

## Conference Paper

# Performance Evaluation Model for School Supervisors to Improve the Quality of Senior High Schools in the Special Region of Yogyakarta

Lia Yuliana

Educational Management of Graduate School, Universitas Negeri Yogyakarta

**ORCID:**Lia Yuliana: <https://orcid.org/0000-0001-8435-9149>**Abstract**

This research aimed to: (1) develop a performance evaluation model for school supervisors; (2) examine the feasibility of the model; and (3) determine its effectiveness in improving the quality of senior high schools in the Special Region of Yogyakarta. This study used the research and development method. Data were collected through focus group discussions and questionnaires. Quantitative data were analyzed with the help of statistics and qualitative data through interactive models. A performance evaluation model for school supervisors to use to improve the quality of senior high schools in the Special Region of Yogyakarta was developed by implementing procedural development research. The guidelines for implementing the model were found to be feasible, with an average score of 4.30 or 'excellent', and the evaluation guide had an average score of 4.60 or 'excellent' as well. The readability of the instrument was scored by six school supervisors: it received an average score of 3.90, which was in the 'good' category. The evaluation guide was given a score of 4.00 (in the 'good' category), while the level of performance assessed by the six school supervisors was 1.94 or 'very good'. The level of performance assessed by 10 high school teachers was 1.92 or 'very good'. The findings also showed that the school supervisor level of performance, which was assessed by 20 school supervisors, had an average score of 1.88 (which was classified as 'excellent'), and the performance assessed by 20 high school teachers was scored as 1.94, or 'excellent'. The average performance of school supervisors was 95.50, which was categorized as 'excellent'.

**Keywords:** model, evaluation, performance, school supervisors, school quality

Corresponding Author:

Lia Yuliana

lia\_yuliana@uny.ac.id

Published: 29 December 2021

Publishing services provided by  
Knowledge E

© Lia Yuliana. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICMEd Conference Committee.

 OPEN ACCESS

## 1. Introduction

The general problem of quality regarding education faced by Indonesian people is that the achievement of national education goals is not optimal yet. In building the quality of national education, the government of the Republic of Indonesia adheres to one of the goals of the Indonesian nation as stated in the preamble to the fourth paragraph of law of Republic Indonesia, namely to educate the nation's life. In line with this objective, the

body of the constitution includes Article 20, Article 21, Article 28 C paragraph (1), Article 31 and Article 32, which also mandates that the government strive for and implement a national education system regulated by law. This new national education system is manifested in law of Republic Indonesia Number 20 of 2003 on National Education System. The national education system is an integrated whole component of education to achieve the goals of national education.

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as skills needed by himself, society, nation and the State [1]. Based on this understanding, it can be understood that education must be aware of its importance, and be planned systematically, so the education system and its programs run optimally. Through learning activities as a sub-system of educational activities, the formation of an optimal learning atmosphere and process, students will actively develop their potential according to their talents and interests. Through the development of students' potential, they will have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, the nation and the state [2].

The success of education, in this case school institutions, can be seen and measured from the level of achievement of the level of educational productivity. Educational productivity are 1) effective with indicators including a lot of input and evenly, graduates are abundant and have quality, the knowledge obtained by graduates is useful and graduates can live independently; 2) efficient with indicators are the use of time and costs is relatively small according to the target, the ethos and motivation to learn is high, having the trust of various parties and education services are relatively cheap and affordable to all groups of society [3].

Education in Indonesia is organized through channels, levels and types of education. The educational path is a vehicle through which students develop their potential in an educational process in accordance with educational goals. There are three education pathways, namely, formal, non-formal and informal education channels. Formal education is an educational path structured and tiered consisting of basic education, secondary education and higher education. Non-formal education is a path of education outside formal education that can be implemented in a structured and tiered manner. Informal education is a path of family and environmental education [2].

The direction of improving the quality of Indonesian education becomes clearer with the implementation of a national education system. If each education unit has achieved or exceeds the national education standard, the quality of the education unit can be

declared as high quality. Various policies that encourage improvement of the quality of education have been formulated and implemented, with the hope that the quality of education can gradually increase to a high point of quality. One of the components of achieving the quality of schools as a sub-system of education is strategic role of supervisors. Nowadays, quality is not only a problem and concern in the business sector, but also in other fields, such as government, social services, education and even security and order [4].

In the education activity system, supervision is an integral part of efforts to improve the quality of schools. [5] emphasizes that education supervision is an effort to provide services to education stakeholders, especially teachers, both individually and in groups in an effort to improve the quality of the process and learning outcomes. Nana Sudjana clarified the nature of education supervision in its substance. The substance of the nature of the supervision referred to refers to all efforts of supervisor assistance to education stakeholders, especially teachers, which are aimed at improvements and fostering aspects of learning. Assistance given to teachers must be based on careful supervision and an objective and in-depth assessment with reference to the learning program planning that has been made [5].

One of the main problems faced by schools in improving the quality of education is that the role and performance of school supervisors is not optimal yet. School supervisors have a strategic role as a quality control component functioning in the field of supervision to carry out supervisory functions in schools. School supervisors can assess how the school is performing, the school supervisor's performance and the teacher's performance in implementing school programs. This phenomenon indicates that the quality of schools has not been as expected, in addition to the weak role of school supervisors in monitoring academic quality. Therefore, it is quite urgent to conduct research on the development of a performance evaluation model for school supervisors in the field of academic supervision to improve the quality of high schools in Special Region of Yogyakarta.

Thus, school supervisors must play a more optimal, professional, and responsive role to school dynamics, so they are able to complete assignments effectively and efficiently. Therefore, in completing tasks, school supervisors must be aware and capable of the importance of achieving the goals that have been determined by each education unit. The ability of a school supervisor in carrying out a supervisory function will greatly influence the improvement of school quality. If the school supervisor as the controller in carrying out his duties has a poor performance, it will result in less-than-optimal quality of the education unit. So far, the success of the supervisor's work has been carried out

by the school principal's performance assessment which is carried out by the education office everyone year and four years. Academic supervision performance is one of the principal performances of the most important in the principal's learning leadership. The results of the principal's performance appraisal are numbers with closed criteria. Only the education office and supervisors know about the results of the assessment. This research is focused on the model of evaluating the performance of school supervisors in the field of academic supervision in improving the quality of high schools in the Special Region of Yogyakarta.

## 2. Related Works/Literature Review

### 2.1. School Quality

Many quality problems are faced in educational field, such as the quality of graduates, the quality of teaching, guidance and training from teachers and the quality of professionalism and teacher performance. These qualities are related to education leaders, funds, facilities and infrastructure, school climate, school environment and support from parties related to education. All these quality weaknesses have an impact on the quality of graduates. The low quality of graduates can cause various problems, such as graduates who cannot continue their studies, cannot complete higher education, cannot work because they are not accepted in the world of work, or are accepted to work but do not excel and cannot follow the development of society and do not productive. Unproductive graduates will become a burden on society, increase the cost of life and community welfare and allow them to become marginalized citizens of society [4].

Furthermore, [4] states "Quality is a dynamic state associate with product, service, people, process, and environments that meet or exceed expectations". Quality is a dynamic statement related to products, services, people, processes, and the environment that can meet or exceed expectations. Quality is the totality of features and characteristic of product service that bear on its ability to satisfy stated or implied needs [6]. Quality is the overall description and characteristics of goods and services that show its ability to meet satisfaction and needs. Meanwhile, the Ministry of National Education [7] states that "In general, quality is a comprehensive description and characteristics of goods or services that demonstrate its ability to satisfy specified or implied needs."

There are two perspectives in defining quality [8]. The first perspective is Producer's perspective. According to this perspective, product quality is associated with production standards and costs. This means that products are considered quality if they have

conformity to specifications and meet cost requirements. Second perspective is consumer's perspective. According to this perspective, product quality is related to design and price. This means that product quality is seen from the quality characteristics and price determined. According to these two perspectives, product quality can be created if there is a match between the producer perspective and the consumer perspective which is called fitness for consumer use.

The quality paradigm in the context of education according to the Ministry of National Education [1] includes inputs, processes and outputs. Furthermore, it is explained that educational input is anything that must be available because it is needed for the process to take place, what is meant by something is in the form of resources and software as well as expectations as guides for the sustainability of the process. Resource input includes human resources (such as chairpersons, lecturers, counselors, students) and the rest of the resources (equipment, money for materials, etc.). Meanwhile, input tools include organizational structure, laws and regulations, job descriptions, plans, programs, etc. Input expectations in the form of a vision, mission, goals and objectives to be achieved. The readiness of input is needed so the process can run well. In other words, it can be concluded that the high and low quality of the input can be measured from the level of input readiness, the higher the readiness of the input, the higher the quality of the input.

In the context of education, quality by experts is always linked to the process, so the quality of education will depend on the effectiveness of education as an institution. The quality of schools in Indonesia is standardized by the government by establishing government regulations on national education standards. To prove whether the school is of good quality or not, there is a school accretion agency that periodically accretes the school every 5 years. A quality school will get the title of superior. Therefore, the definition of quality in education includes the input, process and output of education [9]. Only with a good process (quality) will produce a good product (quality) [10] "... quality product or service can be provided most consistently by a quality organization." Thus, the quality of education is not something that stands alone but is an interrelated unit. As a process in a system, when discussing the issue of education quality, it cannot be separated from discussing the three elements of education as a system, namely, input, process and output/outcome.

## 2.2. Conception of Evaluation Model

Theoretically, evaluation is a systemic and systematic effort to collect, compile and process data, facts and information with the aim of concluding the value, meaning, usefulness, achievements of a program and the results of these conclusions can be used in the framework of decision making, planning and improvement of a program. In an educational activity program, the elements of input-process-output are a series of activity systems that cannot be separated from one another. To determine the success or failure of the transformation or learning process, Bela H Banathy [11] developed the Black Box model. Black Box was created to read the success of the learning process. From the Black Box, the success or failure of the educational activity system can be evaluated. For more in-depth knowledge of the success or failure of an educational activity system, after obtaining the output, the feedback is carried out for both the input and the process.

The evaluation model developed by Tyler is quite relevant for constructing the model to be developed in this study. The Goal-oriented Evaluation Model developed by Tyler is the earliest model that emerged. In Tyler's model, the object of observation is the goal of the program that has been set long before the program starts [12]. Evaluation is carried out on an ongoing basis, in order to evaluate the extent to which the stated objectives have been achieved. In the field of supervision as a program, the Tyler model can assess whether the performance of school supervisors in the field of academic supervision can improve school quality.

Measurement, assessment, and evaluation are hierarchical [13]. Measurement compares the results of observations with criteria, the assessment explains and interprets the measurement results, while evaluation is the determination of the value or implication of a behavior. According to this definition the evaluation activity is preceded by an assessment, while the assessment is generally preceded by a measurement activity. Judging from the target, the evaluation is macro in nature, and some is micro. The subject of macro evaluation is educational programs planned to improve the education sector. Meanwhile, micro evaluation is often applied at the class level. Therefore, the target of the micro evaluation is the learning program in the classroom and the one who is responsible is the teacher. Teachers have the responsibility of formulating and implementing classroom learning programs, while school leaders are responsible for evaluating learning programs at the school level including learning programs planned by the teacher.

To assess the effectiveness of a performance evaluation model, it is necessary to examine the components of the required effectiveness and efficiency criteria. Some of the evaluation effectiveness criteria presented by Kandak & Egen can be considered for adoption in assessing the effectiveness of the evaluation model. Effective assessment in the real strong of the classroom teacher has three interrelated features which it must be valid, systematic, and practical [13]. It remains professionally sound; the assessment system must process all three features to be able to be evaluated. The effectiveness of an assessment must meet three main criteria, namely: (1) Valid, if the assessment model is able to assess what will be assessed and measure what will be measured; (2) Systematic, if the assessment activities are carried out regularly and well-planned, so there are no mistakes or errors that can interfere with the results of the assessment; and (3) Practical, if the model is easy to implement, economical and can achieve the expected results.

Characteristics of good assessment instruments are validity, reliability, and practicality [14]. Based on this opinion, we can understand that a good assessment instrument is an instrument that has 3 characteristics, namely: valid, reliable and practical. In the context of the test as a measuring tool, [15] states that the test can be said to be good if it meets the requirements, namely: (1) Validity, if the test is able to measure what it wants to measure; (2) reliability, if it is able to provide fixed results and the test is repeated repeatedly. In other words, if students are given the same test at different times, each student will remain in the same order in the group; (3) Objectivity, if in carrying out the test there are no subjective factors that influence it. Factors affecting objectivity can come from the form of tests and assessors; (4) Practicability if the test is practical and easy to administer. The meaning is that the test is easy to carry out, easy to check and is equipped with clear instructions; and (5) Economical, namely the economic sense here is that the test does not require high costs, a lot of energy and a long time.

### **2.3. Performance of School Supervisors in the Field of Academic Supervision**

School supervisors are civil servant teachers who are appointed to school supervisory positions [16]. Supervisor is a school supervisor's activity in preparing a supervisory program, implementing a supervision program, evaluating the results of program implementation, and carrying out teacher professional guidance and training. Supervisors of education units are professional education personnel with civil servant status who are appointed and given full duties, responsibilities, and authority by the authorized official

to carry out academic supervision and managerial supervision through monitoring, assessment, coaching, reporting and follow-up activities [5]. The quality of the school will increase if one of the supervisors' performances in both academic and managerial supervision is also good.

Performance is defined as the record outcomes produced on a specified job function or activity during a specified period [17], in this case, work performance is defined as a record of results obtained from certain job functions or certain activities during a certain period. Teacher performance is also related to a teacher's responsibility in carrying out his duties which in accordance with the opinion of [18] "a performance objective is a statement of a personal commitment to perform a specific act that is oriented toward the philosophy of the school district". It can be interpreted that the goal of a performance is a statement of one's responsibility to carry out specific actions oriented towards the philosophy of school administration.

Performance can be defined very simply focused behavior or purposeful work. In other words, jobs exist to achieve specific and defined result and people are employed to do those jobs because the organization wants to achieve those result [4]. Performance can be interpreted very simply as a job-focused or purposeful behavior. To achieve maximum performance, teachers must try to develop all their competencies and utilize and create situations in the school environment according to the regulations.

According to Lunenburg & Ornstein, several methods for assessing performance can be said that "organization currently use several methods to appraise performance. For the sake of simplicity, we can group them three categories the judgmental approach the absolute standards approach and the result-oriented approach." [19]. This means that today's organizations can use several methods to assess performance. Assessment methods can be classified into three categories that are the judgmental approach, the absolute standards approach and the result-oriented approach.

The performance of supervisors in the field of academic supervision will have an impact on improving academic quality. Academic supervision is a function of supervision dealing with the aspects of coaching and developing the professional abilities of teachers in improving the quality of learning and guidance in schools. This can be carried out through face-to-face or non-face-to-face activities, through the following activities: first is coaching aims to: a) improve the understanding of teacher competencies, especially pedagogical competences and professional competences (teacher duties, teacher competencies, curriculum understanding); b) increase the ability of teachers in implementing content standards, process standards, graduation competency standards and assessment standards (KTSP learning patterns, developing syllabus and lesson

plans, developing assessments, developing teaching materials and writing questions); c) increasing the ability of teachers in compiling Class Action Research (PTK) [5].

Second, the scope includes: a) providing assistance in improving the ability of teachers to prepare instructional planning administration or guidance programs; b) providing assistance in improving the ability of teachers in the process of implementing learning or guidance; c) providing assistance to guide teachers in increasing the ability to carry out assessment of student learning outcomes; d) providing assistance in improving the ability of teachers to use media and learning resources; e) providing input to teachers in utilizing the learning environment and resources; f) providing recommendations to teachers regarding the task of guiding and training students; g) providing guidance to teachers in using information and communication technology for learning; h) providing guidance to teachers in the use of assessment results to improve the quality of education and learning or guidance; and i) providing guidance to teachers to reflect on the results they have achieved [5]. The third is monitoring in the form of implementation of content standards, graduate competency standards and process standards. The fourth is an assessment that includes an assessment that includes teacher performance consisting of planning learning, implementing learning, assessing learning outcomes, guiding and training students and carrying out additional tasks attached to the implementation of main activities in accordance with the teacher's workload [5].

### 3. Material & Methodology

This research used the Research and Development method which consists of four stages, namely: (1) the preliminary stage, namely the research stage and the collection of information regarding the performance of high school supervisors in the Special Region of Yogyakarta, (2) the planning stage of the school supervisor performance evaluation model as the development of product forms initial, (3) the trial, evaluation and revision stage through implementation in preliminary trials and small-scale trials and (4) the implementation stage or field operational trials to find a map of the performance of school supervisors. In this study, the trial subject was carried out in three stages, namely the preliminary trial involving 4 education experts and practitioners, a small-scale trial applied to 6 supervisors in the Special Region of Yogyakarta and implementation which was applied to 20 high school supervisors in Yogyakarta, Bantul, Sleman, Gunung Kidul and Kulon Progo in Special Region of Yogyakarta. The data collection technique used the Delphi technique through a questionnaire distributed to experts, practitioners and supervisors. The selection of respondents was carried out by purposive sampling, in

which the sample aims to represent information. With the Delphi technique, respondents are asked to fill out a questionnaire to provide statements and assessments of the principal's performance in academic supervision. The data validity used expert judgment techniques and quantitative analysis with descriptive analysis techniques.

## 4. Results and Discussion

### 4.1. Results

Based on the results of discussions between researchers and experts in this study, theoretical agreements are decided. The guideline for evaluating the performance of school supervisors, hereinafter named EKPS, developed in this study is a model used to evaluate the performance of school supervisors in the field of academic supervision in improving the quality of high schools in Yogyakarta. Research and Development (R&D) activities through pre-survey, theoretical studies including relevant research studies, needs analysis, empirical trials and field practice eventually found the concept of a high school supervisory performance evaluation model (EKPS) in order to improve the senior high schools' quality. The EKPS concept is generated through a long process such as discussion of the research team, discussions with experts, seminar on instruments and feasibility trials in the field. Before this instrument was tested, all items had been validated by education management experts and practitioners. Theoretical, empirical and practical studies in the field as well as intensive discussions with the research team and various parties through field trials show that the EKPS instrument is good or appropriate to be used to assess the performance of high school supervisors both in DIY as a research area and on a national scale as a generalization result.

Referring to the Research and Development procedure which the researcher simplifies into four stages. The four stages are (1) the preliminary stage where this stage is the stage of research and collection of information related to the performance of school supervisors in the field of academic supervision in improving the quality of high schools in Special Region of Yogyakarta, (2) the planning stage of the school supervisor performance appraisal instrument and the EKPS guide as the development of initial product forms, (3) the validation stage and (4) the implementation stage or field operational trials to find the performance level of high school supervisors in Special Region of Yogyakarta. The validators in this study were 4 experts, namely evaluation experts, education management experts, 6 school, 6 school supervisors in the main trial and in field operational trials consisting of 20 high school supervisors from Yogyakarta,

Sleman, Bantul and Kulon Progo. Data collection techniques used were questionnaires, documents, and observation. Meanwhile, instrument validation used expert validation or expert judgment through the Delphi technique.

The results show that: 1) procedures for developing a performance evaluation model for school supervisors in the academic supervision field is used to improve the quality of senior high schools in Special Region of Yogyakarta by implementing procedural development research, 2) guidelines for implementing the performance evaluation model for school supervisors in the field of academic supervision in improving quality SMA in the Special Region of Yogyakarta are declared as feasible by the expert, where the instrument feasibility is proven by a mean score of 4.30 or excellent, while for the evaluation guide with an average score of 4.60 or excellent. As for the readability of the instrument that is scored by 6 school supervisors, the mean score is 3.90 or good, while the evaluation guide is 4.00 or good, while the level of performance assessed by 6 school supervisors is 1.94 or excellent. While the level of performance assessed by 10 high school teachers is 1.92 or excellent (3) the level of performance of school supervisors as an effort to improve the quality of senior high schools assessed by 20 school supervisors show an average score of 1.88 or excellent. While the level of performance assessed by 20 high school teachers is 1.94 or excellent.

#### **4.1.1. Main Trial**

In this stage, Borg and Gall [20] call the first trial the preliminary field testing or preliminary trials. This preliminary trial was carried out by distributing development products in the form of draft instruments to four experts, namely evaluation experts and education management experts. This first trial was carried out in order to provide meaningful corrections and input regarding the substance of EKPS model, involving filling the instructions, clarity of content, language used, writing system including writing format, general assessment, adequacy of question items and recommendation notes for improvement. In addition, performance measurements were carried out on 20 school supervisors in Bantul, Yogyakarta, Kulon Progo and Sleman districts.

##### **a. Readability of School Supervisor Performance Instruments**

There were 10 people validating the readability of EKPS instrument in feasibility test, involving education evaluation experts, education management (4 experts) and school supervisors (6 people). The assessment used a scale of 5, with a minimum score of 1

and a maximum score of 5. The mean score of the first stage assessment results on the readability of the historical teacher performance instruments is described as follows.

TABLE 1: Results of the expert assessment of the feasibility of the school supervisor performance instrument

No.	Assessment Aspects	Mean Score
1	Clarity of questionnaire instructions	4.27
2	Clarity of supervisor performance indicators	4.53
3	Clarity of systematic performance of supervisors	4.33
4	Use of standard Indonesian	4.37
5	Statement formulation that is easy to understand	4.43
6	Use of clear words and sentences	4.33
7	Font size and shape	4.10
8	Writing and use of punctuation	4.43
9	Writing format	4.37
10	Overall Rating	4.57
Average Total Score		4.30

Based on the results of the table above, the mean score indicates that the instrument as a whole and grains is good or feasible with the average score is 4.30 or excellent with range values is > 4.2 - 5.0. In addition, the validator is also asked to provide comments and input regarding the readability of EKPS instrument to improve the quality of senior high school. Recommendations or input given by the validator regarding the readability of the instrument are indicator, systematic, term and concept regarding the performance of school supervisors.

TABLE 2: School supervisor assessment results against the feasibility of school supervisor performance instruments

No.	Assessment Aspects	Mean Score
1	Clarity of questionnaire instructions	3.66
2	Clarity of history teacher performance indicators	3.60
3	Clarity of systematic performance of history teachers	3.56
4	Use of standard Indonesian	4.20
5	Statement formulation that is easy to understand	3.96
6	Use of clear words and sentences	4.20
7	Font size and shape	3.89
8	Writing and use of punctuation marks	3.99
9	Writing format	4.10
10	Overall Rating	4.10
Average Total Score		3.90

Based on the results of the table above, the mean score indicates that the overall instrument and grains are good or feasible with the mean score is 3.90 or good with range values is > 3.5 - 4.2. In addition to conducting the assessment, the validator is

also asked to provide comments and input regarding the readability of EKPS instrument. Recommendations or input provided by the validator regarding the readability of EKPS instrument are term, concept, letter, etc. concerning the performance of school supervisors.

Based on the results of the feasibility assessment of the EKPS instrument by school experts and supervisors, it can be concluded that the instrument is good. The results of the expert assessment show excellent results, while the school supervisor's assessment is included in the good category. This difference seems to be a good and very good result. This can be understood, especially regarding the theoretical perceptions of experts on campus and the perceptions and empirical of the school community in an implemented manner. The two elements of the assessment are still the same, the conclusion is that EKPS instrument is feasible to be applied to assess the performance of school supervisors.

TABLE 3: Expert assessment results against the school supervisor performance evaluation guide

No.	Assessment Aspects	Mean Score
1	Clarity of general evaluation instructions	4.20
2	Clarity of steps for the evaluation process	4.87
3	Clarity of evaluation recommendations	4.53
4	Clarity of time for evaluation	4.77
5	Use of standard Indonesian	4.63
6	The formulation of statements is easy to understand	4.63
7	Use of clear words and sentences	4.77
8	Overall assessment of the guidelines for evaluating the performance of school supervisors	4.53
Average Total Score		4.60

Based on the results of the table above, the mean score indicates that EKPS model is good or feasible with an average score is 4.60 or excellent with range values is > 4.2 - 5.0. In addition, the validator is also asked to provide comments and input relating to EKPS model guidelines in improving teacher professionalism. Recommendations or input given by the validator are model, guideline, readability of instruments regarding indicator, systematic, term, concept, etc. regarding the performance of school supervisors.

Based on the results of the table above, the mean score indicates that EKPS model guide is good or feasible with the average score is 4.00 or good with range values is > 3.5 - 4.2. In addition, the validator is also asked to provide comments and input regarding the readability of EKPS instrument. Recommendations or input provided by

TABLE 4: School supervisor assessment results against the school supervisor performance evaluation guide

No.	Assessment Aspects	Mean Score
1	Clarity of general evaluation instructions	3.76
2	Clarity of the steps of the evaluation process	3.76
3	Clarity of evaluation results recommendations	3.76
4	Clarity of time for the evaluation	4.30
5	Use of standard Indonesian	3.90
6	The formulation of statements is easy to understand	4.60
7	Use of clear words and sentences	3.99
8	Overall assessment of the school supervisor performance evaluation guide	3.99
Average Total Score		4.00

the validator regarding the readability of the EKPS instrument are term, concept, letter, etc. concerning the performance of school supervisors.

### b. Performance Level of Kindergarten Supervisors in Special Region of Yogyakarta in the Main Test

Based on the results of the main trials of 6 high school supervisors and 10 high school teachers, the level of performance of school supervisors in improving high school quality can be seen in tables 6 and 7 described as follows.

TABLE 5: Results of the assessment of school supervisors and teachers on the performance of school supervisors

Performance Components of School Supervisors	Assesor		Variable Score Average
	Teacher	School Supervisors	
Academic Supervision	1.92	1.94	1.93

If these values are converted into a numerical value of 1-100, then the performance values will be obtained based on both teacher and school supervisor assessments explained in the following table.

TABLE 6: Results of the assessment of school supervisors and teachers on the performance of school supervisors

Performance Components of School Supervisors	Assesor		Variable Score Average
	Teacher	School Supervisors	
Academic Supervision	96	97	96.5

Based on the results of the table above, the performance of high school supervisors using EKPS instrument is in the very high category. This includes all components of the EKPS.

## 2. Trial Implementation or Field Operations

In field operational trials, the performance level of senior high school supervisors in Special Region of Yogyakarta is in the implementation test. Meanwhile, the level of performance of high school supervisors in Special Region of Yogyakarta based on the assessment of 20 school supervisors and 20 high school teachers using EKPS instrument in implementation trials or field operational trials that can be shown by the following table.

TABLE 7: Results of teacher and supervisory assessments on the performance of school supervisors

Performance Components of School Supervisors	Assesor		Variable Score Average
	Teacher	School Supervisors	
Academic Supervision	1.94	1.88	1.91

If these values are converted into a numerical value is among 1-100, then the performance values will be obtained based on both teacher and school supervisor assessments explained in the following table.

TABLE 8: Results of teacher and supervisory assessments of school supervisor performance

Performance Components of School Supervisors	Assesor		Variable Score Average
	Teacher	School Supervisors	
Academic Supervision	97.0	94.0	95.5

Based on the results of the table above, it is concluded that the performance of senior high school supervisors using EKPS instrument is concluded in excellent category. This includes all components of the EKPS.

## 4.2. Discussion

Based on the research process and the results obtained in the development of a performance evaluation model for high school supervisors in Special Region of Yogyakarta, the development research model can produce an EKPS model either through preliminary studies, needs analysis, planning stage, implementation stage, revision and evaluation and implementation. Hal ini sejalan dengan prosedur teori metodologi Borg & Gall (2013). The EKPS model is based on a need's assessment in schools, so both

supervisors and teachers consider that this model is needed to monitor the performance of school supervisors in the field of academic supervision (Suharsimi, 2010). After assessing the needs analysis, then a draft EKPS instrument and model will be formulated to be developed. Based on the expert's assessment, after going through various revisions to the results of the initial discussion, the results of EKPS model and its instruments are considered as excellent by 4 experts, namely evaluation guide is included in excellent category with the assessment score is 4.30 and for EKPS instrument is 4.60. It shows that EKPS model is very good to be implemented and the accompanying instrument is very feasible to be used.

The assessment of 6 SMA school supervisors on EKPS model and EKPS instrument show that both are good. Models and instruments are good to be applied to assess the performance of school supervisors in Special Region of Yogyakarta in improving school quality. Based on the results of the assessment, the results of the assessment were 3.90 and for the EKPS instrument was 4.00. This shows that the EKPS model is good to apply, and the accompanying instrument is feasible to be used. The assessment through questionnaires, observations and interviews are also carried out with school supervisors which strengthened the research findings that instruments, and models are indispensable, especially in their case for the office in assessing the performance of senior high school supervisors in Special Region of Yogyakarta. Besides, it is hoped that this model can also be used in general throughout Indonesia or in the national scope.

At the main trial stage which was applied to 6 high school supervisors and 10 high school teachers in Special Region of Yogyakarta, it is concluded that the performance of school supervisors is excellent with the average assessment score is 96.5 or excellent. This is not only based on the school supervisor's self-assessment, but also on the teacher's assessment of the school supervisor. The findings of this research are also supported by the results of observations and interviews with teachers and school supervisors which indicate that the performance of senior high school supervisors is excellent. Performance must be maintained and improved so it can support the improvement of school quality.

The field operational trial phase applied to 20 high school supervisors and 20 high school teachers in Special Region of Yogyakarta is concluded that the performance of school supervisors is excellent with the average assessment score is 95.5 or excellent. This is not only based on the school supervisor's self-assessment, but also based on the teacher's assessment of the school supervisor, even though the teacher's assessment is more optimal than the school supervisor's own assessment. This shows that the

assessment is carried out with a high level of objectivity and unbiased data (Davis, 2006). The findings of this research are also supported by the results of observations and interviews with teachers and school supervisors indicating that the performance of high school supervisors is excellent. The performance of school supervisors must be maintained and even continuously improved so it can support the improvement of school quality (Ruki Ahmad, 2001). Based on the results of the performance evaluation of school supervisors at the implementation stage, it can be compiled in the form of the following evaluation report.

TABLE 9: School Supervisor Performance Evaluation Report

No.	Aspects of Assessment	Average Score	Classification				
			SK	K	C	B	SB
1	Academic Supervision	95.50					√

## 5. Conclusion

Based on the results of the research and discussion in this research, it can be concluded in the following points.

1. The procedure for developing a performance evaluation model for school supervisors as an effort to improve school quality by applying procedural development research.
2. Guidelines for the implementation of the performance evaluation model of school supervisors as an effort to improve the quality of senior high schools are declared as feasible by experts where the appropriateness of the instrument is proven by mean score is 4.30 or excellent, while for the evaluation guide is also considered excellent with mean score is 4.60. The readability of the instrument scored by 6 school supervisors, the average score is 3.90 or good, while the evaluation guide is 4.00 or good. Meanwhile, the level of performance assessed by 6 school supervisors is 1.94 or excellent. While the level of performance assessed by 10 high school teachers is 1.92 or very good category
3. Meanwhile, the level of performance of school supervisors as an effort to improve the quality of SMA in Special Region of Yogyakarta shows an average score of 1.91 or excellent. While the level of performance assessed by 20 high school teachers is 1.94 or very good category, the level of performance assessed by 20 high school supervisors is 1.88 or excellent. The performance of school supervisors is already

good, so it needs to be continuously improved, so that the performance is even better.

## Acknowledgement

Thank you to the Director of Graduate School of Yogyakarta State University who has funded this research, so the research activities run very well.

## References

- [1] Negara S. Raharjo SB. Evaluasi trend kualitas pendidikan di Indonesia. *Jurnal Penelitian dan Evaluasi Pendidikan*. 2012;16 (2), 511–532.
- [2] Engkoswara. *Paradigma manajemen pendidikan*. Yayasan Amal Keluarga; 2001.
- [3] Davis DL, Davis S. *Quality management: Introduction total quality management for production, processing, and service*. 5<sup>th</sup> ed. Pearson; 2006.
- [4] Sudjana N. *Kerja pengawas sekolah*. Kementerian Pendidikan Nasional; 2011.
- [5] Philip K, Fox FA, Karen K. *Strategic marketing for educational institutions*. Prentice Hall Inc.; 2003.
- [6] Ditjen Dikdasmen Depdiknas. *Manajemen peningkatan mutu berbasis sekolah*. 2001.
- [7] Burnham JW. *Managing quality in school, effective strategies for quality-based school improvement*. Prentice Hall; 2010.
- [8] Slamet PH. Karakteristik kepala sekolah tangguh. *Jurnal Pendidikan dan Kebudayaan*. 2001; 25:319-333.
- [9] Wayne HK, Miskel M, Cecil G. *Educational administration*. McGraw Hill Companies; 2001.
- [10] Banathy B, Bela H. *A systems view of education: concepts and principles for effective practice*. Englewood Cliffs: Educational Technology Publications; 1992.
- [11] Arikunto S, Jabar CS. *Evaluasi program pendidikan: Panduan teoritis praktis bagi praktisi pendidikan*. Bumi Aksara; 2004.
- [12] Widoyoko SEP. *Pengembangan model evaluasi pembelajaran IPS di SMP*. Yogyakarta: Universitas Negeri Yogyakarta; 2007.
- [13] Burden PR, Byrd DM. *Method for effective teaching*. Allyn and Bacon; 1999.
- [14] Arikunto S. *Dasar-dasar evaluasi pendidikan*. Bumi Aksara; 2010.
- [15] Permendiknas Nomor 12 Tahun 2007 tentang Standar Pengawas Sekolah/Madrasah.

- [16] Ruky AS. Sistem manajemen kerja: Panduan praktis untuk merancang dan meraih kinerja prima. Gramedia Pustaka Utama; 2001.
- [17] Sulaiman N. Kinerja kepala sekolah: Studi korelasi antara pengetahuan tentang manajemen sekolah dan sikap terhadap jabatan dengan kinerja kepala SD di kola madya depok Jakarta. Jakarta: IKIP; 2001.
- [18] Lunenburg H, Ornstein M. Educational administration. Wodworth; 1999.
- [19] Borg WR, Gall MD. Educational research: An introduction. Longman; 2013.