

PERFORMANCE EVALUATION OF PUBLIC ELEMENTARY SCHOOL SUPERVISORS IN MATARAM CITY DURING COVID-19

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Abstract: The Covid-19 pandemic is the world's first and foremost health crisis. Many states decided to close schools, colleges, and universities. The purpose of this study is to evaluate the performance of state elementary school supervisors in Mataram City with CIPP model that is seen from the aspects of context, input, process, and product. The type of research used by researchers is a descriptive evaluation with quantitative methods. The evaluation model used is CIPP evaluation model. The population in this study is all supervisors of state elementary schools in Mataram City which numbered 34 supervisors. Because the population of this study is less than 100 people, the entire population is used as a sample of 34 supervisors. The results showed that from the context, input, and supervisory process of state elementary schools in Mataram City has done well to produce a good product as well, namely better teacher performance.

Keywords: Evaluation, Supervisory Performance, CIPP Model, Covid-19.

INTRODUCTION

The Covid-19 pandemic is the world's first and foremost health crisis. Many countries decided to close schools, colleges, and universities (Purwanto et al., 2020). According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), there are at least 290.5 million students worldwide whose learning activities have been disrupted due to closed schools (Purwanto et al., 2020). Various actions are taken to continue the educational process, one of which is by online learning, namely learning from home (Aji, 2020). In Indonesia, many families are less familiar with schooling at home. Attending home school for Indonesian families is a big surprise especially for the productivity of parents who are usually busy with their work outside the home. Similarly, the psychological problems of students who are used to learning face-to-face with their teachers. All elements of social life education are "exposed" to Covid-19 (Aji, 2020).

As is the case today, the role of supervisors as one of the determinants of educational success must still be carried out (Iskandar & Yufriawati, 2013). The

management of the school as an educational institution is inseparable from the school superintendent (Ramadhan, 2017). Supervisors are tasked with fostering, guiding, training, and developing teacher skills through supervision even during pandemics such as today. Glickman (Kasmawati, 2020) defines supervision as a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives. But in fact, although not during the covid-19 pandemic, supervision services conducted by supervisors have not been in accordance with what the teacher itself expects (Herly, 2014).

Experience so far, supervisors only as auditors who check the completeness administratively without doing coaching and guidance and training to teachers. This is in accordance with the supervisory capacity review conducted as part of the Australia Indonesia Basic Education Program (AIBEP) year 2007 related to supervisory competence, that the competence of school supervisors is still not in line with expectations, and supervisors are considered weak in the field of academic supervision (Ramadhan, 2017). The results of the study conducted by Ramadhan

(2017) also showed that school supervisors are less responsible for their basic tasks, less creative in work, and lack knowledge about technology and art. In addition, the school superintendent has not provided guidance that suits the needs of teachers in the learning process (Husain, 2014).

In the situation of the Covid-19 pandemic, school supervisors should carry out their duties with social distancing and physical distancing, by transforming the coaching of teachers and principals through digital or virtual systems. Kemendikbud Ristek published a working guide for school supervisors during the pandemic in which there are several applications that can be used by school supervisors in mentoring the Principal or Teacher, namely: SMS, Telephone, WhatsApp, google form, Microsoft Teams, Zoom, Google Meet, Webex, etc. (Prilianti, 2020). However, has it already been done? This is what makes researchers very interested in reviewing the problem through research on the evaluation of the performance of state elementary school supervisors in Mataram City during the Covid-19 period as it is today.

Based on the screening, the research was conducted on the evaluation of the performance of state elementary school supervisors in Mataram City during the Covid-19 period. This research is expected to make a positive contribution to the school superintendent because the school superintendent has the main task of assessing and fostering the implementation of education in a certain number of schools, both public and private, which is his responsibility even in difficult times such as today.

METHOD

The type of research used by researchers is a descriptive evaluation with quantitative methods. The evaluation model used is the CIPP evaluation model which is the most widely known model and applied by evaluators. Stufflebeam & Shinkfield (Zhang et al., 2011) describes CIPP model evaluation as a comprehensive framework for evaluating projects, personnel, products, and

organizations. In education, CIPP evaluation model has been used to evaluate various educational projects and entities (Zhang et al., 2011). Cipp model (Stufflebeam, 2000) includes context evaluation, input evaluation, process evaluation, and product evaluation.

This research was conducted at a state elementary school in Mataram City. The population in this study is all supervisors of state elementary schools in Mataram City which numbered 12 supervisors. Because the population of this study is less than 100 people, the entire population is used as a sample of 12 supervisors.

In the research on the evaluation of the performance of school supervisors, the tools used in this study are non-test instruments in the form of questionnaires with a Likert scale. The poll consists of several statements regarding the performance of the supervisor. The questionnaire also comes with 5 (five) alternative answers that are very good (VG), good (G), good enough (CG) less good (LG), and not Good (NG).

The data analysis technique used in this study is quantitative descriptive analysis. This technique is used to process data obtained from respondents' answers through scoring with certain criteria. In this research data analysis is used to determine the category or type of quantitative descriptive obtained by each indicator in variables, from quantitative descriptive calculations can then be interpreted in the form of statements. Classification of tier categories in percentage form such as Table 1.

Table 1 Category Percentage

No	Range	Information
1	81% - 100%	Very good
2	61% - 80%	Good
3	41% - 60%	Pretty good
4	21% - 40%	Not good
5	1% - 20%	Not good

RESULTS AND DISCUSSION

Context Aspects

Based on the results of CIPP model data analysis on context aspect obtained results such as

Table 2. Cipp Model Data analysis results on Context Aspects

No	statement	Percentage
1	Readiness of the annual supervision program owned by the school superintendent	81,67%
2	Readiness of teacher development program owned by school supervisors	78,33%
3	Readiness of teacher performance assessment program owned by school supervisors	78,33%
4	Readiness of semester programs owned by school supervisors for teacher performance	80,00%
5	Readiness of semester program owned by the school superintendent for the performance of the principal	81,67%
6	Readiness of Academic Supervision Plan owned by supervisors for teachers	80,00%
	Average	80,00%

Table 2 shows that the average respondent's response to the context aspect statement is 80.00%. Based on the percentage level category table, the context aspect is included in the good criteria. These results show that in the context aspect, the school superintendent has done his job well in terms of program readiness and readiness of the academic supervision plan for teachers.

Based on the results of the data analysis, in the context aspect, two statements show excellent criteria, namely the readiness of the annual supervision program owned by the supervisor and the readiness of the semester program owned by the supervisor for the performance of the principal. This result informs that the supervisor of state elementary school in Mataram City is very good in preparing themselves in preparing annual programs and semester programs. The readiness of this good supervisor will certainly

have an impact on the results of supervision of teachers and principals, so as to improve the performance of teachers and principals in doing work according to their respective fields (Tarhid, 2017).

The readiness of supervisors in conducting teacher performance assessment has a percentage of 78.33%. Although it falls into the category of good, in this section supervisors should be able to improve their readiness in conducting assessments on teacher performance. Teacher performance achievements are also seen in the evaluation report of the implementation of the principal's coaching program by the school supervisor (Syawal & Kartowagiran, 2013).

Input Aspects

The results of data analysis for input aspects are described in Table 3.

Table 3. Data analysis results for Input aspects

No	Statement	Percentage
1	Planning of the school superintendent's supervision program for teachers	80,00%
2	Facilities and infrastructure of school supervisors in performing supervision	76,67%
3	The budget required by school supervisors in supervising	65,00%
4	Mechanism of implementation of supervision conducted by the school superintendent	85,00%
	Average	76,67%

Based on the results of the analysis in Table 3, the input aspect has an average value of 76.67% and falls into the good category. This shows that the planning of surveillance programs, facilities and infrastructure, budgets, and mechanisms in conducting supervision is good. What needs to be noted is in the budget statement. The results of the analysis showed that the budget statement required by the school superintendent in supervising has a percentage of 65.00%. Although in the good category, it needs to be improved in terms of budgeting supervisors in conducting supervision. One of the supporting the success of supervision by the supervisor is the existence of a budget (Ar, 2018).

In addition to the statement on the budget, which needs to be considered to support the performance of supervisors in conducting supervision at state elementary school Mataram

city is facilities and infrastructure. The results of the data analysis showed that supervisors still feel the facilities and infrastructure provided in conducting supervision are still not good. Moreover, during the Covid-19 Pandemic, as it is today, school supervisors still use private facilities such as laptops and mobile phones to supervise online. Supervisors must also buy their internet quota to be able to supervise online. This is certainly an obstacle in optimizing supervision activities conducted by school supervisors. One of the important factors in supervising is the completeness of facilities and infrastructure provided (Annisa *et al.*, 2016).

Process Aspects

The analysis results for process aspects are shown in Table 4.

Table 4. Analysis results for process aspects

No	Statement	Percentage
1	Implementation of the school superintendent's Annual supervision program	78,33%
2	Implementation of teacher development program by school superintendent	78,33%
3	Implementation of school supervisor teacher performance assessment program	80,00%
4	Implementation of school superintendent semester program	80,00%
5	The ability of supervisors in conducting supervision	91,67%
6	The use of facilities and infrastructure in schools in conducting supervision	78,33%
7	Teacher willingness to participate in supervised activities in schools	86,67%
8	The willingness of teachers in conducting advice given by supervisors	88,33%
Average		82,71%

On the process aspect, all statements fall into either category. In the implementation of the supervision, the program has been done well by the supervisor of the state elementary school in Mataram City. The average percentage represents a figure of 82.71%. This shows that the implementation of supervision activities conducted by the supervisors of state elementary schools in Mataram City has been done well. These results certainly have a positive impact on the development of teacher performance. A good process of supervising by supervisors will have a significant influence on teacher performance (Husain, 2014).

The interesting thing in this aspect of the process is in the statement of the supervisor's ability to supervise. The results of the analysis in this statement show a percentage of 91.67% and are in the excellent category. This means that the superintendent of the state elementary school in Mataram City already has the ability and understands the important task of a school superintendent.

During the Covid-19 Pandemic as it is today, the implementation of school supervisor supervision on state elementary school teachers in Mataram City was conducted online. This is certainly a new thing for school

superintendents. However, nevertheless, the spirit of the superintendent of public elementary schools in Mataram City did not decrease in supervising the teachers of state elementary schools in Mataram City. The average percentage of process aspects of 82.71% shows that the performance of school supervisors in conducting supervision activities is still in the

good category even though it is done in a different way than before due to the impact of the Covid-19 Pandemic.

Product Aspects

The results of the analysis on product aspects are described in Table 5.

Table 5. Results of the analysis on product aspects

No	Statement	Percentage
1	The willingness of teachers in conducting advice given by supervisors	76,67%
2	Teacher's ability to prepare teacher administration in teaching	78,33%
3	Teacher's ability to learn in the classroom	75,00%
Average		76,67%

Based on Table 5, the analysis results show an average of 76.67% and fall into either category. Although teachers are supervised online by school supervisors, teacher performance has not decreased. This shows the success of the supervisor in supervising teachers and proves that the school superintendent has done his job well even during the Covid-19 Pandemic as it is today.

Although the average percentage of product aspects shows good criteria, what is interesting here is that the percentage of products produced by supervisors in supervising has a lower percentage than the context, input, and process aspects. What should happen is that the better the context, input, and process aspects, the better the results will be. This becomes a map of whether the supervisor is doing his job well or not. If you look at the results of previous analyses, the teacher's performance should be higher than the process conducted by the supervisor.

Overall, the results of the analysis have already shown that all aspect categories belong to good categories. This means that the performance of supervisors during the Covid-19 Pandemic is in a good category. This is in accordance with the personality competencies that must be possessed by the supervisors contained in Permendiknas No. 12 of 2007 concerning School Supervisory Standards / Madrasah (Santosa, 2009), namely: 1) Have responsibility as supervisors of education units; 2) Creative in working and solving problems both related to his personal life and his duties;

- 3) Have curiosity about new things about education and science, technology and art that support their main duties and responsibilities;
- 4) Fostering work motivation on him and on education stakeholders.

CONCLUSION

Based on the results of the analysis, it can be concluded that in context aspects of supervisory performance fall into the category of good with an average percentage of 80.00%. In The Input, Aspect has an average value of 76.67% and falls into the good category as well. In The Process, Aspect shows an average percentage of 82.71% and belongs to the good category, and in the Product Aspect, also shows the average analysis results of 76.67% and fall into the good category as well. This shows that the implementation of supervision activities conducted by the supervisors of state elementary schools in Mataram City has been done well. These results show that during the Covid-19 Pandemic, supervisors remained enthusiastic in supervising in order to improve the performance of state elementary school teachers in Mataram City.

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