in accordance with the concept put forward by Veithzal Rivai Zainal (2015: 429) that there are many things that need to be considered in setting academic supervision targets, including who the target will be assessed will determine different treatment. The setting of this target has also been effective according to William N. Dunn's (2003:429) criteria, namely the effectiveness of the target in achieving the objectives of the academic supervision program. In addition, the principal and the supervisory team also involve the teacher in determining the goals and objectives of supervision.

2. Discussion of Input Components

Discussion of the input components of academic supervision includes strategies, programs and activity plans, work procedures, structures organizational structure, human resources, budget, collaboration with stakeholders and infrastructure. This is in accordance with what Widoyoko (2010) said, input evaluation helps regulate decisions, determine available sources, alternatives taken, plans and strategies to achieve goals and work procedures to achieve them. The same thing in Sudjana and Ibrahim (2004:246) said that input evaluation is a means or capital or materials and strategic plans that are set to achieve educational goals. The following is a discussion of the input components and their aspects:

a. Discussion of Strategy and Target Aspects

The discussion of strategic aspects and academic supervision targets based on the results of the evaluation of program implementation on these two aspects shows that the average rating is in the good category. Where the principal has set the strategy and target of the academic supervision program together with the vice principal for the curriculum and the appointed supervisory team. The determination of program strategies and targets is carried out based on the stages of activities that are systematically arranged and in line with the goals and objectives as stated in the 2017 Director General of High School Education Academic Supervision Guidelines.

Although school principals have their respective strategies and targets adapted to the situation of their school, it is also necessary for the principal to involve stakeholders, in this case the supervisor of the local education office and the foundation in order to facilitate the implementation of technical academic supervision in the field. In addition, stakeholders can become facilitators and inspirations in the implementation of academic supervision in schools. Setting the right strategies and targets will make it easier to achieve the goals of academic supervision and ultimately benefit teachers, schools, students and society in general.

b. Discussion of Program Aspects and Activity Plans

The discussion of program aspects and academic supervision activity plans based on the results of the evaluation of program implementation and activity plans shows that the average rating is in the very good category. This can be seen from the documentary evidence regarding the academic supervision program and activity plans that have been made by the school principals. This is in line with the results of the distributed questionnaires saying that most of the principals already have academic supervision programs and schedules.

The principal and the supervisory team formed by the principal have carried out regular academic supervision. During the COVID-19 pandemic, the program settings and schedule of activities were slightly different. However, it is still socialized to teachers about programs and plans for academic supervision activities in schools. The socialization of the program of activities and the schedule of academic supervision has been carried out very well by the principals. Likewise, the responsiveness of teachers to programs and plans for academic supervision activities is generally positive, they become accustomed to preparing every year for academic supervision requested by the principal or the appointed supervisory team.

c. Discussion of Work Procedure Aspects

The discussion of aspects of work procedures in academic supervision based on the evaluation results of these aspects shows a very good category assessment. This has been done by principals or supervisors in accordance with the steps of procedures and instructions for implementing academic supervision in stages, namely pre-supervision, supervision, supervision, reporting and follow-up. In Permendikbud Number 22 of 2016

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concerning Process Standards, it is said that the flow of the academic supervision cycle includes monitoring, supervision, reporting and follow-up.

Principals should follow work procedures or stages of academic supervision in accordance with the mandate of the Minister of Education and Culture above, so that the implementation of academic supervision in the classroom runs comprehensively and integratively. According to the education supervisor of the Bogor City Private High School, work procedures can be carried out in three ways, namely: 1) The school supervisor makes a program for teacher meetings, for example once a month. 2) Educational units that make coaching programs that expect the presence of school supervisors. 3) The initiative of the teacher himself who asks the supervisor to carry out academic supervision and clinical supervision in his class. So, the procedure can be from the supervisor, from the school and from the teacher himself. These three procedures are in accordance with the efficiency criteria stated by William Dunn (2003: 431), namely how much effort from human resources is needed to increase the desired results at a certain level of effectiveness.

d. Discussion of Aspects of Organizational Structure

Discussion of aspects of the organizational structure of academic supervision based on the results of the evaluation of these aspects can be classified in the assessment of the sufficient category. This is because the principal and the supervisory team do not yet have a clear organizational structure for academic supervision. academic to the supervisory team. This becomes a difficult task if the principal has to do it himself. Previous research has recommended principals to delegate academic supervision tasks to the appointed supervisory team.

Benefits of organizational structure in academic supervision so that the implementation of academic supervision runs smoothly in accordance with the description of duties and responsibilities. The form of the organizational structure of academic supervision remains the responsibility of the principal, then the principal can appoint several teachers who can be used as supervisory teams to assist the principal's duties. This team consists of the vice principal in the curriculum field, teachers in certain fields of study and senior teachers. In order to reward the head of the appointed teachers, the principal can issue a Letter of Assignment to the supervisory team.

Furthermore, the supervisory team formed by the principal can divide the tasks among them according to their field. The team is also required to report the results of academic supervision to the principal for follow-up. The existence of delegation of academic supervision tasks to appointed teachers, greatly assists the principal's task in academic supervision. Delegation of tasks to certain teachers to carry out academic supervision needs to be continued, considering that there are so many other duties of the principal. In addition, the principal gives trust to the appointed teachers to help him. On the other hand, academic supervision carried out by peers is more effective because they are the same teacher and no one feels they know better or can learn from each other.

e. Discussion of Human Resources Aspects

Based on the results of the evaluation of aspects of human resources in academic supervision, this aspect is categorized as good. This is in accordance with the availability of qualified human resources in private high school schools in Bogor City. The school already has professional educators in carrying out academic supervision tasks. In Law number 14 of 2005 concerning Teachers and Lecturers articles 8-9 it is stated that teachers are required to have academic qualifications, competence, educator certification, physically and mentally healthy, and have the ability to realize national education goals. The qualification in question is obtaining an undergraduate higher education (S1) or a four-diploma program (D4). Almost all private high school teachers in Bogor City have met the academic qualifications mandated by the law. Likewise, the qualifications of the principals

of Bogor City private high schools are all at least undergraduate (S1) and some have Masters (S2). It's just that some of the principals have non-educational backgrounds. Thus, according to the questionnaire distributed to the teachers, it was stated that almost all the principals and teachers of the Bogor City Private High Schools had professional human resources for academic supervision. This is different from the initial survey which saw problems in human resources in academic supervision.

Thus, the human resources of educators and principals of Bogor City Private High Schools have fulfilled the mandate of the legislation regarding academic qualifications. This is in accordance with the efficiency criteria in W. Dunn (2003:432), namely the school has invested quality human resources to realize the results of academic supervision.

f. Budget Aspect Discussion

The discussion of aspects of the academic supervision budget based on the results of the evaluation of these aspects is classified in the average assessment category of less. This is because most school principals have not made a special budget for academic supervision purposes. Even though it is very clear that the implementation of the academic supervision program costs money. Budget is one of the resources in management that supports the success of a program. According to the Superintendent of the Bogor City Education Office, financing is one of the ways to improve services to the respective target schools. It is hoped that the government will meet the needs of supervisors in carrying out their supervisory duties in their target schools.

The school principal and the Head of the Bogor City Education Office in the future need to make a budget for the implementation and supervision of academic supervision in their area. The existence of a special budget will facilitate the implementation of academic supervision activities. Even the existence of a budget can motivate teachers and supervisory teams in developing more creative and interesting academic supervision. If necessary in the future, principals and supervisors can give bonuses or awards to teachers who have carried out academic supervision well and these awards can be used as one of the motivations and instruments in assessing the performance of teachers. This aspect of financing is part of the evaluation criteria of resources that focus on efficiency (William Dunn, 2003: 433), namely how much money has been spent for academic supervision purposes to improve the professionalism of students. educator?

g. Discussion of Cooperation Aspects with Stakeholders

Discussion of aspects of cooperation with stakeholders based on the results of the evaluation of these aspects shows an average rating of good category. This can be seen from the evaluation criteria, namely establishing good and mutual cooperation with stakeholders. The principal has collaborated with various other institutions such as universities, education offices, parents and campus research institutes, English language institutes, computer institutes, etc. It's just that not all of these institutions are directly related to academic supervision, but more cooperation in developing various skills and promotion to higher education.

The closest collaboration is the Supervisor of the Bogor City High School Education Office, namely direct supervision of the implementation of academic supervision in private schools. The West Java Provincial Education Office has established the Bogor City Region 2 Education Supervisor who is tasked with overseeing private and public high schools in Bogor City, Bogor Regency and Depok City. The supervisory structure of academic supervision in Bogor City has been running well, where each

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supervisor is divided into several school units that are their respective mentors. From interviews with the supervisors of the Bogor City High School Education Office, it is known that each supervisor has prepared programs, visits, coaching and training for high school teachers, academic supervision in certain classes and the implementation of supervision from the Education Office is also running smoothly.

h. Discussion of Facilities and Infrastructure Aspects

The discussion of aspects of facilities and infrastructure in academic supervision based on the evaluation results of these aspects shows the average rating is in the good category. This can be seen from direct observation at the Bogor City Private High School. In general, the facilities and infrastructure in several high schools in Bogor City are good and complete. The needs of teachers during online learning have been well facilitated by the school. Schools have prepared facilities and infrastructure for academic supervision during the COVID-19 pandemic, making it easier for school principals to carry out academic supervision through online learning.

The main challenge in academic supervision during the COVID-19 pandemic is the mastery and use of online learning facilities and infrastructure which still need training. In some schools, there are still obstacles for senior teachers who are still confused about mastering online-based digital technology in the learning process. Several schools have conducted special training to assist senior teachers who are less skilled in using these facilities and infrastructure. This training activity is very helpful for senior teachers to present learning according to the needs of students during covid 19.

There are some teachers who use their own recordings while they are teaching and the recordings are submitted to the principal for input while teaching in class. The use of video, CCTV, zoom room, google meet and digital data storage will be more in the future. The criteria for evaluating facilities and infrastructure are part of the resources, namely how far the efficiency of the use of these facilities and infrastructure supports the expected results of academic supervision? (William Dunn, 2003:435).

3. Discussion of Process Components

a. Discussion of Monitoring Aspect

The discussion of monitoring aspects in academic supervision is based on the results of the evaluation of these aspects in the average assessment of the good category. This can be seen from the evaluation criteria concerning evidence of teacher administration and administrative checks by the principal or the team appointed for academic supervision. In this monitoring, calls have been made to teachers who will be supervised, this call is important for dialogue regarding teacher administration preparation, teacher needs, subject matter, class activity plans, learning methods and media and learning evaluation. In the discussion, it is hoped that there will be a common perception between the teacher and the supervisor team so that the preparation for academic supervision is known to both parties.

Pre-supervision monitoring is essential because it involves the preparation of learning, seeing the suitability of basic competencies with indicators and learning materials. If there is a discrepancy between the lesson plans and the learning materials, the teacher still has time to correct it, including receiving input from the principal and the supervisory team. According to several principals from this pre-supervision, they can already assess how a teacher makes plans and preparations for teaching, including the learning steps, the methods used and the assessments that will be made by the teacher during the learning process.

Monitoring teacher administration prior to the implementation of academic supervision is an opportunity for the principal or supervisor team to convey input and ideas from both parties, so that the supervisor has an idea what the teacher will do in academic

supervision. Administrative monitoring is also a means of information to determine the preparation of teachers in preparing lesson plans. The principal or the supervisor team will know that the lesson plans are made by the teacher themselves or copy and paste from other sources.

The principal or supervisor team provides several notes to the teacher who will be supervised and at the same time underlines the input from academic supervision. After that, these notes are useful for comparing teacher preparation with the implementation of supervision in the classroom so that joint evaluation with the teacher concerned is more useful. This monitoring aspect is part of the guidance of the principal or supervisor team to the teacher concerned.

From the results of the questionnaire evaluation, the obstacles faced by the teachers were the principal and the supervisory team did not assist the teachers in preparing learning administration. The principal or the team assumes that the teachers have been able to arrange teacher administration. Meanwhile, there are new teachers who are still reluctant to ask questions and senior teachers are still using the old way of arranging learning administration. Therefore, it is better for the principal and the supervisory team to provide themselves and time to assist teachers in preparing learning administration, especially for new teachers who are still confused.

b. Discussion of Implementation Aspects

The discussion of aspects of the implementation of academic supervision based on the evaluation results of these aspects is included in the category of fairly good assessment. This is evidenced by the lack of compatibility between the preparation of learning materials and the implementation of learning. This discrepancy is also caused by the online learning process, where teachers prepare lesson plans for face-to-face learning, but in practice online learning. In addition, the teachers feel that the principal and the supervisory team that have been formed have not carried out academic supervision during the covid 19 period. Academic supervision during the pandemic period is carried out online and the supervisor team follows the online learning process. So the implementation of academic supervision during the COVID-19 pandemic was slightly disrupted and there was no academic supervision assessment instrument for online learning. Even if there is academic supervision carried out by the school principal or the appointed team, they will still follow the instruments in the face-to-face period. Another obstacle comes from senior teachers who do not understand how to prepare for online learning, they have to learn more about using applications such as zoom, google meet and so on. Several schools have provided training or tutorials for these senior teachers. Tutorials can be done by young teachers who understand that.

Another obstacle to the implementation of academic supervision is the inaccuracy of the schedule with its implementation. This is due to the busyness of the principal himself who often has sudden assignments so that academic supervision cannot be carried out on time. This is also in accordance with the results of the research journal Suryani (2015) in the Implementation of Educational Supervision in Improving the Learning Process at MIN Banda Aceh City (Jurnal Scientific Dikdaktika Vol 16, No. 1) which says that the obstacles experienced by school principals are often overlapping activities that must be carried out. This is done by the principal at the same time as the academic supervision schedule. To overcome this, the delegation of the principal's duties to the designated teacher or team of teachers can assist the principal in carrying out academic supervision.

c. Discussion on Monitoring and Evaluation Aspects

Discussion of aspects of supervision and evaluation of academic supervision based on the results of the evaluation of these aspects can be included in the sufficient category. This is in accordance with the evaluation criteria, namely the absence of compatibility

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between planning and implementing academic supervision. Learning plans are made for normal situations, but the implementation is carried out during the covid 19 pandemic. Likewise, the suitability of face-to-face lesson plans with online implementation is slightly different.

Supervision from private high school educational foundations is also less involved in academic supervision. According to the foundation staff, that the implementation of academic supervision in school units is left entirely to the principal. The foundation only receives reports on the implementation of the principal's program of activities at the end of the year and this includes academic supervision programs.

Instead, the role of the Bogor City Senior High School Education Office Supervisor is more active in supervising their respective target schools. This is in accordance with what the Supervisor of the Bogor City High School Education Office said that they have programs, namely: from supervisors, from schools and from teachers themselves. Principals and supervisors coordinate with each other for this task.

Joint supervision and evaluation is carried out after the implementation of the supervision Academic completion is by calling back the teacher who has been supervised to make a joint evaluation. In this evaluation the supervisor can provide input and guidance to the teacher concerned. This evaluation is also a note to be followed up by the teacher so that future academic supervision will be better. The supervisor can convey the results of the experience during academic supervision in the classroom to the teacher concerned. This evaluation looks at the advantages and positive things that have been going on, as well as shortcomings that need to be considered in the future. Teachers are also given the opportunity to clarify to the supervisor if there are things that are not clear to him or follow up in the future. Furthermore, notes during observations and results of academic supervision are collected in the form of performance appraisal reports for school principals.

d. Discussion of Reporting Aspects

The discussion of reporting aspects based on the evaluation results of these aspects is included in the average assessment of the good category. This is evidenced by the existence of documents or reports made by the principal which is then sent to the education office and per stay at school. This report is even better when analyzed so that it is meaningful for future improvements. Through this report, it is known the actual level of professionalism of the educators at the school, because in this report there is an assessment instrument about the teacher. The assessment instrument provides an overview to the supervisor about the teacher being supervised.

Reports on the results of academic supervision are also required by schools for school accreditation purposes. Principals are often asked by assessors for physical evidence that they have carried out academic supervision at their schools. Reports as a form of control in education management in schools. Supervision results are also submitted to the supervisor of the local education office. This is one of the responsibilities of private school educational institutions to the local education office. Actually, the academic supervision report from the school to the local education office can be used as a reference for the office to supervise and guide teachers from that school.

Reports are important in academic supervision because program evaluation reports are used for school internal and external purposes. This is emphasized by Gard (2004:179) that program evaluation is used for several purposes, including: maintaining

quality, identifying obstacles, bridging program improvements and providing data for reports to related parties such as the National Accreditation Board, Foundations, Education Offices, etc.

e. Discussion of Follow-up Aspects

Discussion of the follow-up aspects of academic supervision based on the evaluation results of these aspects in the average assessment of the good category. This is evidenced by the type and form of follow-up activities carried out by the principal. The type of follow-up is in the form of awards and coaching to the teacher concerned. In the Academic Supervision Guide (2017:8) regarding follow-up, it is said that the results of follow-up supervision are carried out in the form of: a) strengthening and rewarding teachers who show performance that meets standards; b) providing opportunities for teachers to participate in sustainable professional development programs. Meanwhile, the education office supervisor plans a follow-up program for academic supervision of the target schools. Follow-up is carried out in two ways: 1) conveying to the principal regarding the results of the coaching to be followed up and developed; 2) supervisors make their own follow-up programs for teachers. Follow-up forms include: workshops, training, training, and discussions, depending on the aspects you want to see and the needs of the teachers.

4. Product Component Discussion

The discussion of product components of academic supervision at the Bogor City Private High School includes: 1) aspects of achievement of results; 2) aspects of the benefits of program implementation; 3) aspects of the impact of program implementation. The discussion of the three aspects above is described in the description below.

a. Discussion of Aspects of Achievement of Results

The discussion of aspects of achieving academic supervision results based on the evaluation results of these aspects is included in the average assessment of the poor category. This is based on the criteria that the results of the program implementation have not been maximized. Several school principals revealed that the achievement of academic supervision results was still far from what was expected, especially during the covid 19 pandemic. The same thing was felt by Bogor City private high school teachers, who said the results were still not optimal because during the covid 19 pandemic they were faced with challenges. new ones, namely online learning and online academic supervision. They are poorly prepared to face online academic supervision.

According to the supervisor of the Bogor City Education Office, the results vary, depending on the school. If school Routinely carry out coaching, the results will be better, if schools are less routine or less appreciative of supervisory activities, then teachers have less impact on coaching. This depends between the principal and the supervisor, the principal gives time and opportunity to the supervisor.

b. Discussion on the Benefit Aspects of Program Implementation

The discussion of aspects of the benefits of implementing the program based on the results of the evaluation of these aspects is included in the average assessment of the good category. This is evidenced from the answer to the questionnaire which states that academic supervision is very effective in providing benefits for schools and teachers. For teachers, academic supervision is a means to develop themselves and improve professionalism in providing services to students. With academic supervision, teachers feel there is a renewal and change in the learning process in the classroom and they are ready to receive better input and follow-up.

For school principals, the benefits of implementing an academic supervision program are to improve school quality in maintaining school accreditation. In addition, indirectly if the teacher is professional in learning in the classroom, it will make learning

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in the classroom more fun. Academic supervision is also useful for controlling the learning system in order to achieve national education goals.

The benefits of academic supervision must also reach stakeholders so that they can fully support the implementation of academic supervision in schools. And finally the benefits of academic supervision reach the community where the community entrusts the school to educate their children. According to William Dunn (2003:436) the criterion of accuracy is one way to analyze the benefits of policy outcomes. That the academic supervision program is really beneficial for the community, especially the target group. This accuracy refers to the value and value of the objectives of the academic supervision program.

c. Discussion on the Impact of Academic Supervision

The discussion on the impact of academic supervision refers to the results of the evaluation of these aspects, so it is included in the average assessment of the very good category. This is evidenced from the questionnaire which states that supervision always has a positive impact on teachers, principals, students and institutions. The impact and change experienced by teachers after being under academic supervision for so long is that they are increasingly open and creative in planning and implementing classroom learning. Educators are more confident in teaching in the classroom and they are better prepared for academic supervision.

The indirect impact experienced by teachers is to assist teachers in teacher certification so as to increase their welfare. The success of certification also presupposes a professional teacher in carrying out his duties. Principals, teachers and institutions feel the impact of changes after academic supervision, especially in coaching and training for teachers in schools. Teachers are increasingly open to the development of science and technology. The most obvious impact during the covid 19 pandemic, teachers have been struggling for online learning, which they never imagined. The teachers also feel that the implementation of academic supervision is in accordance with the goals and objectives set by the school and has been going well so far.

CONCLUSION

Based on the results of research and discussion on the implementation of the academic supervision program at the Bogor City Private High School using the CIPP model, the following conclusions can be drawn:

1. Context Component Conclusion

Based on the results of research and discussion of these components, it can be concluded as follows:

- a. The principal's understanding of policies regarding academic supervision is very good. The implementation of academic supervision at private high schools in Bogor City is in accordance with education policies, especially Permendikbud No. 6 of 2018 concerning Assignment of Teachers as Principals.
- b. The principal has clearly defined the goals of academic supervision and the teachers of the Bogor City Private High Schools have understood this goal well, namely to improve the professionalism of teachers in schools.
- c. The principal has made a good teacher needs analysis in carrying out academic supervision at private high schools in Bogor City.
- d. The target of academic supervision is very clear, namely for all teachers without exception. The principal also involves teachers in determining the goals and objectives of academic supervision at private high schools in Bogor City.

Thus, the conclusion of the context component regarding the implementation of

academic supervision at the private high school in Bogor City has gone well in accordance with the policies, needs, goals and objectives to be achieved.

2. Input Component Conclusion

Based on the results of research and discussion of input components, it can be concluded as follows:

- a. The implementation of academic supervision has followed the strategy and targets, program and activity plans, procedures, activity plans, structures, resources, and collaboration with stakeholders.
- b. The principal does not delegate academic supervision tasks to the supervisory team or appointed senior teacher.
- c. During the COVID-19 pandemic, program planning and activities as well as work procedures were disrupted and the school has tried hard to adapt it.
- d. Funding for academic supervision has not been specifically budgeted for by the principal or the supervisor of the Bogor City Education Office.

3. Process Component Conclusion

Based on the results of research and discussion of process components, it can be concluded as follows:

- a. The implementation of academic supervision has been running in accordance with the stages of academic supervision, namely monitoring in the form of checking teacher administration and conducting pre-supervision, implementation of supervision in class and online, monitoring and evaluation, reporting and follow-up.
- b. The implementation of online academic supervision is felt by the principal or supervisory team to be less effective and unfamiliar, even the supervisory team and supervised teachers are less focused on carrying out academic supervision. Teachers' skills in teaching online are still limited and the internet network is also an obstacle.
- c. Assessment in the academic supervision instrument has not been adapted to online learning. Not all schools are ready to carry out online academic supervision due to limited skills, and many schedule changes during the COVID-19 pandemic.
- d. The assistance of the principal and the supervisory team for teachers in preparing the administration of academic supervision is still not experienced by the Bogor City Private High School teachers.
- e. Not all school principals have made academic supervision reports, although it is important for follow-up programs, teacher performance assessments and school accreditation.
- f. Follow-up programs are carried out to improve and answer the needs of teachers for a moment, but do not develop teacher professionalism in a sustainable manner.
- g. Many principals focus more on providing training and seminars to improve teacher skills. Unfortunately, the principal does not give appreciation to teachers who have carried out academic supervision optimally as a form of appreciation.

4. Product Component Conclusion

Based on the results of research and discussion of product components, it can be concluded as follows:

- a. The achievement of the results of academic supervision felt by the principal and teachers has not been maximized. This is due to a mismatch between what is prepared by the teacher (RPP) for face-to-face use for online learning lesson plans.

- b. The benefits of academic supervision have been experienced and felt by teachers and principals and students.
- c. Academic supervision has had a positive impact on teachers, principals and institutions, namely teachers are more professional in teaching, principals are more skilled in providing teacher performance assessments and school institutions are increasingly qualified in the learning process and control of education management.
- d. Finally, there is a match between the goals and objectives set in academic supervision. Graduates produced by private schools are increasingly able to compete with public schools to enter state universities.

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