

IMPLEMENTATION OF ACADEMIC SUPERVISION, ANALYSIS, EVALUATION, AND ACTION CONTINUE SUPERVISION ACADEMIC AT JUNIOR HIGH SCHOOL 2 PEKUNCEN BANYUMAS- INDONESIA

Ida Yuningsih¹, Ida Yuningsih², Umi Khomsiyatun³
 {yuningsihida171@gmail.com, sunhaji@uinsaizu.ac.id, umi.kh@uinsaizu.ac.id}

Postgraduate Student of the State Islamic University Prof. K.H. Saifuddin Zuhri Purowkerto and Supervisor of the Banyumas Regency Education Office, Indonesia¹, State Islamic University Prof. K.H. Saifuddin Zuhri Purowkerto, Indonesia^{2,3}

Abstract. Academic supervision is an activity to foster and help growth so that every teacher experiences personal and professional improvement. However, the reality in the field of academic supervision activities has not been carried out as expected. The analysis, evaluation, and follow-up activities on the results of academic supervision often do not run effectively or are not carried out at all. Supervision academics can be used as; (1) efforts to improve the quality of planning, implementation, and assessment of learning by teachers; and (2) to help teachers find and solve the problem faced in the process of learning in class. This research is qualitative. From the results of interviews, observations, and documentation, it is found that the average academic supervision of planning learning is 88.5 % (Good). Need improvement in an analysis of KKM knowledge and skills, and analysis of SKL, KI, and KD, and an assessment plan. Supervision implementation of learning averages 86% (Good). While supervision evaluation learning is 86.1 % (Good). Need to improve the ability of teachers on the test oral, practice assessment, _ p assessment p project, p assessment p product, attitude assessment _ _ or observation, journal of attitude development, attitude assessment a later friend, p processing and values attitude, remedial, enrichment, and analysis h results of the assessment problem. Keywords: supervision, evaluation, follow-up.

Keywords: academic supervision, analysis, evaluation, action continue supervision academic

INTRODUCTION

In the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals/Madrasah (Nyoman Sudiana, 2019) it is emphasized that a principal/madrasah must have at least five dimensions of competence, namely; personality, managerial, entrepreneurial, supervisory, and social competencies.

One of the principal's duties is to supervise both academically and managerially. Academic supervision (Rodliyah, 2014) must be implemented and to carry out academic supervision effectively requires conceptual, interpersonal, and technical skills. The orientation of academic supervision is focused on the teacher's academic problems that occur in learning activities carried out as a form of assistance to teachers who have difficulty in carrying out their main tasks in developing their professional abilities.

In general, supervision can be interpreted as an effort to help teachers so that teachers can help students learn to be better (Rodliyah, 2014). Supervision is a combination of the words super which means extraordinarily special, or more than others, while vision means the ability to see problems far ahead. So, supervision is an extraordinary view that looks at problems far beyond the present and future time limits.

Supervision is an activity designed to improve learning at all school levels. Supervision is related to the development and growth of children. Supervision is also an aid in the development of teaching and learning well. Meanwhile, from a managerial point of view, supervision is an effort to continuously stimulate, coordinate, and guide teachers, both individually and collectively, to understand effectively the implementation of teaching activities in the context of continuous student growth. Educational supervision also coordinates, stimulates, and directs teacher development. Briggs in Sagala (in Rodliyah, 2014), supervision is given to teachers to support student learning success, although supervision is often translated as supervision but has a special meaning, namely "helping" and participating in efforts to improve and improve quality. Supervision seeks to improve teaching and learning situations, foster teacher creativity, provide support, and involve teachers in school activities, thereby fostering a sense of belonging for teachers. Burton suggests supervision as a joint effort to study the factors that influence the growth and development of student learning.

According to Sunhaji & F (2021), supervision is an effort or coaching activity that is planned to assist teachers and school employees in carrying out their work effectively and efficiently. achieve educational goals. Supervision is a form of direct supervision that is usually carried out face to face between the supervisor and the teacher being supervised.

Supervision academic according to Glikman (LPPKS, 2017), is a series activity that helps teachers develop the ability to manage process learning for reaching the purpose of learning. Whereas Sujana defines the meaning of academic supervision as the rate and builds teacher in skeleton Upgrade quality process learning so that competence students achieve optimally so that educational goals can be achieved properly. Supervision academics is an activity planned, patterned, and programmed to change the behavior of teachers so that by head school expected could help teachers develop their abilities to manage process learning for reach purpose of learning.

From some of these opinions, it can be concluded that supervision is an activity to foster and assist growth so that every teacher experiences personal and professional improvement. However, in reality, academic supervision activities have not been carried out as expected. Evaluation and follow-up on the results of academic supervision often do not run effectively or are not carried out at all.

Supervision Academic supervision is very important because academic supervision activities can be used as an effort to improve the quality of the learning process. And The learning process itself is the spirit of all activities in the school or school education units. So it can be said that if the learning process activities run well, the school it will reach its purpose which has planned with good also. The core competence of academic supervision is to foster teachers in improving quality process learning. Besides that also help the teacher in find and solve the problem which faced the teachers in process learning in class.

Academic supervision has the following objectives (Riyanto et al., 1967): (1) Academic supervision held with meaning help teacher develop professional ability to understand academics, classroom life, develop their teaching skills and use their abilities through techniques certain; (2) supervision academic held with meaning for monitor activity study teach in school. Activity Monitoring this can be done through visits by the principal to classes in the school when the teacher is teaching, private conversations with the teacher, his colleagues, nor with some of his students; and (3) Supervision academic held for push teacher apply ability in doing tasks teach him, push teacher develop their own abilities, and encourage teachers to pay close attention to truly (commitment) to Duty and not quite enough he answered.

Supervision has the following benefits (Ambarrukmi et al., 2019): (1) supervised teachers will know the advantages and disadvantages in making lesson plans; (2) the teacher concerned can know the advantages and disadvantages in carrying out the learning process in the classroom; (3) the teacher concerned will know his strengths and weaknesses in planning and developing learning assessment instruments; and (4) as a teacher's reflection material to add and improve insight and knowledge.

Supervision academic activities should be carried out using the following principles: the following (MoEC, 2017): (1) practical; (2) systematic; (3) objective; (4) realistic; (5) anticipatory; (6) cooperative; (7) kinship; (8) democratic; (9) active; (10) humanist; (11) constructive; (12) sustainable; (13) integrated; and (14) comprehensive.

In carrying out academic supervision activities the stages/cycles used follow the flow of implementation activities in the supervision of the Ministry of Education and Culture Regulation Number 22 of 2016 concerning Process Standards. The cycle flow includes, monitoring, supervision, reporting and follow-up, with the following activities (Ambarrukmi et al., 2019): (1) monitoring the learning process at the planning, implementation, and assessment stages of learning outcomes through, among others, focus group discussions, observation, recording, interviewing, and documentation; (2) supervision of the learning process is carried out at the planning, implementation, and assessment stages of learning outcomes through, among others, giving examples, discussions, consultations, or reporting training; (3) the results of monitoring, supervision, and evaluation of the learning process are prepared in the form of reports for the benefit of continuing professional development of educators; and (4) follow-up on the results of supervision is carried out in the form of: (a) strengthening and rewarding teachers who show performance that meets or exceeds standards; and (b) providing opportunities for teachers to participate in sustainable professional development programs.

Academic supervision is carried out using the following techniques (Ambarrukmi et al., 2019): (1) individual supervision techniques, namely the implementation of individual supervision of teachers, individual supervision techniques consist of five types, namely class visits, class observations, individual meetings, visits between classes, and self-assessment; and (2) group supervision technique, which is one way of implementing a supervision program that is shown to two or more people. Teachers who are suspected to be in accordance with the needs analysis, have the same problems or needs or weaknesses are grouped or collected together, then given supervision services according to their problems or needs.

None of the supervision techniques either individual or group which suitable or can applied for all construction teacher in school. By Therefore, a school principal must be able to determine which techniques to use if capable build Skills learning a teacher. For could establish good academic supervision techniques, principals must know aspects or areas of skills to be fostered, must know the characteristics of each technique in on and nature or personality teacher so that technique that used true, true according to the teacher who is being fostered through academic supervision.

The results of monitoring, supervision, and evaluation of the learning process are compiled in the form of reports for the benefit of continuing professional development of educators. Reporting on academic supervision is (Ambarrukmi et al., 2019), a representation of all supervision activities during a certain period of semester or year. The significance and measurability of academic supervision reporting results will reflect the teacher's quality profile and as a marker of good/bad learning quality. A simple report on the results of academic supervision must at least contain (1) Introduction/Background, (2) Supervision Results, and (3) Conclusions/Closing.

The final activity of process supervision (supervision) is a follow-up, namely analyzing the results of academic supervision reporting which contains a map of the quality of teachers resulting from academic supervision in order to provide recommendations related to quality improvement. Follow-up, which means (Sunhaji & F, 2021) from the results of supervision needs to be followed up. Follow-up supervision is a coaching activity in carrying out improvements and improvements to deficiencies and maintaining good components, according to the findings in the implementation of supervision. Follow-up supervision should be carried out as soon as possible after completing the observation.

In carrying out the follow-up activities, the results of supervision are carried out as stated in the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Process Standards which include the following (MoEC, 2017): (1) strengthening and rewarding educators whose performance meets or exceeds the standards; and (2) providing opportunities for educators to participate in sustainable professional development programs.

So, the follow-up to academic supervision is an activity in the form of coaching and appreciation carried out by supervisors with the aim of increasing teacher professionalism. Supervision results need to be followed up in order to have a real impact on improving teacher professionalism. Follow-up can be in the form of reinforcement and rewards, educational reprimands, opportunities to attend training.

The ways to follow up on the results of academic supervision are as follows (Ambarrukmi et al., 2019): (1) reviewing the summary of the assessment results; (2) if it turns out that the objectives

of academic supervision and learning standards have not been achieved, then it is better to reassess the knowledge, skills and attitudes of educators who are the goals of coaching; (3) if it turns out that the goal has not been achieved, then start re-designing the academic supervision program for educators for the next period; (4) make an action plan for the next academic supervision; and (5) implement the action plan in the future. Meanwhile, to carry out coaching for teachers, it is necessary to pay attention to five steps of fostering the ability of educators through academic supervision, namely: (1) creating harmonious relationships; (2) needs analysis; (3) developing strategies and media; (4) assess; and (5) revision.

The results of research conducted at Junior High School 36 Purworejo, Central Java by Sulisworo, Dwi, et al., from 7 samples of teachers who have been supervised, the average value of pedagogic competence is 91.7%, the average personality competence is 94.4%, the average the average social competence is 87.5%, and the average professional competence is 94.4%. As for when viewed individually, the percentage of teacher acquisition for all competencies for teacher A is 82.14%, teachers B, C and D get a score of 87.5%, teacher E is 100% and teacher F has a value of 96.43%. From the results of the supervision analysis, it was found that almost all teachers got good results with an average score of 3.5 or the average achievement score of all supervised teachers was 90.18%. However, many teachers still have weaknesses in learning management, both in finding methods and learning tools. The follow-up to the results of this academic supervision includes the need for a workshop on making learning media, the need to hold a Motivation Training for teachers, and the need for teachers to be sent to district MGMP activities for special training on learning methods or strategies.

The analysis of the results of academic supervision includes the analysis of the results of the examination of learning plans, the results of the implementation of learning, and the results of learning assessments. Principals can use the results of the analysis of academic supervision as material to provide feedback and follow-up plans. Giving feedback is very important for teachers to be able to improve academic competence and improve the quality of learning for students. the results of the analysis of academic supervision data are used to provide feedback for the improvement of teacher professionalism. Professional and qualified teachers will encourage a quality learning process in order to provide optimal service to students, so that student learning outcomes increase.

From this background, the following problems can be formulated: (1) how is the implementation of academic academic supervision of learning administration planning at Junior High School 2 Pekuncen; (3) what is the average value of the supervision of the implementation of learning at Junior High School 2 Pekuncen; (4) what is the average value of learning assessment supervision at Junior High School 2 Pekuncen; and (5) how is the follow-up program on the results of academic supervision at Junior High School 2 Pekuncen.

RESEARCH METHOD

This research is a qualitative research. Qualitative research according to (Lexy, 2014), is research conducted with the aim of understanding the phenomenon of what is experienced by the object of research such as behavior, perception, motivation, action, etc., holistically, and by way of description in the form of words and language. In a special natural context and by utilizing various natural methods. The research was conducted at Junior High School 2 Pekuncen in the odd semester of the 2021/2022 academic year. The subjects in this study were analysis and the objects studied were evaluation reports and follow-up academic supervision.

In this research, the data collection uses observation, interview, document study, and triangulation techniques. Observation according to (Sarwono, 2006) is to systematically record events, behaviors, objects seen and other things needed to support research. According to (Mamik, 2015), observation is an action that is interpretation of the theory. Meanwhile (Sugiyono, 2016) observation is used when the research relates to human behavior, work processes, natural phenomena, and is carried out if the respondent is not too large. Observations in this study are unstructured observations of representatives of one male teacher and one female teacher, namely observations that are not prepared systematically about what will be observed.

Interview is one method that is quite reliable and is often used in order to explore the data and information needed for psychological examination purposes. The interview technique used in this study is an unstructured interview (*unstructured interview*), which is a free interview where the researcher does not use interview guidelines that have been systematically and completely arranged for data collection (Sugiyono, 2016), the interview was conducted on one representative of a male teacher, -male and one female teacher representative, one supervisor representative, and the principal.

Document study is a research aid tool in collecting data or information by reading materials (Sarwono, 2006). Document study is a technique of collecting data by collecting and analyzing documents, both printed and electronic documents. According to (Sugiyono, 2013), the document can be in the form of writing, pictures, or monumental works of someone. The documents obtained are then analyzed (parsed), compared with predetermined criteria to form a systematic, coherent, and complete study result so that the follow-up actions that must be carried out on teachers are illustrated according to the results of supervision. The document used is an evaluation report document and a follow-up for academic supervision in the odd semester for the 2021/2022 academic year at Junior High School 2 Pekuncen.

Triangulation is the most commonly used method to increase data validity in qualitative research. According to triangulation is carried out by researchers by collecting similar data but using different techniques or methods (Sutopo, 2006). Meanwhile (in Mamik, 2015), triangulation is checking the validity of data that utilizes something other than the data for the purpose of checking or comparing the data. In this study, to obtain valid data regarding the results of the evaluation and follow-up of academic supervision, it was done by combining the techniques of observation, interview, and document study.

Data analysis in this study used content analysis. According to content analysis is used with regard to problems, namely: (1) the available data consists mostly of documented materials; (2) provide certain theoretical elements regarding the data; and (3) researchers have technical capabilities. Content analysis can be a complementary data source. This is done by comparing the results of interviews and observations with the results of content analysis (Salim & Syahrums, 2012).

Qualitative data analysis according to was carried out during data collection, and after data collection was completed (Sugiyono, 2016). Meanwhile content analysis is an attempt to reveal the meaning of research data by collecting data according to certain identifications (Siyoto, 2015). Qualitative data analysis according to Bogdan & Biklen (in Lexy, 2014), is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important, and what is learned, and decide what to tell or conclude.

Miles & Huberman (1992) classifies qualitative research into three components, namely:

a. Data reduction

Data reduction is simplification of data by conducting a process of selection, focusing, simplification, and abstraction of all types of information obtained in research (raw data) into meaningful data so as to facilitate drawing conclusions.

b. Data serving

The presentation of data in qualitative research is carried out by assembling the organization of information, describing it in the form of a complete narrative to allow drawing conclusions.

c. Withdrawal and verification

Drawing conclusions is the final stage in qualitative data analysis while still paying attention to the results of data reduction. Conclusions must still refer to the problems and objectives to be achieved in the research. Conclusions need to be verified in order to be truly accountable.

RESULT AND ANALYSIS

After analyzing the data on the results of the supervision of the learning administration planning at Junior High School 2 Pekuncen in the odd semester for the 2021/2022 academic year, 29 teachers have documents in good categories with the following details: (1) documents education calendar, annual program, semester program, syllabus, lesson plans, tapka schedule, student attendance list, and a list of 50% knowledge scores; (2) KKM analysis knowledge and analysis KKM skills (44.8%); (3) journal teach and register Mark skills 48.3%; (4) analysis SKL, KI, and New KD 17.2%; (5) document design evaluation 41.4%; (6) documents journal development _ attitude 8.6%; (7) program remedial and enrichment 6.9%; (8) TT and KMTT instrumen instruments 3.4%; (9) books handle teacher more from 2 book 43.1% reference; (10) books text student more from 2 book reference 51.7%; and (11) documents notes daily/agenda daily 22.4%.

The implementation of the supervision of the learning administration planning in general is in accordance with the applicable provisions and according to the schedule in the supervision program. The results of the analysis of the supervision of learning administration planning from 29 teachers obtained an average score of 88.5 in the Good category. The number of teachers and the percentage of achievement of the results of the supervision of the learning administration planning obtained 8 teachers (27.58%) teachers got very good scores and the remaining 21 teachers (72.42%) got good grades.

The results of academic supervision on the implementation of learning for 29 teachers have a good value with the following details: (1) teachers do activity introduction and use media/source study in 50% learning; (2) teacher own ability facilitate learning 48.3%; (3) teacher involve participant educate in learning 25.9%; (4) teacher do integration scientific, aspect HOTS, skills century 21, and dimensions knowledge in learning 6.9% ; (5) teacher do activity implementation evaluation learning 44.8%; (6) the teacher does use language which correct and right in learning 37.9%; and (7) teacher do Activity Closing 44.8%.

Supervision of learning implementation is in accordance with applicable regulations and according to the schedule in the supervision program. The results of the analysis of the supervision of the implementation of learning from 29 teachers obtained an average score of 86 in the Good category. The number of teachers and the percentage of achievement of the results of the supervision of the implementation of learning has not yet received a very good score. All 29 teachers still got good grades. Implementation process learning already very good and in accordance with standard process.

The results of academic supervision on the implementation of learning assessments from 29 teachers have a value in the Good category with the following details: (1) teachers have book Mark knowledge, book Mark skills, and 50% PTS test ; (2) teacher own daily assessment of written tests, assignments, and has a knowledge value processing and attitude value 48.3% ; (3) teacher own document PAS and value processing skills 46.6% ; (4) teacher own document evaluation knowledge test oral (37.9%); (5) teacher own document description Mark knowledge 41.4%; (6) the teacher has document remedial activities, assessment attitude between participant educate 43.1%; (7) teacher has document processing Mark attitude 44.8%; (8) teacher own document evaluation performance skills work/practice/performance 13.8% ; (9) teacher own document evaluation skills 10.3% project; (10) teacher own document evaluation skills product 17.2%; (11) teacher own document description Mark skills 39.7% ; (12) the teacher has document evaluation attitude observations and journals development attitude 19.0% ; (13) teacher own document description Mark attitude and enrichment 41.4%; (14) teacher own document analysis results evaluation daily, PTS, PAS, PAT 8.6%; and (15) 100% of teachers do not yet have document bank about with category minimum Good.

The results of academic supervision on the implementation of learning assessments obtained an average score of 86.1 with the category of Enough. The number of teachers and the percentage of achievement of the results of supervision of the implementation of the learning assessment have not yet received a very good score. All 29 teachers still got good grades.

From the results of the supervision analysis, evaluation and follow-up were carried out. Follow up on the results of supervision planning administration learning is done through mentoring and training as well as focus group discussions. As for the supervision of the implementation of follow-up learning in the form of mentoring, mentoring and training, focus group discussions.

Follow-up on the results of the learning assessment supervision was carried out with focus group discussions and giving examples.

Follow-up Plan on Supervision Results

The follow-up plans for the results of the learning administration supervision compiled are: (1) giving examples of the components of the educational calendar, face-to-face schedule, student attendance list, list of knowledge and skills scores with 50% achievement, teaching journal 48.3% achievement, teacher manual achievement 43.1%, student textbook achievement 51.7%, and daily notes/daily agenda 22.4%; (2) focus group discussions on the components of the annual program and semester program with 50% achievement; (3) assistance in the KKM analysis component of knowledge and skills with 44.8% achievement, 41.4% achievement assessment design, Analysis SKL, KI, and KD achievement 17.2%, Syllabus, RPP, 50% achievement, Journal of Attitude Development 8.6% achievement, Remedial Program and 6.9% achievement enrichment, and TT and KMTT instruments with 3.4% achievement. For more details, see table 1 below:

Table 1
Follow-up Plan for Supervision of Learning Planning Administration

No	Component	Percentage	Follow up plan
1	Education calendar	50	Giving Example
2	Face-to-face schedule	50	Giving Example
3	Student attendance list	50	Giving Example
4	Knowledge value list	50	Giving Example
5	List of skill scores	50	Giving Example
6	Teaching journal	48,3	Giving Example
7	Teacher's handbook	43,1	Giving Example
8	Student Textbook	51,7	Giving Example
9	Daily notes/daily agenda	22,4	Giving Example
10	Annual program	50	Focus Group Discussion
11	Semester program	50	Focus Group Discussion
12	KKM knowledge analysis	44,8	Accompaniment
13	KKM skills analysis	44,8	Accompaniment
14	Assessment plan	41,4	Accompaniment
15	Analysis of SKL, KI, and KD	17,2	Guidance and Training
16	Syllabus	50	Guidance and Training
17	RPP	50	Guidance and Training
18	Journal of Attitude Development	8,6	Guidance and Training
19	Remedial and enrichment programs	6,9	Guidance and Training
20	TT and KMTT Instruments	6,9	Guidance and Training

The following is the form of the follow-up plan for the supervision of the learning administration chosen by the school:

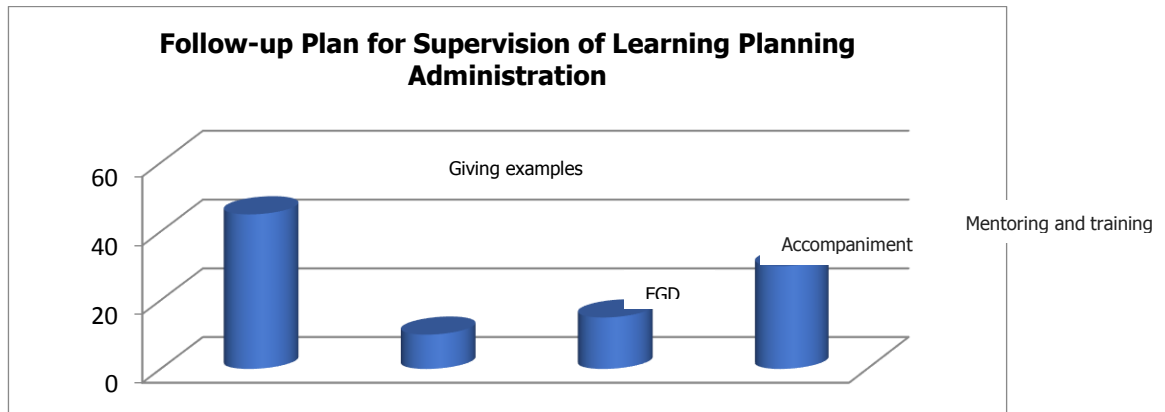


Figure 1
Follow-up Plan for Supervision of Learning Planning Administration

The follow-up plans for the results of the supervision of the implementation of learning that are prepared are: (1) focus group discussions on activity components introduction, use media/source study in learning with 50% achievement, ability facilitate learning achievement 48.3%, implementation evaluation learning, use language which correct and appropriate in learning achievement 44.8%, and activities closing with 37.9% achievement; and (2) Guidance and training in the Guidance and training component with 25.9% achievement, and Integration scientific, aspect HOTS, Skills Century 21, and dimensions knowledge in learning with 6.9% achievement. Look at table 2 below:

Table 2
Follow-up Plan for Supervision of the Implementation of Learning Planning

No	Component	Percentage	Follow up plan
1	Preliminary activities	50	Focus Group Discussion
2	Utilization of media/learning resources in learning	50	Focus Group Discussion
3	Ability to facilitate learning	48.3	Focus Group Discussion
4	Implementation of learning assessment	44.8	Focus Group Discussion
5	Use of correct and appropriate language in learning	44.8	Focus Group Discussion
6	Closing activity	37.9	Focus Group Discussion
7	Involvement of students in learning	25.9	Mentoring and training n
8	Scientific integration, aspects of HOTS, 21st Century Skills, and the dimensions of knowledge in learning	6.9	Mentoring and training

The following is the form of a follow-up plan for the supervision of the implementation of learning selected by the school:

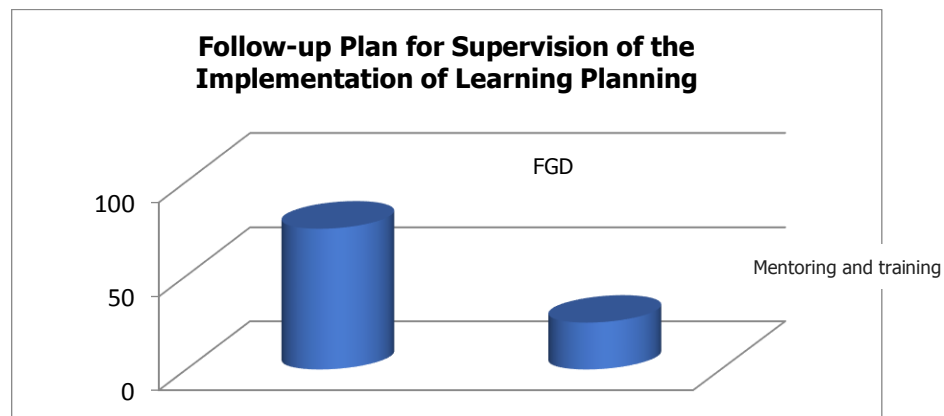


Figure 2
Follow-up Plan for Supervision of Learning Implementation

The follow-up plan for the results of the learning assessment supervision is as follows: (1) giving examples of the book components Mark knowledge and skills, do test evaluation middle semester with 50% achievement, do test evaluation daily, rating knowledge test write, rating knowledge assignment, processing Mark knowledge, and assessment attitude evaluation self with 48.3% achievement, Do Test End Semester with 46.6% achievement, Doing Test End Semester achievement 43.9%, Description Mark Knowledge of achievement 41.4%, Rating Attitude Between 43.1% achievement of students; (2) guidance and training on the Assessment component Attitude Between Students with 13.8% achievement, Assessment Skills Project achievement 10.3%, Rating Skills Product achievement 17.2%, Processing Mark 46.6% Achievement Skill, Description Mark 39.7% Achievement Skills, Rating Attitude Observation, Journal Development Attitude 19% achievement, Processing Mark Attitude 44.8%, Description Mark Attitude achievement 41.4%, Analysis Results Evaluation Daily, PTS, PAS, PAT achievement 8.6%, and Bank About 0% achievement; and (3) Focus group discussions on remedial and enrichment components with 43.1% and 41.4% achievements. Next, consider the following table 3:

Table 3

No	Component	Percentage	Follow up plan
1	Knowledge value book	50	Giving Example
2	Skills score book	50	Giving Example
3	Carry out daily assessment tests	50	Giving Example
4	Doing the mid-semester assessment test	48.3	Giving Example
5	Assessment of written test knowledge	48.3	Giving Example
6	Assignment knowledge assessment	48.3	Giving Example
7	Oral knowledge assessment	37.9	Giving Example
8	Knowledge value processing	48.3	Giving Example
9	Self-assessment attitude assessment	48.3	Giving Example
10	Doing Final Semester Test	43.9	Giving Example
11	Knowledge Value Description	41.4	Giving Example
12	Assessment of Attitudes Between Learners	43.1	Giving Example
13	Assessment of Performance Skills/Practice/Performance	13.8	Guidance and Training
14	Project Skills Assessment	10.3	Guidance and Training
15	Product Skills Assessment	17.2	Guidance and Training
16	Processing Skill Value	46.6	Guidance and Training
17	Description of Skill Value	39.7	Guidance and Training
18	Observational Attitude Assessment	19	Guidance and Training
19	Journal of Attitude Development	44.8	Guidance and Training
20	Attitude Value Processing	41.4	Guidance and Training
21	Attitude value description	41.4	Guidance and Training
22	Analysis of Daily Assessment Results, PTS, PAS, PAT	8.6	Guidance and Training
23	question bank	0	Guidance and Training
24	Remedial	43.1	Focus Group Discussion
25	Enrichment	41.4	Focus Group Discussion

Follow-up Plan for Supervision of Learning Assessment

The following is the form of a follow-up plan for the supervision of the implementation of the learning assessment selected by the school:

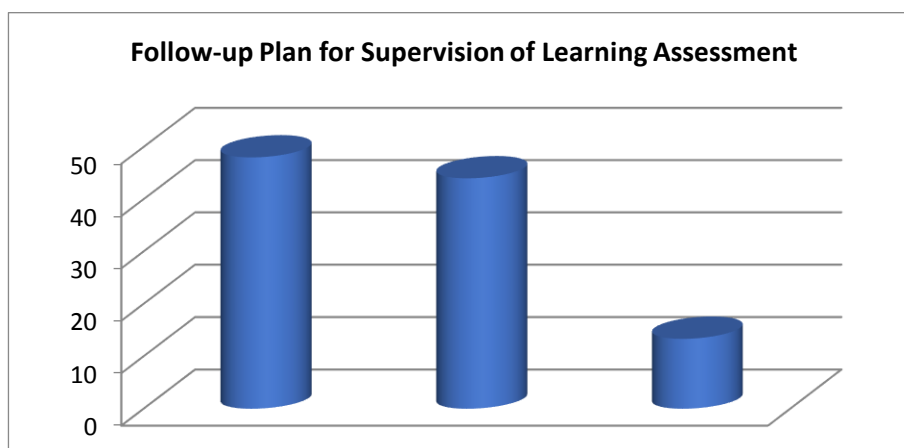


Figure 3
Follow-up Plan for Supervision of Learning Assessment.

CONCLUSION

The implementation of academic supervision at Junior High School 2 Pekuncen in the odd semester of the 2021/2022 school year has been carried out properly according to the supervision program. The results of academic supervision on learning administration planning obtained an average score of 88.5 in the Good category. The number of teachers and the percentage of achievement of the results of the supervision of learning administration planning obtained 8 teachers (27.58%) of teachers scored Very Good and the remaining 21 teachers (72.42%) received Good scores. The administration that needs to be made a follow-up program is an analysis of KKM knowledge, analysis of KKM skills, analysis of SKL, KI, Kd, and assessment design. Component _this Becomes focus construction in year which will come.

The results of academic supervision on the implementation of learning obtained an average value of 86 in the Good category. The number of teachers and the percentage of achievement of the results of supervision of the implementation of learning have not yet received a very good score. All teachers still get good grades. Implementation process learning already very good and in accordance with standard process.

The results of academic supervision on the implementation of learning assessments obtained an average value of 86.1 with the category of Enough. The number of teachers and the percentage of achievement results from the supervision of the implementation of the learning assessment have not yet received a very good score. All teachers still get good grades. Implementation process learning already Very Good and in accordance with standard process. The administration that needs to be made a follow-up program is an assessment knowledge in the form of a test oral, description Mark knowledge, skill assessment show work/practice/performance, evaluation skills project, evaluation skills product, description Mark skills, attitude assessment observation, attitude development journal, attitude assessment between participant educate, processing Mark attitude, description Mark attitude, remedial, enrichment, analysis rating result daily, PTS, PAS, PAT, and question bank. Component this Becomes focus construction in year which will come.

References

- Ambarrukmi, S., Santosa, H., Nusyirwan, Triatna, C., & Prayitno, W. (2019). Bahan Ajar Pengantar Supervisi Akademik. *Direktorat Jenderal Guru Dan Tenaga Kependidikan*, 156–159. https://gtk.kemdikbud.go.id/kemitraan/front/img/unduh/Pengantar_Supervisi_Akademik.pdf
- Lexy, J. M. (2014). *Metode Penelitian Kualitatif*. Remaja Rosdakarya.
- LPPKS. (2017). *Konsep Supervisi Akademik*. Kementerian Pendidikan Dan Kebudayaan Lembaga Pengembangan Dan Pemberdayaan Kepala Sekolah (LPPKS).
- Mamik. (2015). *Metodologi Kualitatif*. Zifatama Publisher.
- Miles, M., & Huberman, M. (1992). *Qualitative Data Analysis (Analisa Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru)*. Edited by Tjejep Rohendi Rohidi. UI Press.
- Riyanto, M., Sasongko, R. N., Kristiawan, M., Susanto, E., & Anggereni, D. T. (1967). Manajemen Kepala Sekolah Dalam Melaksanakan Perencanaan, Implementasi, Penilaian Dan Tindak Lanjut Supervisi Akademik. *Angewandte Chemie International Edition*, 6(11), 951–952., 4, 5–24. <https://doi.org/https://doi.org/10.31539/alignment.v4i1.2144>
- Rodliyah, S. (2014). *Supervisi Pendidikan dan Pembelajaran*. STAIN Jember Press.
- Salim, & Syahrums. (2012). *Metodologi Penelitian Kualitatif: Konsep dan Aplikasinya dalam Ilmu Sosial, Keagamaan, dan Pendidikan* (Haidir (ed.)). Cita Pustaka Media.
- Sarwono, J. (2006). *2006, Metode Penelitian Kuantitatif & Kualitatif*. Graha Ilmu.
- Siyoto, S. (2015). Dasar Metodologi Penelitian. In *Literasi Media*. Literasi Media.

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Sunhaji, & F, A. T. (2021). *Manajemen Supervisi Pendidikan*. Pustaka Senja.

Sutopo. (2006). *Metodologi Penelitian Kualitatif: dasar Teori dan Terapannya dalam Penelitian*. Universitas Sebelas Maret Surakarta.