

EVALUATION OF BASIC SCHOOL PROGRAM IN PASER REGENCY EAST KALIMANTAN

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ABSTRACT

This study aims to determine the success of the program through the correct mechanism for the preparation of supervision programs, supervision and supervisory reports conducted by elementary school supervisors in Paser Regency East Kalimantan. This is an evaluation research using Formative-Summative Model By Scriven, the subjects in this study are school supervisors, supervisor coordinators, teachers, and principals. Selection of informants in this study was conducted by purposive sampling of teachers and principals while supervisors became the main object in the study. Data analysis was done by qualitative descriptive analysis. The conclusion of the elementary school supervisory program in Paser Regency East Kalimantan is specifically through formative evaluation there has been deviation on the preparation, implementation, and reporting of the program results so that the result of summative evaluation shows the failure of the supervisor in conducting the supervision. In general, it can be concluded: 1) Elementary School Supervisor in Paser Regency has performed its duty in accordance with the regulation of the functional position of supervisor that is at least 10 schools. 2) Obstacles in the implementation of supervision of the supervisor have not been able to develop the program well. 3) Overall results of the implementation of the supervisory program cannot be used to formulate the success of education in Paser Regency East Kalimantan.

Keywords: Program Evaluation, Supervisor, Formative-Summative Model

INTRODUCTION

Paser Regency is currently seeking maximum development in the field of education. Head of Paser District Education Office through the Education Department Strategic Plan (2016: 5) with its vision and mission to improve access and equity of education service, quality, and competitiveness, transparent and accountable education system governance and develop local culture and customs. This goal can be realized if the supervisor of the school supervises well. One of the things to be done is to change the habit of primary school supervisor in Paser Regency which tends to be instructional in carrying out their duties so that the purpose of the expected supervision has not been achieved. Instructional in terms of supervision that supervisors have not tried to develop the existing program programs, that is to adjust to the conditions/objectives of supervision.

Hasan Basri (2012: 131) in a journal wrote that the conditions of supervision in Turkey have similar problems that are still structural supervision conditions. Structural supervision is only control-oriented but does not provide guidance or counseling. Sometimes the role of the supervisor is contrary to the workload, the instrument is considered standard and the negative attitude of the supervisor in the context of the subsystem becomes polemic.

The weakness of the existing surveillance system both in Turkey and in Paser Regency is the reason of the researchers to see if the problem is indeed the same polemic so that researchers feel the need to evaluate the elementary school

supervisory program in Paser Regency East Kalimantan.

Stufflebeam and Shinkfield (2007: 4) state that evaluation is a process that can provide an overview, produce and provide information to make decisions. This evaluation activity is in the form of system so it is appropriate if used to determine a policy or program. While the program according to Arikunto, et al (2014: 4) states there are two definitions for the term "program", the program can be defined "plan", apart also interpreted as an activity or unit that is realized or implemented from a policy, proceeds continuously, takes place within an organization and involves many people so that it is often said to be a program evaluation. Program evaluation has a purpose to see how far the realization or implementation of program activities. The evaluator will know which components have not been reached and trace the causes and find the solution so that the program can run in accordance with the expected goals.

METHOD

This research was conducted at the Office of Education and Culture of Paser Regency from October 2017 to January 2018 and the preparation of the report conducted since the research conducted. The research method of Evaluation of Primary School Supervision Program in Paser Regency uses Formative-Sumatif Model. According to Sriven in Wirawan's book (2012: 104) states that this evaluation is a loop that can be used to improve a product or program. As an evaluation, formative evaluation is designed to improve an object, product or program being developed. The subjects of this research are School Supervisor, Supervisor Coordinator, Principal and Elementary School Teachers in Paser District and some people who are involved in elementary education in Paser Regency, East Kalimantan. After the preliminary study, it can finally be determined by the parties who become the subject of research in which the selection of informants is all the primary school supervisors, amounting to 20 people, one person korwas. A total of 20 teachers and principals as respondents supporting data sources.

Techniques in collecting data in this study are through interviews, field observation, questionnaire assessment, document review and focus group discussion. While to validate qualitative data can be done by the triangulation method, either triangulation of data or information source, triangulation technique or extension of time research.

Triangulation Technique of data in this evaluation research that is plan triangulation, carry out triangulation and communicate the results of triangulation. In the planning process, the researcher can improve the focus or scope of the evaluation hypothesis, then identify the sources of information. The researcher also determines the triangulation techniques to be used, constructs instruments to capture the data and calculates the amount of cost and time required for this evaluation. In triangulation of data, besides qualitative data, the researcher also use some quantitative data as supporting the completeness of research data to be evaluated.

RESULT

The number of school supervisors for the elementary school level in Paser District The lesson year 2016-2017 there are 21 people. Of the 21 people, 20 people served as supervisors of class teachers and one teacher supervisor of Islamic

religious education subjects. Of the 20 supervisors who cultivate classroom teachers, six of them oversee schools of more than ten target schools. This has been in accordance with the standards of school supervision for the elementary level that is at least ten schools targeted.

The composition of a division of supervisor's work is that there is 223 number of primary schools that are distributed to each supervisor in accordance with the guidelines of the supervisory workbook that is at least the primary school supervisor has 10 target schools. Some of the school supervisors foster up to 14 schools targeted due to the limited number of supervisors in Paser District.

Preparation of Monitoring Program

The evaluation of the work program of elementary school supervisors conducted in Paser District is more emphasis on the achievement of goals based on the success of planning and implementation of the program. In this study, an evaluation of the existing elementary school supervisory program in the district of paser uses a summative-formative model to look at the series of programs both from the preparation, implementation and overall results of supervisory program activities. The series of formative evaluation results through questionnaires to supervisors regarding the preparation of the program obtained data in the following table:

Table 1 Formative Evaluation Results 1

NO	Completeness of contents program	% (percentage)
1	Have a scheduled visit	96,67%
2	Creating Prota	88,33%
3	Designing strategies, methods, and techniques of supervision	91,67%
4	Create an Academic Supervision Plan (RPA)	85,83%
5	Creating a Managerial Supervisory Plan (RPM)	83,09%

The results of this supervisory program table illustrate that the supervisor has done his duty in planning a good oversight seen from the acquisition of the results that refer to the good results. To know the quality of the content of the program that has been made, the researcher conducted a review of the documents of the existing supervision programs. This study was conducted to see the supervisor's ability to develop monitoring programs.

The results of the document review program taken from three sample program documents with the following results:

Table 2 Formative Evaluation Results 2

Identity	Doc 1	Doc 2	Doc 3
Completeness systematically according to the guidebook	81,40%	81,40%	81,40%
Quality of program content	33,33%	33,33%	33,33%

From the formative evaluation conducted, the first evaluation is more to the success of the supervisors instructional that is making the program in accordance with the existing manual will be on the document review, the results obtained the quality of the program content can not describe the achievements or objectives to be achieved from supervision activities to be performed.

Implementation of Supervision Program

Implementation of the supervisory program is an implementation of planning or programming. Implementation of this program requires the ability of supervisors in developing the contents of the program. To be able to perform good supervision supervisors need to have adequate competence so that the program can run with the maximum.

According to Syaipul Sagala (2010: 160), competence is a collection of knowledge, skills, and behaviors that must be possessed, experienced, and discussed by someone in order to perform the task professionally. In other words, competence is a collaboration of the mastery of knowledge, skills values and attitudes are reflected in the form of habits of thinking and acting when carrying out duties or jobs.

The competence of the supervisor will affect the results of the supervisory exercise. The results of the supervisory execution in this research are sourced from the document of supervisory program report and travel report document of supervisory office completed with interview result, teacher questionnaire, and principal. From some data obtained a result that is in the document of result report of supervisor, from ten sample of document examined there is no attached instrument result of supervision so that can not be a measured result of supervision which has done. Percentage of program success recorded in report document is still global not measuring based on target or target schools. As for the report of field trip supervisor to the field, there are some activities that have been in accordance with the planning but its more to the instructional or situational. Activities such as the monitoring of KBM have been carried out but the monitoring results are not included in the monitoring report. Whereas situational activities are often done such as supervisory visits when the school final examination or side absorption test.

The results of the implementation of supervision based on the questionnaire of teachers and principals, in general, have shown the existence of supervisory activities to schools, be it from the supervision of academic and managerial. For formative evaluation, the principal 82.03% of the principals stated that supervisors have done managerial oversight only perceived less that supervisors have not helped in the design of annual school programs.

As for the field of academic supervision, 81.38% of teachers have implemented academic supervision in schools.

From the data and information on the implementation of supervisory activities in Paser regency in general, supervisors have performed a supervisory role in both academic and managerial supervision. However, the activities undertaken are not supported by good planning and are not supplemented with data or reports on the results of visits, so that a series of supervisory activities undertaken cannot measure the successful implementation of the supervision.

Barriers In Control

The result of an interview with Korwas, Mr. Dali Indra Mulya some obstacles in supervision that supervisor has not been able to develop the existing program by adjusting the condition of each of the target schools, so the program is not well planned. While the results of interviews with the head of the field of quality improvement, the Office of Education has made efforts to improve the competence of supervisors through both socialization and training, but data on the results of supervision has not been able to measure the level of education development in Paser Regency. Other obstacles according to the primary school supervisor, Mr. Suyitno that too many schools and the lack of supervisory schools so that not all schools have the opportunity to visit or supervise.

Formative Evaluation Result -Summative Working Program Supervisor

Formative and summative evaluations conducted on monitoring program documents have been carried out for a long time either through observation of documents of supervision documents, questionnaires or discussions or conversations. According Purwanto (2009: 28) through Agustanico in the journal "Evaluation Model of Programs in Evaluation Research suggests that the model designed by Scriven is a summative-formative model stipulates that formative evaluation can be implemented when the program is still under development and refinement on the basis of evaluation results. Submit a summative evaluation is an evaluation carried out after the program has completed its testing and refinement. So the researcher did on this evaluation is to observe the existing documents and provide input to the deviation and then observed all reports resulting from the implementation of the program.

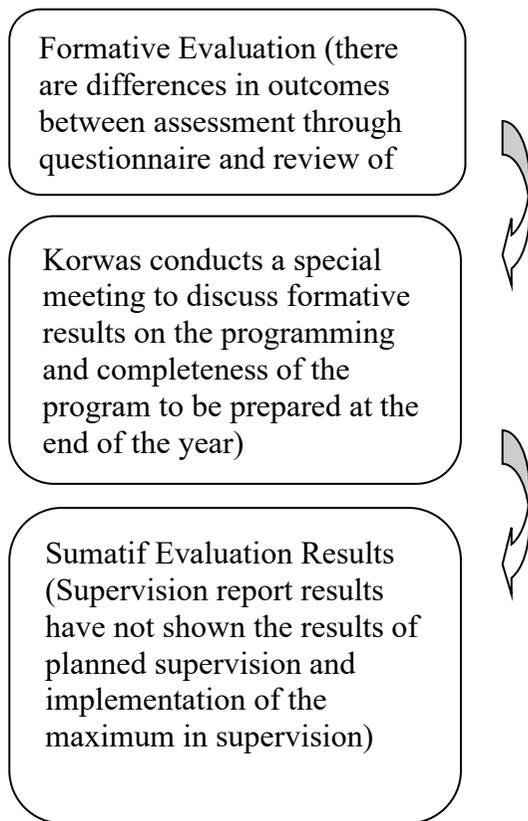


Figure 1 Evaluation Workflow

Overall of the evaluation of elementary school supervisory programs, there are some weaknesses in terms of programming and implementation so that the success of the program can not be measured.

CONCLUSION

Based on the exposure on the results of research can be concluded that elementary school supervisors have been systematically able to prepare the program but have not been able to package the content of the program well. Implementation of supervisory program has not been implemented in accordance with the planning so that the visits made tend to be instructional and situational and the results achieved are not maximal. Overall supervision objectives have not been achieved and the results of program implementation can not be used as a benchmark of education development in Paser District.

RECOMMENDATION

To the Office of Education and Culture through the Supervisory Coordinator to conduct training on programming and providing program development materials for elementary school supervisors.

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