IPP PROGRAM EVALUATION MODEL OF TEACHER SUPERVISION AT SDN 35 TALANG KELAPA, BANYUASIN REGENCY

Andriamella Elfarissyah[1] Muchlas Suseno[2] Syamsi Setiadi[3]

[1]English Education Study Program, Faculty of Teacher Training and Education,
Universitas Muhammadiyah Palembang, Indonesia
[1 2 3]Applied Lingustics, Pascasarjana, Universitas Negeri Jakarta
[1)]andriamellaelfarisya@gmail.com, [2)]Muchlas-suseno@unj.ac.id [3)]Syamsi.setiadi@unj.ac.id

Abstract

The objective of this study was to evaluate the teacher supervision program based on the CIPP model that consists of *context, input, process and product* at SDN 35 Talang Kelapa, Banyuasin regency. Determining the effectiveness of the program supervision evaluation process is seen from the level of achievement of the program evaluation objectives that have been determined by the school. This research was a qualitative study that used the CIPP model by evaluating each component: *context, input, process and product* to achieve an effective supervision program evaluation process. Sources of research data are teachers at SDN 35 Talang Kelapa, Banyuasin Regency. Collecting the research data by using instruments, those were interview and questionnaire. From the results of the study, it showed that the implementation of the teacher supervision program based on the CIPP model (*context, input, process and product*) was declared that good and effective.

Keywords: *evaluation, cipp model and teacher supervision program*

Introduction

One of the low-quality of education in Indonesia is the lack of educators' competence educators. According to the Republic of Indonesia Law No. 14 of 2005, article 1 concerning teachers and lecturers which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. The quality of education is not only determined by a good educational curriculum, but also by the role of schools, especially teachers in improving the quality of learning and teaching process at the class.

The important role of the teacher as the main character in improving the quality of education, it is necessary to increase the teachers' competence in teaching students at the class. According to the Ministry of Education and Culture (2016), the competency improvement program for learning teachers is a process of organizing, teaching and learning activities in order to improve the teachers' ability and competence in carrying out their duties and professions. The teacher supervision program is one of the activities to measure the teacher's competence, this activity aims to improve the quality of teacher's performance in schools. There are two aspects of assessments that assessed in the teacher supervision program, namely: administrative supervision and classroom supervision.

The implementer of teacher supervision program at SDN 35 Talang Kelapa, Banyuasin Regency was the headmaster and it was known by the school supervisor of the Banyuasin Education Office. Based on an interview with the headmaster of SDN 35 Talang Kelapa, Banyuasin regency, Mrs.

Rotiwi, S.Pd said that the teacher supervision program is one of the main programs to improve the quality of teacher's performance at SDN 35 Talang Kelapa, Banyuasin Regency. Even though it is still during the Covid-19 pandemic, teacher supervision activities are still carried out according to the health protocols. Because the head master of school has task for carrying out the continuous of assessment and coaching efforts through the teacher supervision program in school. The implementation of the teacher supervision program at SDN 35 Talang Kelapa, Banyuasin Regency in the academic years of the 2020/2021 was started from January 2 to July 2, 2021.

Evaluation is one of the measuring tools that carried out to measure or find out how the results of the performance of policies that have been made. By using the evaluation, it will be known whether a policy made and implemented has succeeded or failed in achieving its goals. The existence of an evaluation will show the benefits that made by the policy. According to Arikunto (2004), evaluation is an activity to collect information about the work, which is then used to determine the right alternative in making decisions. (p.1) The function of the information will be used to determine the next policy taken by the parties involved in the evaluation process because the evaluation results can identify the strengths and weaknesses of the program, then it becomes the basis of program improvement. Evaluation of the program is important and useful, especially for decision makers. From the input on the results of the program evaluation, the policy decision makers will determine to follow-up the program that is being or has been implemented.

The evaluation of the supervision program has been carried out by the head master at SDN 35 Talang Kelapa, Banyuasin Regency, but the evaluation results are still general description and there are no systematic and detailed evaluation results based on the CIPP model (context, input, process and product), so an evaluation is needed to assess these aspects. CIPP model of evaluation is used as an assessment process of mechanism on the education system's objective in reviewing the teacher supervision program process that has been implemented. It aims to determine whether the implementation of the program has been effective and achieved based on the objectives of the program planning, this model is stated by Stuffebeam (1985) that evaluation is a process describes, generates, and provides useful information for determining decision alternatives. (p.161). The results of research obtained were information, this can be used as a reference to determine the level of success in this program and it is very necessary to evaluate the teacher supervision program at SDN 35 Talang Kelapa, Banyuasim Regency, Palembang City based on the CIPP evaluation model (context, input, process, product) from Stufflebeam. Stuffebeam (1985) has determined 4 types of decisions based on the CIPP model, namely: (1) context evaluation is useful in the initial phase of program development, identify needs and design rationale for the program; (2) evaluation inputs will be useful in providing information on the allocation that required the program proposals. Input evaluation is useful in determining what required to actually achieve the objectives as determined in the context evaluation; (3) process evaluation is useful for knowing the strengths and weaknesses of the program; and (4) product evaluation occurs, after the program on an emphasis for gathering decisions to be made, whether the

program should be continued, modified or terminated. (p:162).

So, the objectives of this research were (1) to know the context evaluation on the teacher supervision program through CIPP model at SDN 35 Talang Kelapa, Banyuasin Regency; (2) to know the input evaluation on the teacher supervision program through CIPP model at SDN 35 Talang Kelapa, Banyuasin Regency; (3) to know the process evaluation on the teacher supervision through CIPP model at SDN 35 Talang Kelapa, Banyuasin Regency; and (4) to know the product evaluation on teacher supervision program through CIPP model at SDN 35 Talang Kelapa, Banyuasin Regency.

Methodology

Purwanto (2008) states that the research approach is the whole way or activity carried out by researcher in carrying the research starting from formulating problems to drawing conclusions. (p.45). The research approach taken in this study was a qualitative approach. According to Sugiyono (2013), qualitative research, because the data collected and the analysis are more qualitative. (p.14). The type of research chosen was evaluative research. According to Sudjana (2006), evaluative research has an evaluation design and systematic data collection and analysis procedures to determine the value or value of an event. (p.120). Evaluative research is needed to design, refine and test the application of educational practice. Data collection techniques were used through interview and questionnaire. The evaluation model used in this study was the evaluation model developed by Stufflebeam, namely: Context-Input-Process-Product (CIPP).

In this research, the sample was the teachers of SDN 35 Talang Kelapa, Banyuasin Regency and there were 19

teachers who followed the teacher supervision program. Research procedures used for this research were (1.) Data collection: Instruments, participants, types of data, (2). Data analysis: Data presentation, data reduction, and data verification, (3). Giving discussion: result of data for each level of evaluation component: context, input, process and product, and (4) Conclusion.

The technique used for data collection was interview and questionnaire. To know the information about the teacher supervision program, the researcher interviewed the head master of SDN 35 Talang Kelapa, Banyuasin Regency and to obtain the data of the teachers' perception about the teacher supervision program, the researcher distributed questionnaire to the teachers at SDN 35 Talang Kelapa, Banyuasin Regency. The purpose of the program evaluation was to provide the direction in the analysis of each component through CIPP model including context, input, process and product.

All questionnaire items used in this study were valid items. As for the reliability technique of this research instrument, it was calculated by using Cronbach's alpha statistical test. The results of the Cronbach's alpha value of the instrument used in this study are 0.958 (reliable). Meanwhile, the results of the questionnaire from respondent were analyzed and calculated by using percentages and descriptive analysis. The score value of the participants' answers used likert scale namely scale 1-5.

By using a Likert Scale, the variables to be measured are translated into variable indicators. Then, these indicators are used as a starting point for compiling the instrument items in the form of statements that need to be answered by the respondents. In this

instrument, each answer is associated with a form of statement for an attitude, opinion or perception which is expressed by the following statement.

Table 1. The Distribution of Score Interpretation

Scores	Categories
5.00 >	Very good
4.00-4.90	Good
3.00-3.90	Good enough
2.00-2.90	Bad
1.00-1.90	Very Bad

Findings and Discussion

There were 19 teachers who are homeroom teachers from grade 1 to grade 6 at SDN 35 Talang Kelapa, Banyuasin Regency who have participated the teacher supervision program activities starting from January 2 to July 2, 2021. The evaluation model used in this study was an evaluation model developed by Stufflebeam namely: Context-Input-Process-Product (CIPP). By using a descriptive qualitative research in evaluating teacher supervision programs based on the CIPP model, it was focused on context, evaluation, input evaluation, process evaluation, and product evaluation. The following are the findings and discussions as follows:

Result of Evaluation of Context Component through CIPP Model

According to the Republic of Indonesia Law No. 14 of 2005, article 1 concerning teachers and lecturers which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Through the teacher supervision program would be expected that it can develop the teachers' competence both in teaching and learning process at the

class. The context evaluation is related to planning decision. Decisions were made on what intervention is appropriate and what needs to be done to bring positive outcome for the teachers of SDN 35 Talang Kelapa, Banyuasin Regency.

As part of the context evaluation, the headmaster had to understand the level of teachers' capabilities and what interventions can be designed. The information is based on this evaluation that assisted the headmaster to plan the steps of the teacher supervision program. Context evaluation in first component of CIPP model aimed to know and measure the level of teachers' satisfaction, namely: (1) the headmaster's socialize in providing direction and guidance based on the teachers' need; (2) the time provided on the implementation of teacher supervision program.

Context Evaluation: The head master's socialize in providing direction and guidance based on the teachers' need

The quality of the process of socialize in providing direction and guidance for implementation of teacher supervision program can be measured by the teachers' perception based on the questionnaire item. Teachers' satisfaction on the socialize in giving direction, it would have direct implications for their understanding to prepare the things facing the teacher supervision program. Evaluating this context was done by using the statement in the form of a questionnaire. It is actually intended to get teachers' response on the preparation and objective in implementing the teacher supervision program. The distribution of this questionnaire for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency was after the teacher supervision program ended to know the objective of this program based on the teachers' needs.

In this case, an evaluation was carried out to assess the teachers' responses for developing their performance quality in the process of learning and teaching at the class. From the results of the questionnaire item distributed to the teachers, it showed that the nineteen teachers' responses were 31,58% of them said it was very good and 68,42% said it was good. The average value of the questionnaire on this item was 4,3. The graphic 1 showed that the teachers at SDN 35 Talang Kelapa feels that the supervisor's socializes on the teacher supervision program based on their needs as the teachers was in good category. It can be seen in graphic 1.

Graphic 1
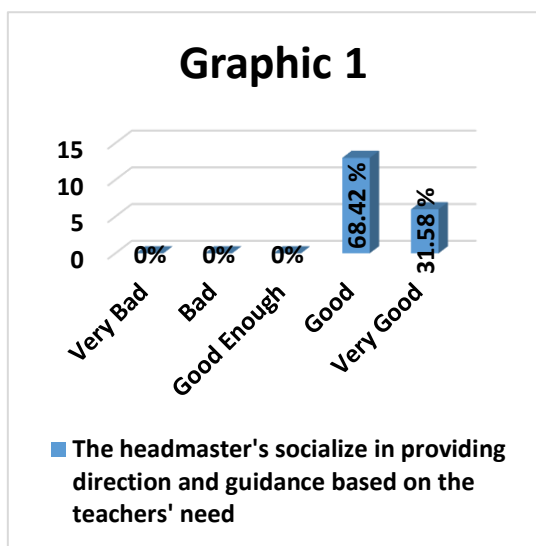
Context Evaluation: Time Provided on the Implementation of Teacher Supervision Program

The second of context component was time provided on the teacher supervision program. From the results of the nineteen teachers' responses on the questionnaire given, 47,37% of the teachers at SDN 35 Talang Kelapa, Banyuasin Regency said that the time provided was very good and 52,63% of teachers said it was good. The average value of this item was 4,47. The graphic 2 showed that the time provided on the

teacher supervision program was in good category. It can be seen in graphic 2.

Graphic 2
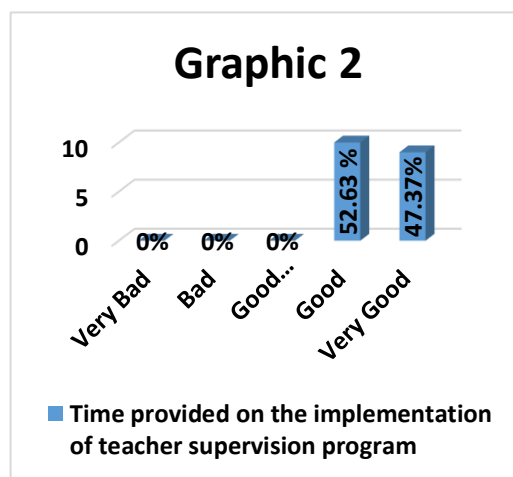
Results of the Evaluation of Input Component through CIPP Model

In second component of evaluation through CIPP model was Input. Input evaluation aims to measure the teacher supervision program's objective for improving the teachers' competence on vision and mission of school. The teacher supervision program can be known successful when the input aspects have improved by the comparison of the results before and after the program evaluation. The process input component in evaluation of CIPP model are actually difficult and time consuming by comparing with the researcher just measured the teachers' responses about their perceptions on the process of input in teacher supervision program by using questionnaire given to them and interview with the headmaster and teachers at SDN 35 Talang Kelapa, Banyuasin Regency.

In input component, the researcher found that the strengths and weakness before and after the implementation of teacher supervision program's objective for improving the teachers' competence. This input provides the competencies needed by teachers, namely: 1) the teacher supervision program's objective; 2) the teachers' learning administration

such as syllabus and lesson plan in developing teaching at the class.

Input Component: The Teacher Supervision Program's Objective

From the results of the nineteen teachers' response on the questionnaire given, it showed that 47,37% of the teachers said that the teacher supervision program's objective is clearly stated to improve the teachers' competence was very good and 52,63% of teachers said it was good. The average value of the questionnaire on this item was 4,47. The graphic 3 showed that the teacher supervision program's objective is clearly stated good was in good category. It can be seen in graphic 3.

Graphic 3

The teacher supervision program's objective for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency
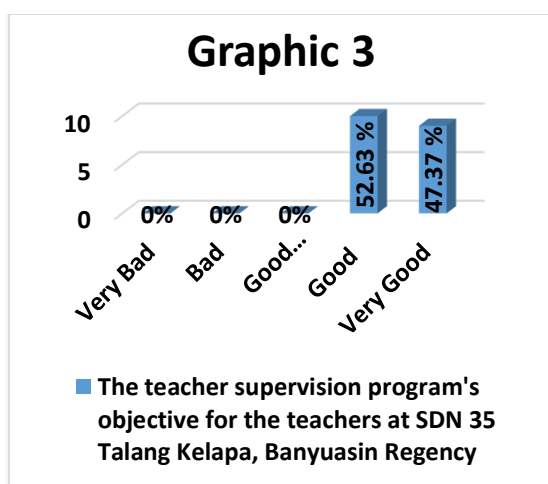
Input Component: Teachers' Learning Administration in Developing Teachers' Teaching at the Class

For this evaluation, the second input component is teachers' learning administration in developing teachers' teaching at the class that consisted of (a) the teacher supervision program is implemented using instruments that match what is measured for the teachers and (b) the items on the supervision instrument used are easy to understand for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency.

Input: The teacher supervision program is implemented using instruments that match what is measured for the teachers

From the results of the nineteen teachers' response based on the questionnaire given, it showed that 42,11% of the teachers at SDN 35 said that the teacher supervision program is implemented by using the suitable instruments for the teachers was very good and 57,89% of teachers said it was good. The average value of this item was 4,42. The graphic 4 showed that the teacher supervision program is implemented by the suitable instrument for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency was in good category. It can be seen in graphic 4.

Graphic 4

The teacher supervision program is implemented using instruments that match what is measured for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency
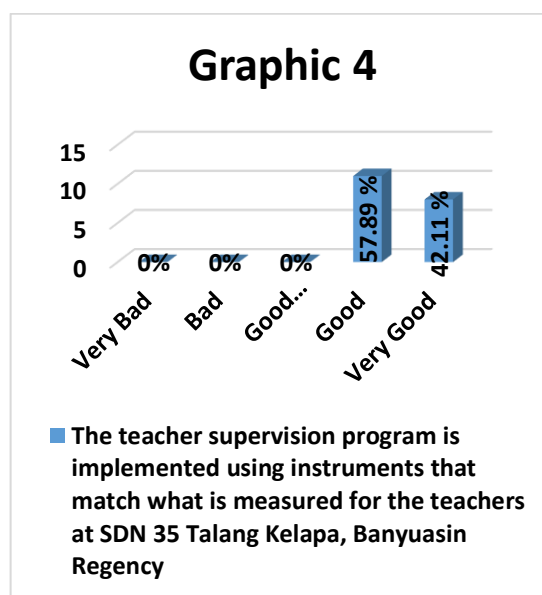
Input: The Items on the Supervision Instrument Used are Easy to Understand for the Teachers at SDN 35 Talang Kelapa, Banyuasin Regency.

From the results of the teachers' responses based on the questionnaire given, it showed that 47,37% of the teachers at SDN 35 said that the items on the supervision instrument used are easy to understand for the teachers was very good and 47,37% of teachers said it was good. The average value of this item was 4,42. The graphic 5 showed that the results of questionnaire on the items on

the supervision instrument used are easy to understand for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency was in good category. It can be seen in graphic 5.

Graphic 5

■ The items on the supervision used are easy to understand for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency
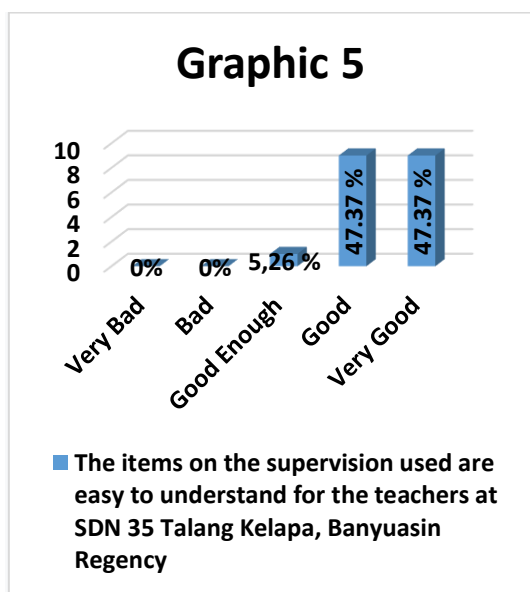
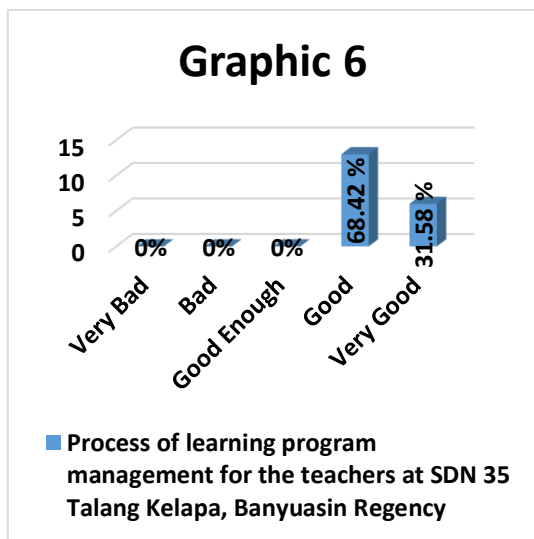Results of the Evaluation of Process Component through CIPP Model

In third component of evaluation through CIPP model was Process. Process evaluation aims to measure and evaluate the process of teacher supervision program consisted of management process program, teaching and learning process, and evaluation process. Process component is used to know the teachers' management for controlling the class and teachers' performances in teaching and learning at the class.

Evaluation of this process component can be done through direct observation during the teacher supervision program to know more detail about the process of program, interviews with the headmaster and teachers, and the questionnaire. So, it is expected to be able to find out the process of teacher supervision program for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency.

In this evaluation of process component, the researchers focused on 3 components of process evaluation, namely: 1) process of learning program management; 2) teaching and learning process; and 3) evaluation process. The process component is used to know the process of teacher supervision program before and after it is implemented, so it is expected that the teacher supervision program can improve their performances in teaching and learning at the class. For this case, the teachers can know their strengths and weaknesses in the process component to repair all better based on the assessment that is directly given from the headmaster as supervisor.

Evaluation of Process Component: Process of Learning Program Management for the Teachers at SDN 35 Talang Kelapa, Banyuasin Regency

From the result of questionnaire item, it showed that the teachers' responses about the teachers' learning program management on the aspects measured in the lesson plans (RPP) are listed on the instrument easy to understand by the teachers at SDN 35 Talang Kelapa, Banyuasin Regency, 31,58% of the aspects measures in the lesson plans (RPP) are listed on the instrument easy to understand was very good and 68,42% of teachers said it was good. The average value of this item was 4,31. The graphic 6 showed that the results of questionnaire item on the supervision instrument used are easy to understand by the teachers at SDN 35 Talang Kelapa, Banyuasin Regency was in good category. It can be seen in graphic 6 below.

Graphic 6

Process of learning program management for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency

Evaluation of Process Component: Teaching and Learning Process for the Teachers at SDN 35 Talang Kelapa, Banyuasin Regency

In teaching and learning process, the teacher supervision program is carried out by the headmaster with the collaborative approach, namely: collaboration between the headmaster as supervisor and teachers at school. Cooperation is carried out in many ways to advance supervised teachers. By using a collaborative supervision approach, it is expected to develop the teachers' competence. The collaboration can be used to solve the learning problems between the headmaster and teachers as a supervisory approach.

The appropriate method of supervision can be carried out by the headmaster is the method of academic supervision. Academic supervision is closely related to the teachers' quality learning, because a quality learning process requires professional teachers. Teachers as the main actors in the learning process can be improved their professionalism through the academic supervision so that learning objectives are achieved. The appropriate method is really important chosen by the headmaster for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency. In
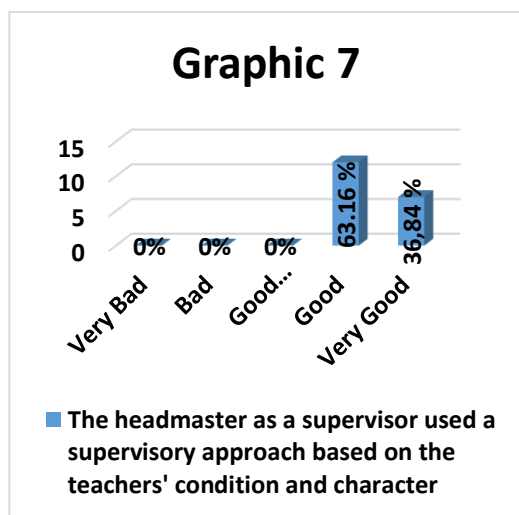
evaluation of process component based on teaching and learning process was known through interview with headmaster and the questionnaires given to the teachers.

From the result of questionnaire items given for nineteen teachers at SDN 35 Talang Kelapa, Banyuasin Regency, it showed that the teachers' responses about the teachers' teaching and learning process on the teacher supervision program are focusing on (a) the headmaster as supervisor used a supervisory approach based on the teachers' condition and character; (b) the teachers' teaching and learning process on the teacher supervision program is carried out with appropriate method for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency.

Evaluation of Process Component: The headmaster as supervisor used a supervisory approach based on the teachers' condition and character

From the result of questionnaire item, it showed that the teachers' responses about the headmaster as supervisor used a supervisory approach based on the teachers' condition and character at SDN 35 Talang Kelapa, Banyuasin Regency, 36,84% of the aspects measures in the lesson plans (RPP) are listed on the instrument easy to understand was very good and 63,16% of teachers said it was good. The average value of this item was 4,36.

The graphic 7 showed that the results of questionnaire item on the headmaster as supervisor used a supervisory approach based on the teachers' condition and character at SDN 35 Talang Kelapa, Banyuasin Regency was in good category. It can be seen in graphic 7.

Graphic 7

■ The headmaster as a supervisor used a supervisory approach based on the teachers' condition and character

Graphic 8

■ The teachers' teaching and learning process on the teacher supervision program is carried out with appropriate method for the teachers

Evaluation of Process Component: The teachers' teaching and learning process on the teacher supervision program is carried out with appropriate method for the teachers

From the result of questionnaire item, it showed that the teachers' responses about the teachers' teaching and learning process on the teacher supervision program by using the appropriate method for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency, 31,58% of the was very good and 68,42% of teachers said it was good. The average value of this item was 4,31.
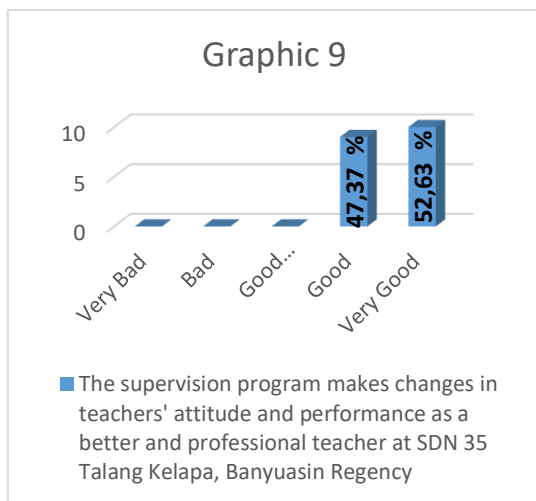
The graphic 8 showed that the teachers' teaching and learning process on the teacher supervision program is carried out with appropriate methods for teachers at SDN 35 Talang Kelapa, Banyuasin Regency was in good category. The graphic 8 can be seen below.
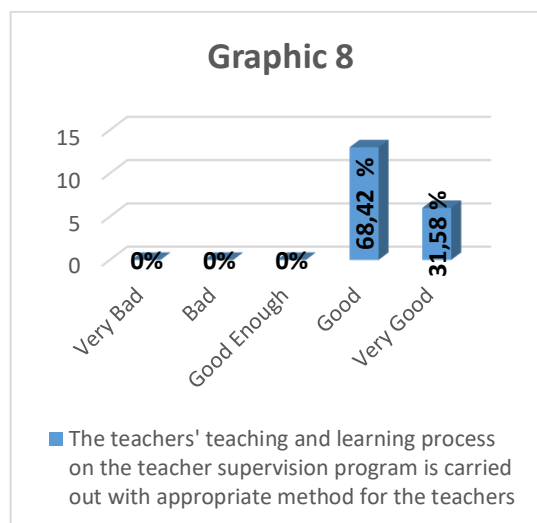
Evaluation of Process Component: Evaluation Process on Teacher Supervision Program for the Teachers at SDN 35 Talang Kelapa, Banyuasin Regency.

To evaluate the data of process component was collected through interview with the headmaster as supervisor and the questionnaire given for the teachers at SDN 35 Talang Kelapa, Kabupaten Regency. From the result of questionnaire item in evaluation process based on monitoring on the implementation of the teaching and learning process was done by the headmaster as supervisor, it showed that the teachers' responses about the supervision program can help the teachers to improve their competence at SDN 35 Talang Kelapa, Banyuasin Regency, 47,37% of the teachers at SDN 35 said that the teacher supervision program can help the teachers to develop their competence was very good and 52,63% of teachers said it was good. The average value of this item was 4,5.

The graphic 9 showed that the teacher supervision program can help the teachers to develop their competence at SDN 35 Talang Kelapa, Banyuasin Regency was in good category. The graphic 9 can be seen below.

Graphic 9

The supervision program makes changes in teachers' attitude and performance as a better and professional teacher at SDN 35 Talang Kelapa, Banyuasin Regency

Results of the Evaluation of Product Component through CIPP Model

In fourth component of evaluation through CIPP model is Product. This component aims to determine the impact of the teacher supervision program for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency. In evaluation, product component that can be used as a reference of the teachers' competence. The outcome (result) of component is measured to evaluate the result or impact of the teacher supervision program to upgrade the teachers' competence toward their performances in teaching and learning process at school. Based on the interview with the headmaster at SDN 35 Talang Kelapa, Banyuasin Regency, she said that the teachers can be better and more professional teachers in teaching and learning, so this program will be continued for better preparation at all to the teachers at SDN 35 Talang Kelapa, Banyuasin Regency.

The researcher also distributed the questionnaire items for the teachers at SDN 35 Talang Kelapa, Banyuasin including (1) teacher supervision program has an impact on the development of teachers' performance abilities and skills at SDN 35 Talang Kelapa, Banyuasin Regency; (2) the supervision program makes changes in teachers' attitude and performance as a

better and professional teacher at SDN 35 Talang Kelapa, Banyuasin Regency; and (3) teacher supervision is able to solve problems well between supervisor and teachers in developing the teachers' competence better at 35 Talang Kelapa, Banyuasin Regency.

Evaluation of Product Component: Teacher Supervision Program Has an impact on the development of teachers' performance abilities and skills at SDN 35 Talang Kelapa, Banyuasin Regency

From the result of questionnaire item, it showed that the teachers' response about teacher supervision program has an impact on the development of the teachers' performance abilities and skills, 42,11% of teacher supervision program has an impact on the development of teachers' abilities and skills was very good and 57,89% of teachers said it was good. The average value of this item was 4,42.
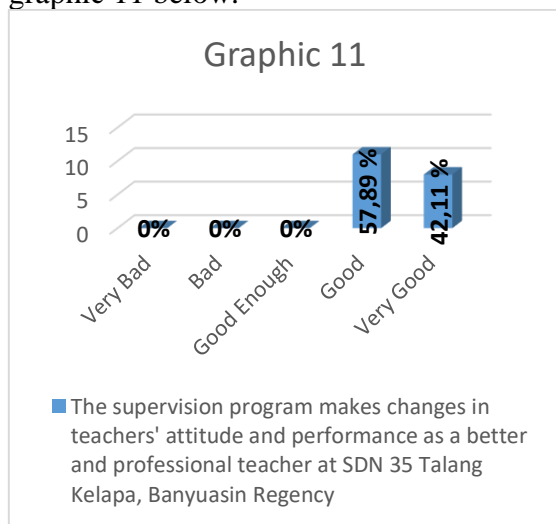
The graphic 10 showed that the results of questionnaire item on teacher supervision program has an impact on the development of the teachers' performance abilities and skills at SDN 35 Talang Kelapa, Banyuasin Regency was in good category. It can be seen in graphic 10 below.

Graphic 10

Teacher supervision program has an impact on the development of teachers' performances abilities and skills
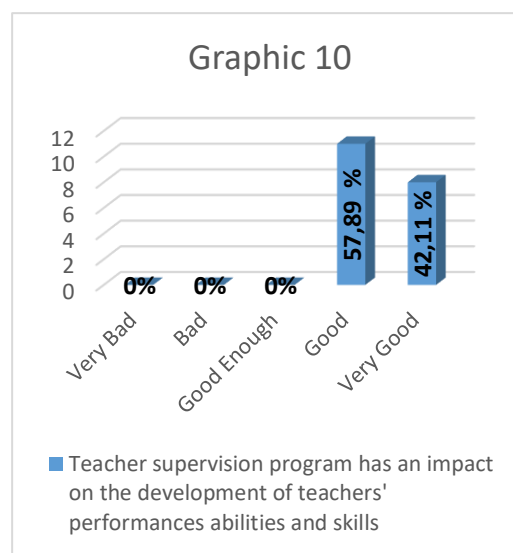
Evaluation of Product Component: The Supervision Program Makes Changes in Teachers' Attitude and Performance as a Better and Professional Teacher at SDN 35 Talang Kelapa, Banyuasin Regency.

From the result of questionnaire item, it showed the supervision program makes changes in teachers' attitude and performance as a better and professional teacher at SDN 35 Talang Kelapa, Banyuasin Regency, 42,11% of the supervision program makes changes in teachers' attitude and performance as a better and professional teacher was very good and 57,89% of teachers said it was good. The average value of this item was 4,42.

The graphic 11 showed that the results of questionnaire item on the supervision program makes changes in teachers' attitude and performance as a better and professional teacher at SDN 35 Talang Kelapa, Banyuasin Regency was in good category. It can be seen in graphic 11 below.

Graphic 11

The supervision program makes changes in teachers' attitude and performance as a better and professional teacher at SDN 35 Talang Kelapa, Banyuasin Regency

Evaluation of Product Component: Teacher Supervision is able to solve problems well between supervisor and teacher in developing competence at SDN 35 Talang Kelapa, Banyuasin Regency

From the result of questionnaire item given for the teachers, it showed that teacher supervision is able to solve problems well between supervisor and teachers in developing competence at SDN 35 Talang Kelapa, Banyuasin Regency, 31,58% of teacher supervision is able to solve problems well between supervisor and teachers in developing competence was very good and 68,42% of teachers said it was good. The average value of this item was 4,31.

The graphic 12 showed that the results of questionnaire item on teacher supervision is able to solve problems well between supervisor and teachers in developing competence at SDN 35 Talang Kelapa, Banyuasin Regency was in good category. It can be seen in graphic 12 below.

Graphic 12

Teacher supervision is able to solve problems well between a supervisor and teachers in developing competence at SDN 35 Talang Kelapa, Banyuasin Regency
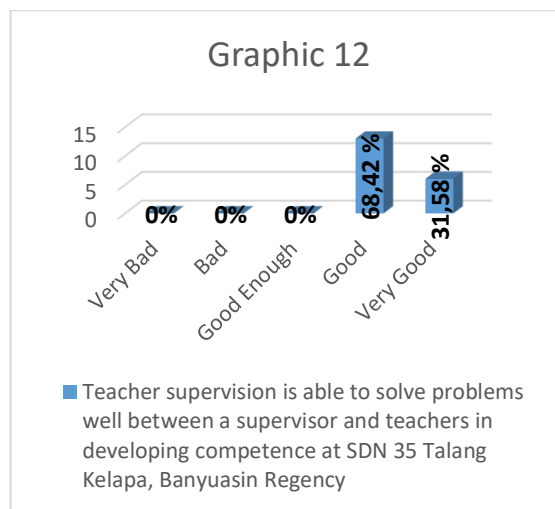
Conclusion

Program evaluation is a systematic method of collecting, analyzing, and using information to answer the questions about projects, policies and programs, particularly about their effectiveness and efficiency. Evaluation of this competency program is a series of educational activities that have certain objectives, this program can be carried out internally or externally, in a formative way through the CIPP evaluation model.

From the result of the research in evaluation of the teacher supervision program at SDN 35 Talang Kelapa,

Banyuasin Regency by using CIPP model (context, input, process and product) by Stufflebeam, the researcher obtained the data from the questionnaire given to the teachers and it is stated below.

1. Context evaluation in first component of CIPP model aimed to know and measure the level of teachers' satisfaction, namely: (1) the headmaster's socialize in providing direction and guidance based on the teachers' needs and characteristics to upgrade and develop their skills in teaching at the class, the result of questionnaire showed that the nineteen teachers' responses were 31,58% of them said it was very good and 68,42% said it was good; (2) the time provided on the implementation of teacher supervision program, the questionnaire showed that 47,37% of the teachers at SDN 35 Talang Kelapa, Banyuasin Regency said that the time provided was very good and 52,63% of teachers said it was good.

2. Second component of evaluation through CIPP model was Input. This input provides the competencies needed by teachers, namely:

 (1) The teacher supervision program's objective, the results of the nineteen teachers' responds to the questionnaire, it showed that 47,37% of the teachers said that the teacher supervision program's objective is clearly stated to develop the teachers' competence was very good and 52,63% of teachers said it was good.

 (2) The teachers' learning administration such as syllabus and lesson plan in developing teaching at the class that consisted of (a) the teacher supervision program is implemented using instruments that match what is measured for the teachers, the result showed that 42,11% of the teachers at SDN 35 said that the teacher supervision program is implemented by using the suitable instruments for the teachers was very good and 57,89% of teachers said it was good and (b) the items on the supervision instrument used are easy to understand for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency, the result showed that 47,37% of the teachers at SDN 35 said that the items on the supervision instrument used are easy to understand for the teachers was very good and 47,37% of teachers said it was good.

3. In this evaluation of process component, the researchers focused on 3 components of process evaluation, namely:

(1) Process of learning program management, the data of questionnaire item showed that 31,58% of the aspects measures in the lesson plans (RPP) are listed on the instrument easy to understand was very good and 68,42% of teachers said it was good.

(2) The teachers' teaching and learning process on the teacher supervision program are focusing on (a) the headmaster as supervisor used a supervisory approach based on the teachers' condition and character, the result of data showed that 36,84% of the aspects measures in the lesson plans (RPP) are listed on the instrument easy to understand

was very good and 63,16% of teachers said it was good; (b) the teachers' teaching and learning process on the teacher supervision program is carried out with appropriate method for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency, the result of data showed that 31,58% of the was very good and 68,42% of teachers said it was good; and

(3) Evaluation process on teacher supervision program for the teachers at SDN 35 Talang Kelapa, Banyuasin Regency, the result of data showed that 47,37% of the teachers at SDN 35 said that the teacher supervision program can help the teachers to develop their competence was very good and 52,63% of teachers said it was good.

4. In fourth component of evaluation through CIPP model is Product. It focused on:

(1) Teacher supervision program has an impact on the development of teachers' performance abilities and skills at SDN 35 Talang Kelapa, Banyuasin Regency, the result of data showed that 42,11% of teacher supervision program has an impact on the development of teachers' abilities and skills was very good and 57,89% of teachers said it was good.

(2) The supervision program makes changes in teachers' attitude and performance as a better and professional teacher at SDN 35 Talang Kelapa, Banyuasin Regency, the result of data showed that 42,11% of the supervision program makes changes in teachers' attitude and performance as a better and professional teacher was very good and 57,89% of teachers said it was good.

(3) Teacher supervision is able to solve problems well between supervisor and teachers in developing the teachers' competence better at 35 Talang Kelapa, Banyuasin Regency, the result of data showed that 31,58% of teacher supervision is able to solve problems well between supervisor and teachers in developing competence was very good and 68,42% of teachers said it was good.

References

Alfred North Whitehead (1957). *"The Aims of Education and Other Essays".* New York. The New American library.

Allen, M.J.& Yen, W.M. 1979. *Introduction to Measurement Theory.* Belmont, CA: Wadsworth, Inc.

Arikunto, Suharsimi dan Lia Yuliana. (2008). *Manajemen Pendidikan.* Yogyakarta: Aditya Media.

Arikunto, Suharsimi dan Cepi Safruddin Abdul Jabar. (2009). *Evaluasi program Pendidikan.* Jakarta: Bumi Aksara

Depdiknas. (2007). *Peraturan Menteri Pendidikan Nasional RI Nomor 41 Tahun 2007 Tentang Standar Proses untuk Satuan Pendidikan Dasar dan Menengah.* Jakarta:Depdiknas

Babbie, E. (2004). *The Practice of Social Research.* Belmont, CA: Wadsword.

Djamarah, S. B. (2008). *Strategi belajar Mengajar.* Bandung: Rineka Cipta.

Frechtling, J.A. (2007). *Logic Modeling Methods in Program Evaluation*. San Francisco, CA: John Wiley & Sons.

Harsanto Radno. (2007). *Pengelolaan Kelas yang Dinamis.* Yogyakarta: Kanisius.

Osokoya, I., Atinmo, M., Ajayi, S. A., & Sarumi, A. (2010). An evaluation of nomadic education programme in Nigeria. *Academic Leadership: The Online Journal*, *8*(4), 9.

Kementerian Pendidikan dan Kebudayaan. (2013). *Materi Pelatihan Implementasi Kurikulum 2013.* Jakarta: Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan.

Madaus, G.F., Scriven, M.S., & Stufflebeam, D.L. (1993). *Evaluation models, viewpoints on educational and human services evaluation*. Boston: Kluwer-Nijhoff Publishing.

Majid, Abdul. (2007). Perencanaan Pembelajaran. Bandung: Rosda Karya.

McDavid, J.C. & Hawthorn, L.L.R. *Program Evaluation and Performance Measurement*: *an Introduction to Practice*. Thousand Oaks, CA: Sage Publications.

Molope, M., & Oduaran, A. (2020). Evaluation of the community development practitioners' professional development programme: CIPP model application. *Development in Practice*, *30*(2), 194-206.

Nana Sudjana (2006). Penilaian Hasil Proses Belajar Mengajar. Bandung:PT. Remaja Rosdakarya

Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan.

Peraturan Menteri Pendidikan Nasional Nomor 24 Tahun 2007 tentang Standar Sarana dan Prasarana.

Peraturan Menteri Pendidikan Nasional Nomor 25 Tahun 2008 tentang Standar Tenaga Perpustakaan Sekolah

Purwanto. (2008). *Metodologi Penelitian Kuantitatif untuk Psikologi dan Pendidikan.* Yogyakarta: Pustaka Pelajar

Rohani, Ahmad. (2004). *Pengelolaan Pengajaran.* Jakarta: PT. Rineka Cipta. Cet. Ke-2.

Sardiman, A. M. (2004). *Interaksi dan Motivasi Belajar-Mengajar.* Jakarta: Rajawali.

Sjarkawi. (2006). *Pembentukan Kepribadian Melalui Peningkatan Pertimbangan Moral.* Jakarta: Depdiknas Dirjen Dikti.

Sudjana, N. (2012). *Pengawas dan Kepengawasan*. Bekasi: Bina Mitra Publishing.

Sudjana, N & Dharma, S. (2013). *Menyusun Program Kepengawasan Panduan Bagi Pengawas Sekolah*. Jakarta: Bina Mitra publishing.

Sudjana, N & Dharma, S & Wastandar. (2012). *Pemantauan Pelaksanaan Standar Nasional Pendidikan*. Bekasi: Bina Mitra Publishing.

Sukardi. (2014). *Evaluasi Program Pendidikan dan Kepelatihan*. Yogyakarta: Bumi Aksara.

Sukardi. (2012). *Evaluasi Pendidikan Prinsip & Operasionalnya*. Jakarta: Bumi Aksara.

Stuflebeam, D.L. & Shinkfield, a. j. (1985). *Systematic evaluation: a selfinstructional guide to theory and practice.* Kluwer: nijhoff publisher.

Stufflebeam, D. L & Shinkfield, A. J. (1986). *Systematic Evaluation: A self Instructional Guide to Theory and Practice.* Boston: Kluwer-Nijhoff Publishing.

Stufflebeam, D. L. (2001). The metaevaluation imperative. *American journal of evaluation*, *22*(2), 183-209.

Stufflebeam, D. L. (1994). Empowerment evaluation, objectivist evaluation, and evaluation standards: Where the future of evaluation should not go and where it needs to go. *Evaluation practice*, *15*(3), 321-338.

Syaodih, Nana Sukmadinata. (2007). *Metode Penelitian Pendidikan*. Bandung: Rosdakarya.

Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta.

Undang-Undang Sistem Pendidikan Nasional (Sisdiknas) Nomor 20 Tahun 2003

Wirawan (2012). *Evaluasi Teri, Model, Standar Aplikasi dan Profesi*. Jakarta : Rajawali Pers.