



SCHOOL SUPERINTENDENT ASSESSMENT MODEL IN THE OFFICE OF THE MINISTRY OF RELIGION (STUDY OF THE OFFICE OF THE MINISTRY OF RELIGION IN KUDUS REGENCY, CENTRAL JAVA)

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Abstract

Assessment is a process to determine the ability of an object. Judging from the aspect of the instrument, the results of a comprehensive assessment need to be carried out using both physical and non-physical instruments. Judging from the assessing elements, a comprehensive assessment needs to be carried out by several elements, so that it will produce complete and comprehensive data. Judging from the elements being assessed, the ideal assessment is one that is able to know and assess the competence of the object being assessed. Performance appraisal is a process to find out a job that is carried out routinely (periodically) which is intended to find out the shortcomings and weaknesses of the object being assessed. Performance appraisal for school supervisors needs to be carried out with instruments that are not only physical, but also with non-physical instruments. The school supervisor's assessment also needs to be assessed not only by one element but also by several elements that are related to the performance of the school/madrasah supervisor. The school supervisor's assessment also needs to be carried out based on the competence possessed by the school supervisor. Performance appraisal can be done in various types/methods, including (a) individual assessment, namely the assessment process to determine personal performance carried out by school/madrasah supervisors. (b) formal assessment of the bureaucracy, namely the assessment process carried out by means of a formal bureaucratic document, namely the Employee Achievement Assessment List (DP3). (c) collaborative assessment, namely a process of evaluating/assessing the performance of school/madrasah supervisors which is carried out by involving many elements that have the relevance of authority. (d) competency assessment, namely the assessment process is carried out based on the competence possessed by the object being assessed. Assessment of the performance of school supervisors in the office of the Holy Ministry of Religion is not only carried out in a formal bureaucratic manner, but is carried out in various ways so as to be able to produce the performance of school supervisors as a whole and comprehensively..

Keywords: *School Superintendent, Assessment, Performance, Madrasah*

1. INTRODUCTION

School supervisors, seen from their duties and authorities, have a very significant role in producing quality education, especially the quality of teacher performance. School supervisors have the task of fostering and guiding teachers under their respective authority periodically. Before carrying out coaching that produces teacher quality, the quality of school supervisors must be better than teachers. The quality of school supervisors needs to be carried out systematically, objectively and comprehensively.

Assessment is a process to determine the reality or ability of an object. Viewed from the aspect of instruments/tools, the results of a comprehensive assessment need to be carried out with physical and non-physical instruments. Judging from the assessing elements, a comprehensive assessment needs to be carried out by several elements, so that it will produce complete and

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comprehensive data. Judging from the elements being assessed, the ideal assessment is one that is able to know and assess the competence of the object being assessed.

Performance appraisal for school/madrasah supervisors needs to be carried out with instruments that are not only physical, but also with non-physical instruments. The evaluation of school/madrasah supervisors also needs to be assessed not only by one element but also by several elements that are related to the performance of school/madrasah supervisors. The school/madrasah supervisor's assessment also needs to be carried out based on the competencies possessed by the school/madrasah supervisor.

Based on these assumptions, it is necessary to develop/improve the performance evaluation model for school/madrasah supervisors at the office of the ministry of religion in Kudus based on existing data/facts in the office of the ministry of religion in Kudus district.

2. DISCUSSION

2.1 Theory study

Every institution, specifically an educational institution, cannot be separated from coaching. What the leader does must be able to foster morale to achieve the goals that have been set. Coaching can be done in various ways including supervision. Oliva F. Peter (1983: 201) in the book "Supervision for Today's Schools", supervision is a process that is carried out systematically to provide assistance to teachers so that they have skills in carrying out their duties.

The performance of an employee will not be known if the evaluation process is not carried out in a systematic, objective and transparent and open manner. Education as an institution with an open system must always make improvements to achieve quality for its employees. Appropriate assessment is a necessity that must be carried out by every educational institution and educational person.

The first and main assessment step is to know the goals and targets to be achieved. This is intended to improve evaluation methods and tools. Who and what will be assessed must be clearly known objectively and rationally. Objects of other assessments that are not clearly targeted will cause the process and results of the assessment to be invalid and unreliable. Wayne R Mondy (2008: 259-260) says that the starting point for assessment is to identify the goals of the employee who will be assessed. That is, the assessment must be based on the basic character of the employee to be assessed.

The assessment process, especially in educational institutions, is inspired by the concept that education is a system, meaning that the process in education is largely determined by various elements that interact and collaborate with each other. Therefore, it is not enough for the school supervisor's assessment to be assessed by just one aspect, but must be assessed from various aspects that play a role simultaneously. James J. Jones & Donald L. Winters (2008:243-244) have the concept of zone of acceptance or acceptable limits in the assessment process within an organization. That is, an assessment will be effective if there are several elements participating in the assessment process while maintaining the proportionality of each.

2.2 Research Methods

The school supervisor's assessment model was carried out using the R & D method with the aim of knowing the school supervisor's assessment model at the Kemenjaga Kudus Office and also knowing how far the effectiveness of the assessment model that has been carried out so far.



Sugiono (2007: 407) explains that R7D research is a research method used to produce certain products and determine the effectiveness of certain products.

This research begins by looking at what the assessment model has been like so far, then the researcher offers another model that is academically more complete than the previous research model. This study took a sample of school supervisors who were under the guidance of the Ministry of Religion of the Kudus Regency as many as 27 supervisors including supervisors of SD/MI, SMP/MTS/SMA/MA and SMK.

Data analysis was used using componential analysis techniques, namely examining several elements involved in the school supervisor's assessment process at the Office of the Ministry of Religion, Kudus district.

3. RESEARCH FINDINGS

3.1 Assessment Process

The process of assessing the performance of school supervisors in the Office of the Ministry of Religion is carried out since the supervisor is accepted as a Civil Servant Supervisor. This was stated by the head of the office of the Ministry of Religion of the Kudus Regency, "in my opinion the assessment process for school supervisors is carried out starting from the beginning when they become school/madrasah supervisors. After this, the assessment process continues on a regular basis through various school staff activities.

The Chairperson of the Supervisory Working Group (Pokjawas) said that every month the supervisors always have a meeting of all supervisors to coordinate various problems they have had for one month. We consider this forum as a forum for evaluating or assessing the performance of school/madrasah supervisors.

In addition, there is also an annual assessment, namely the List of Employee Achievement Ratings, commonly called DP3. Every year various elements of performance are assessed by the superiors of each employee. The supervisor of the school supervisor within the Ministry of Religion is the head of the office, so the direct assessor of the school/madrasah supervisor is the head of the ministry of religion.

3.2 School Superintendent Assessment Elements

Performance appraisal is a process to find out a job that is carried out routinely (periodically) which is intended to find out the shortcomings and weaknesses of the object being assessed/evaluated. Collaborative evaluation/assessment, namely a process of evaluating/assessing the performance of school/madrasah supervisors which is carried out by involving many elements that have the relevance of authority. The element that evaluates/appraises performance is not only the head of the office, but there needs to be the involvement of other elements such as the head of the TU sub-division, Kasi Mapenda, Kasi Pekapontren, Chair of Pokjawas or colleagues, Head of Madrasah.

The Head of the Ministry of Religion Office has the authority to assess the performance of supervisors as a whole based on formal evidence owned by each school/madrasah supervisor. Section heads (section heads), namely Head of Mapenda and Head of Peculiar Islamic Boarding School because in carrying out their duties the school/madrasah supervisor has a coordinating line with Head of Mapenda and Head of Peculiar Education. The aspects assessed by the Head of Mapenda and Head of Islamic Boarding Schools are aspects of performance that are manifested in the quality of formal and factual administrative reports, the ability to develop their profession

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through research and the preparation of scientific papers. When viewed from the competency aspect, Head of Mapenda and Head of Pekapontren have the authority to assess personality competence and research and development competence.

The Chairperson of the Pokjawas as the program coordinator of the school/madrasah supervisor's activities also needs to have a role in assessing the performance of school/madrasah supervisors. Superintendent colleagues also need to be involved in assessing the performance of school/madrasah supervisors. The aspect assessed by the chair of the Pokjawas and colleagues is the aspect of ability to carry out peer-to-peer relationships or social competence.

The madrasah head as one of the objects supervised by supervisors also needs to be involved in assessing the performance of school/madrasah supervisors. In general, the performance of supervisors is mostly carried out at school/madrasah locations. The evaluation aspect places more emphasis on the supervisor's ability to carry out coaching to teachers in carrying out learning and the supervisor's ability to provide guidance to madrasah leaders. When viewed from the aspect of competence, it is the competence of academic supervision, managerial supervision and educational evaluation competence possessed by school/madrasah supervisors. The head of the Office of the Holy Religion Ministry explained

”When it comes to ideals, the superintendent should not only develop one element, but also involve other aspects. For example, the heads of the Ministry of Religion offices, the heads of the Pokjawas, even colleagues, need to be involved, and then the school/madrasah principals. Because with more and more fostering aspects it is hoped that school/madrasah supervisors can be more optimal in carrying out their duties.

The Head of the Mapenda Section is of the opinion that coaching for supervisors is not enough only for the head of the office, but it needs to be added to other elements that are considered related and relevant, for example the heads of the ministry of religion, heads of working groups, school principals and teachers also need to be positioned as a source of information to determine performance or supervisory quality.

Meanwhile, according to kasi pekapontren, they have the view that elements that have the authority to guide supervisors really need to be perfected. Elements that have supervisory authority are not sufficient only for the head of the office, but need to be supplemented by other related elements such as kasi and working groups.

The process of assessing the performance of school supervisors in the Office of the Ministry of Religion of the Kudus Regency is carried out simultaneously from various elements including the Head of Office, Head of Sub-Division, Head of Section, Chair of the Supervisory Working Group (POKJAWAS).

3.3 Aspects assessed

The aspects assessed from the personal supervisors are not only the formal aspects of the bureaucracy, but also social and other aspects. The head of the Pokjawas said that if the school/madrasah supervisor's performance evaluation is only DP3, we consider it inappropriate, because when giving grades there is still a feeling of awkwardness, especially if the appraiser thinks the person is considered to have poor performance. Indeed, for future improvements there needs to be an assessment system by means of a portfolio such as the certification plan later. It would be wiser if the assessment was carried out by means of an attitude scale and a checklist so that supervisors could really know the quality of carrying out their duties and responsibilities.



"You see, sir, the supervisor's assessment has only been carried out through DP3, so if you look at it from an ideal perspective, it still needs to be perfected. For the future, it is necessary to formulate what aspects of the supervisor's performance evaluation, for example personality aspects, professional aspects, which are taken from the supervisor's competence. Then the assessment tool also doesn't just need to be DP3, but there needs to be another assessment tool, for example a portfolio, which has information that will be an assessment of supervisor certification. And it would be even better if it was done by means of an attitude scale or checklist, because with this assessment it would be known whether the supervisor really carried out the work in accordance with his/her duties and responsibilities.

Evaluation of the supervisor's performance is carried out affectively, meaning that the performance evaluation/assessment process is carried out with instruments that are academically predicted to be able to provide a complete picture or information about the performance of school/madrasah supervisors. This affective assessment is carried out in several ways or using several instruments/tools, namely evaluating the quality of reports, portfolios and checklists.

The Chairperson of the Pokjawas emphasized that if the DP3 assessment instrument, like the one so far in force, needs to be supplemented with other methods or instruments such as the quality of the report, namely to find out how true the reports are prepared regularly every month about the process and results of supervision carried out by each school/madrasah supervisor.

Checklists namely to find out what roles or tasks are carried out in order to optimize the duties and functions of school/madrasah supervisors when associated with a number of competencies possessed.

The portfolio is to find out how much the ability or work of school/madrasah supervisors is in carrying out their duties and functions as employees who have the functional position of school/madrasah supervisors. With such an assessment instrument, it will produce the quality of school/madrasah supervisors in carrying out their duties and functions as school/madrasah supervisors who have a role as leaders, administrators and supervisors of educational institutions. Based on the findings from the field, the researchers stated that the aspects in assessing the performance of school/madrasah supervisors are illustrated in detail through the chart as follows;

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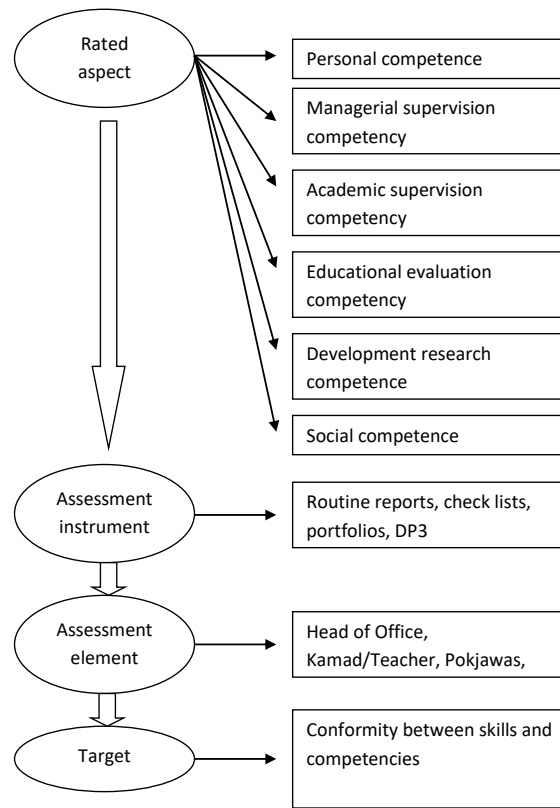


Figure 1 Aspects assessed

R. Wayne Mondy (2008: 260) explains that performance appraisal consists of traits, behaviors, competencies, goal achievement and potential for improvement. Based on the theory above, it is not sufficient to use the DP3 method to evaluate the performance of school/madrasah supervisors in the Office of the Holy Ministry of Religion, which is a very formalist bureaucracy. Assessment with DP3 will not be able to know attitudes, competencies and achievement of goals as well as potential improvements to the performance or quality of school/madrasah supervisors.

The development of the evaluation/assessment model for the performance of school/madrasah supervisors found by this researcher will be able to find out the attitude of school/madrasah supervisors in carrying out their duties as school/madrasa supervisors. make improvements in conducting guidance and supervision in schools.

3.4 Assessment Model

Based on the data found by the research, the researcher gives the opinion that coaching for supervisors is at least carried out with two types of coaching, namely coaching that is professional development in nature and coaching that is administrative in nature. There are several elements that have the authority to conduct coaching. Professional development is carried out by elements of the head of the office, the Personnel Analysis Section, Kasi Mapenda, colleagues/pokjawas and the head of the madrasah. The building materials are as follows:

1. The head of the office is an element that has responsibility for all activities both professionally and administratively. To find out the reality objectively, the head of office needs to give authority to other elements that are related academically and administratively.



2. Personnel Analyst Section, Kasi Mapenda and Pekapontren as part of the head office who has the authority to guide school/madrasah supervisors, especially in the administrative aspect, namely evaluating the annual report products made by school/madrasah supervisors. In the professional aspect, Kasi Mapenda and Pekapontren have the authority to guide the aspects of research and development competence and social competence for school/madrasah supervisors.
3. The chairperson of the Pokjawas/supervisor is an element who meets at any time and knows the various attitudes or characters that are being carried out, therefore the chairperson of the Pokjawas and colleagues is more appropriately positioned to have coaching in aspects of personality competence and social competence.
4. The Madrasah Head (Kamad) needs to be given authority as one of the elements that has the authority to guide school/madrasah supervisors. This is based on the assumption that the madrasa head is responsible for the process of activities in each educational institution. Therefore the head of the madrasa has the authority to provide information related to the guidance of school/madrasah supervisors, especially in the performance of supervisors in the competence of academic supervision, managerial supervision and educational evaluation competence. While administrative guidance is carried out by two elements, namely the Head of the Office and the Head of the Administrative Subdivision (Head of TU).
5. Assessment of the performance of school/madrasah supervisors at the office of the Kudus Ministry of Religion is developed from an assessment model that is only formal in nature administrative through DP3, developed/added to an affective assessment model, namely in addition to the formal administrative assessment model it is also carried out using an affective assessment model.

Assessment instruments or tools were developed not only with DP3 sheets, but also with instruments such as attitude scales, check lists, and portfolios. This is intended to obtain complete, comprehensive and valid results. So that if the results of the assessment are used as a basis or guideline for taking the next steps, they will be more precise, rational, valid and reliable.

It is hoped that this assessment model will be able to provide a complete/comprehensive picture of the supervisor's performance. The results of research on the development of performance appraisal models can also be explained through the chart as follows ;

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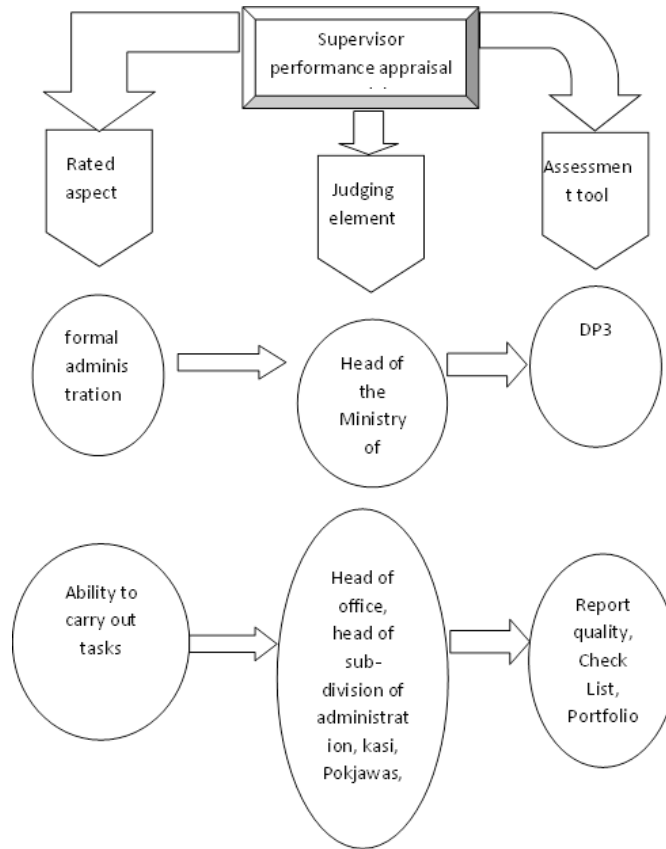


Figure 2 Assessment Model

4. CONCLUSION

1. The school supervisor's assessment process is carried out early, starting from the beginning as a school supervisor, through regular forums every month and with a bureaucratic instrument called DP3.
2. The element that has the authority to assess the performance of school supervisors is not just the head of the Ministry of Religion office, but needs to be added to other elements that are relevant to the duties and functions of school supervisors, for example head of mapenda, head of pesantren, staffing analyst, head of Pokjawas and head of madrasah.
3. The aspects assessed to determine the performance of school supervisors are the competencies of supervisors, namely personality competencies, academic supervision competencies, managerial supervision competencies, educational evaluation competencies, research and development competencies, social competencies.
4. The model for assessing the performance of school/madrasah supervisors needs to be carried out in an integrated and comprehensive manner, which is not only done in a formal bureaucratic way through DP3, but by means of an affective assessment.



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