

Model of performance evaluation for school supervisors in the academic field

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Abstract: This research aimed to find out evaluating model of the performance of school supervisors in the field of academic supervision in improving the quality of high schools in Yogyakarta. This research used the Research and Development method. In the preliminary trial, 4 education experts and practitioners, a small-scale trial applied to 6 supervisors and in the implementation stages 20 high school supervisors were involved. The data collection technique used was the Delphi technique while the data validity used was expert judgment techniques and quantitative analysis with descriptive analysis techniques. The data were analyzed using descriptive statistics. The results show that the procedure for developing a performance evaluation model was done by implementing procedural development research. Based on these data, the PPE model is very feasible to be used by the education office in evaluating the performance of school supervisors and was declared very feasible by experts, which means that this model can be used by stakeholders.

Keywords: *performance evaluation model, school supervisors, academic field*

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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 the law of the Republic of Indonesia, namely, to educate the nation's life. In line with this objective, which also mandates that the government strive for and implement a national education system regulated by law. This national education system is manifested in the law of the Republic of Indonesia Number 20 of 2003 on the national education system. The national education system is an integrated whole component of education to achieve national education goals.

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 themselves, society, nation, and the State (Sekretariat Negara, 2003). 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 and 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 (Raharjo, 2012, pp. 511-532). This will support the government's efforts in shaping the character of students as well as the character of the nation as a whole.

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 (Delors, 2006, p. 127). Educational productivity is: 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; efficient with indicators are the use of time and costs is relatively small according to the target, the ethos and motivation to learn are high, having the trust of various parties and education services are relatively cheap and affordable to all groups of society (Engkoswara, 2001; Marsellina, 2014). This is the basis for the development of effective and efficient education so that the implementation of education becomes quality.

Education in Indonesia is organized through channels, levels, and types of education (Ansell & Gash, 2017, pp. 543-571). The educational path is a vehicle through which students develop their potential in an educational process in accordance with educational goals (Syahrul, 2016, p. 74). 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 (Raharjo, 2012; Meyer, Richter & Hartung-Beck, 2022). Therefore, it is very important to organize both formal and informal education in a professional manner so that it has a good contribution to improving the quality of education.

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 the 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 (Amey, Eddy, & Ozaki, 2018). One of the components of achieving the quality of schools as a sub-system of education is the 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 (Goetsch, Davis, & Stanley, 2006; Abdullah, Rahmawati, & Damhuri, 2020).

In the education activity system, supervision is an integral part of efforts to improve the quality of schools 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. Sudjana (2011) clarified the nature of educational 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 (Sudjana, 2011; Rahmah, 2018).

Many quality problems are faced in the educational fields, 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 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 (Goetsch, Davis, & Stanley, 2006, p. 213).

Furthermore, Goetsch Davis, and Stanley (2006) stated "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 characteristics of a product service that bear on its ability to satisfy stated or implied needs (Kotler, Fox, & Karen, 2003, p.173). Quality is the overall description and characteristics of goods and services that show their ability to meet satisfaction and needs. Meanwhile, the Ministry of National Education 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 (Departemen Pendidikan Nasional, 2001, p. 117).

There are two perspectives on defining quality (Bumham, 2010, p.79). The first perspective is the 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 conform to specifications and meet cost requirements. The second perspective is the 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 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 (Sekretariat Negara, 2003). 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. Therefore, the definition of quality in education includes the input, process, and output of education (Slamet, 2001, pp. 319-333). Only with a good process (quality) will produce a good product (quality) "... quality product or service can be provided most consistently by a quality organization" (Hoy, 2001, p. 217). 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 (Abu, 2014, pp. 20-34).

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, and 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.

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 (Banathy, 1992, p. 213). 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 (Arikunto & Abdul Jabar, 2004, p. 86). 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 (Widoyoko, 2007, p. 178). 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 are 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 and Egen can be considered for adoption in assessing the effectiveness of the evaluation model. Effective assessment of the real strength of the classroom teacher has three interrelated features which must be valid, systematic, and practical (Widoyoko, 2007, p. 178). 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: Valid if the assessment model is able to assess what will be assessed and measure what will be measured; 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 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 (Burden & Byrd, 1999, p. 23). Based on this opinion, we can understand that a good assessment instrument is an instrument that has characteristics, namely: valid, reliable, and practical. In the context of the test as a measuring tool, states that the test can be said to be good if it meets the requirements, namely: validity, if the test is able to measure what it wants to measure; 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; 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; 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 economical, namely the economic sense here is that the test does not require high costs, a lot of energy, and a long time (Arikunto, 2010; Agustina, Kristiawan, & Tobari, 2021).

School supervisors are civil servant teachers who are appointed to school supervisory positions (Permendiknas, 2007). The 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. The quality of the school will increase if one of the supervisors' performances in both academic and managerial supervision is also good (Putra, 2019; Noor, Herlinawati, & Sofyaningrum, 2020).

Performance is defined as the record of outcomes produced on a specified job function or activity during a specified period, in this case, work performance is defined as a record of results obtained from certain job functions or certain activities during a certain period of time (Adnan, 2019, p. 98). Teacher performance is also related to a teacher's responsibility in carrying out his duties which in accordance with the opinion of "a performance objective is a statement of a personal commitment to perform a specific action that is oriented toward the philosophy of the school district (Tasrif, 2019, pp. 160-166). It can be interpreted that the goal of a performance is a statement of one's responsibility to carry out specific actions oriented toward the philosophy of school administration (Munawarah, Yusrizal, & Usman, 2020; Amtu, Makulua, Matital, & Pattiruhu, 2020).

Performance can be defined very simply focused behavior or purposeful work. In other words, jobs exist to achieve specific and defined results, and people are employed to do those jobs because the organization wants to achieve those results (Goetsch, Davis, & Stanley, 2006; Ubabuddin, 2020). 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 (1999, p. 47), several methods for assessing performance can be said “Organizations currently use several methods to appraise performance. For the sake of simplicity, we can group them into three categories the judgmental approach, the absolute standards approach, and the result-oriented approach”. 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 (Zainuddin, 2019; Wiyono, Burhanuddin, & Maisyaroh, 2020).

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, coaching aims to improve the understanding of teacher competencies, especially pedagogical competences and professional competencies (teacher duties, teacher competencies, curriculum understanding), increase the ability of teachers in implementing content standards, process standards, graduation competency standards and assessment standards learning patterns, developing syllabus and lesson plans, developing assessments, developing teaching materials and writing questions), increasing the ability of teachers in compiling Classroom Action Research (CAR) (Sudjana, 2011; Nugroho, Hartono, & Sudiyatno, 2020).

Second, the scope includes providing: assistance in improving the ability of teachers to prepare instructional planning administration or guidance programs; assistance in improving the ability of teachers in the process of implementing learning or guidance; assistance to guide teachers in increasing the ability to carry out assessment of student learning outcomes; assistance in improving the ability of teachers to use media and learning resources; input to teachers in utilizing the learning environment and resources; recommendations to teachers regarding the task of guiding and training students; guidance to teachers in using information and communication technology for learning; guidance to teachers in the use of assessment results to improve the quality of education and learning or guidance; and guidance to teachers to reflect on the results they have achieved (Sudjana, 2011; Nugroho, Hartono, & Sudiyatno, 2019).

Third, monitoring in the form of implementation of content standards, graduate competency standards, and process standards.

Fourth, 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 (Sudjana, 2011; Natawidjaja, 2018).

One of the main problems faced by schools in improving the quality of education is that the role and performance of school supervisors are 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 Yogyakarta.

Thus, school supervisors must play a more optimal, professional, and responsive role in 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 poor performance, it will result in the less-than-optimal quality of the education unit. 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 Yogyakarta.

METHOD

This research used the research and development method which consists of four stages. *First*, the preliminary stage. The research stage and the collection of information regarding the performance of high school supervisors in Yogyakarta. *Second*, planning stage of the school supervisor performance evaluation model as the development of product forms initial. *Third*, the trial, evaluation and revision stage through implementation in preliminary trials and small-scale trials. *Fourth*, the implementation stage or field operational trials to find a map of the performance of school supervisors (Borg & Gall, 2017, p. 297). These four steps of development research substantially already cover ten steps of Borg and Gall's development research.

In this study, the trial subject was carried out in three stages: the preliminary trial involving four education experts and practitioners; a small-scale trial applied to six supervisors in Yogyakarta; and implementation which was applied to 20 high school supervisors in Yogyakarta, Bantul, Sleman, Gunung Kidul, and Kulon Progo in Yogyakarta. Samples were taken gradually starting from a small sample to a larger sample as the rules for determining the sample in development research.

The data collection technique used was the Delphi technique through a questionnaire distributed to experts, practitioners, and supervisors. The data validity used was expert judgment techniques and quantitative analysis with descriptive analysis techniques. The data analysis used was quantitative, while the data analysis techniques used were descriptive statistics. Basically, descriptive statistics using statistics was used to analyze data by describing or describing the data collected without making conclusions that applied to the public.

FINDINGS AND DISCUSSION

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 principal performance evaluation (PPE) 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 presurvey, 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 PPE in order to improve the senior high schools' quality. The PPE concept is generated through a long process such as discussion of the research team, discussions with experts, seminars 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 PPE instrument is good or appropriate to be used to assess the performance of high school supervisors both in Yogyakarta as a research area and on a national scale as a generalization result.

Referring to the research and development procedure the researcher simplifies it into four stages. *First*, 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 Yogyakarta. *Second*, the planning stage of the school supervisor performance appraisal instrument and the PPE guide as the development of initial product forms. *Third*, the validation stage. *Fourth*, the implementation stage or field operational trials to find the performance level of high school supervisors in Yogyakarta.

The validators in this study were four experts: evaluation experts, education management experts, six 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.

Procedures for developing a performance evaluation model for school supervisors in the academic supervision field are used to improve the quality of senior high schools in Yogyakarta by implementing procedural development research; guidelines for implementing the performance evaluation model for school supervisors in the field of academic supervision in improving quality SMA in 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; the level of performance of school supervisors as an effort to improve the quality of senior high schools assessed by 20 school supervisors shows an average score of 1.88 or excellent. While the level of performance assessed by 20 high school teachers is 1.94 or excellent.

In this stage, Borg and Gall call the first trial the preliminary field testing or preliminary trials (Borg & Gall, 2017, p. 297). 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 the PPE 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 twenty school supervisors in Bantul, Yogyakarta, Kulon Progo, and Sleman districts.

There were ten people validating the readability of PPE instrument in the feasibility test, involving education evaluation experts, education management (four experts), and school supervisors (six people). The assessment used a scale of five, with a minimum score of one and a maximum score of five. The mean score of the first stage assessment results on the readability of the historical teacher performance instruments is described in Table 1.

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 1, the mean score indicates that the instrument as a whole and grains is good or feasible with an 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 PPE instruments to improve the quality of the 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 shows the mean score indicates that the overall instrument and grains are good or feasible with a 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 PPE instrument. Recommendations or input provided by the validator regarding the readability of PPE instruments are terms, concepts, letters, etc. concerning the performance of school supervisors.

Based on the results of the feasibility assessment of the PPE 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 final conclusion is that PPE instrument is feasible to be applied to assess 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 3, the mean score indicates that PPE model is good or feasible with an average score is 4.60 or excellent with range values > 4.2-5.0. In addition, the validator is also asked to provide comments and input relating to PPE 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.

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 4, the mean score indicates that PPE model guide is good or feasible with an average score of 4.00 or good with range values > 3.5-4.2. In addition,

the validator is also asked to provide comments and input regarding the readability of PPE instrument. Recommendations or input provided by the validator regarding the readability of the PPE instrument are terms, concepts, letters, etc. concerning the performance of school supervisors.

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

In this study, the performance level of Kindergarten School Superintendents in Yogyakarta in the Main Test and Implementation Trial (Operational Field) was tested. Based on the results of the main trial on 6 high school supervisors and 10 high school teachers, the performance level of school supervisors in improving high school quality was obtained on a scale of 1-100, the mean score was 96.5. This value was obtained from the judgment of the teacher, namely 96 and the school supervisor, 97.

In field operational trials, the performance level of high school supervisors in Yogyakarta was in the Implementation Test. Meanwhile, the performance level of high school supervisors in Yogyakarta based on the assessment of 20 school supervisors and 20 high school teachers using the EKPS instrument in implementation tests or field operational trials can be shown by obtaining an average score on a scale of 1-100 which is 95.5 from the results of the assessment of teachers was 97 and supervisors school was 94.

Based on the results of the assessment of school supervisors and high school teachers regarding the level of performance of high school supervisors in Yogyakarta in the field implementation test, referring to the evaluation standards, the performance of high school supervisors using the EKPS instrument, both assessments are included in the very high category. This includes all EKPS components.

Based on the research process and the results obtained in the development of a performance evaluation model for high school supervisors in Yogyakarta, the development research model can produce a PPE model either through preliminary studies, needs analysis, planning stage, implementation stage, revision and evaluation, and implementation. The PPE model produced through the research development process is a new model for evaluating the performance of school supervisors in carrying out academic supervision. The school

supervisor is one of the educational instruments whose task is to carry out the function of supervising the implementation of education in the educational unit that is the area of its supervision. The PPE model is based on a needed 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. After assessing the needs analysis, then a draft PPE 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 PPE model and its instruments are considered excellent by 4 experts, namely evaluation guide is included in the excellent category with an assessment score of 4.30 and for PPE instrument is 4.60. It shows that PPE 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 the PPE model and PPE instrument show that both are good. Models and instruments are good to be applied to assess the performance of school supervisors in Yogyakarta in improving school quality. Based on the results of the assessment, the results of the assessment were 3.90 and the PPE instrument was 4.00. This shows that the PPE 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 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 Yogyakarta, it is concluded that the performance of school supervisors is excellent with an 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 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. 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. Based on the results of the school supervisors' performance evaluation at the implementation stage, it can be concluded that the performance of academic supervisor is categorized as very good.

In addition, the professionalism of supervisors must always be improved, especially by the authorities in fostering and improving the performance of school supervisors. The good performance of school supervisors will greatly contribute to improving the quality

of education implementation. As a sub-system in educational activities, the existence of school supervisors is very important, especially in carrying out the supervisory function in a directed, planned, effective, efficient, and professional manner. The better the performance of the school supervisor, the better the school's performance. At the policy level, the ministry needs to draw up regulations that are more oriented towards a model of empowering school supervisors, so that school supervisors are not an integral part of the education implementing component, *let alone* regarded as frightening, but are school partners who also contribute to efforts to improve school quality. Therefore, the principal is an inseparable part of the education system and the practical implementation of education at the school level.

CONCLUSION

Based on the results of the research and discussion in this research, it can be concluded the following. The procedure for developing a performance evaluation model for school supervisors is an effort to improve school quality by applying procedural development research. Based on these data, the PPE model as a development model in this study is very feasible to be used by the education office in evaluating the performance of school supervisors, especially performance in carrying out academic supervision in schools. As a result of the research, the evaluation model of the school supervisor's performance as an effort to improve the quality of high school was declared very feasible by experts, which means that this model can be used by stakeholders. Meanwhile, the evaluation guidelines that have been developed have also been very good. Then the readability of the instrument assessed by the school supervisors themselves was also in the good category. Meanwhile, the performance level of school supervisors in carrying out academic supervision assessed by supervisors shows that the supervisor's performance so far has been very good. While the level of performance assessed by high school teachers is in the very good category. Meanwhile, the performance level of school supervisors in an effort to improve the quality of SMA in Yogyakarta has also shown to be very good. While the level of performance assessed by high school teachers is also included in the very good category, as well as the level of performance assessed by school supervisors.

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