Evaluasi Program Supervisi Pembelajaran Abad 21 Yayasan Pendidikan Prima Swarga Bara

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Abstract

YPPSB is an educational institution that implements 21st century learning by providing technological devices in the form of smart TVs in every classroom, even installing CCTV in junior high school classrooms. Programmed supervision at YPPSB is an effort to manage learning in accordance with educational developments. This phenomenon is the background for research that aims to evaluate the context, input, process, and product of YPPSB's 21st century learning supervision program. This study uses a qualitative approach that describes the learning supervision program with the CIPP model evaluation method (Context, Input, Process, and Product) based on data collection techniques in the form of in-depth interviews, data observation, and analysis of relevant documents. Data analysis techniques are carried out with interactive models including data collection, data reduction, data display, and conclusion drawing. Data validity checks are carried out with credibility tests including extended observations, increased persistence, triangulation, discussions with colleagues, negative case analysis, and member checks. The results of the context evaluation study explain that the YPPSB Principal conveyed the background, needs, and objectives of supervision verbally to the Teacher in the second week before implementation; the results of the input evaluation explain that YPPSB has supervisor qualifications in accordance with Permendikbudristek No. 40 of 2021 but does not require a code of ethics; the results of the process evaluation explain that YPPSB uses supervision instruments based on the 2007 process standards, carries out a direct contact approach (TK and SD) and collaborative (SMP), with individual techniques; and the results of the product evaluation explain that YPPSB presents reports by collecting supervision instrument documents, not presenting them according to the direction of the Ministry of Education and Culture (2019).

Keywords: Program Evaluation, Learning Supervision, 21st Century Learning, CIPP Model.

1. Introduction

An interesting phenomenon in 21st-century learning can be seen in the use of learning media. In the past, teachers relied solely on chalkboards to deliver lessons, but now they make use of multimedia, which makes the delivery of messages more engaging. Additionally, students, who once relied solely on information from the teacher, can now easily access the same information from various sources via the internet. Moreover, while learning in the past was largely based on lectures, students are now expected to actively engage in a variety of learning methods that energize the learning environment and avoid monotony. This phenomenon in 21st-century learning has guided educational institutions to shift from a teacher-centered approach to a student-centered approach. Teachers are no longer the sole source of learning, as with the current advancements in technology, students can access the learning materials they need by browsing the internet, reading virtual lessons, and even downloading and printing the material. Students who previously struggled to understand lessons delivered by the teacher can now seek answers independently and learn from others virtually. Many 21st-century teachers have innovatively created educational videos, uploaded them to YouTube, and allowed students to learn anytime and anywhere. With attractive presentations, these educational videos have become one of the most popular learning resources among students and a valuable reference for teachers.

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Swarga Bara Education Foundation (YPPSB), as an educational institution responsible for the intellectual development of the nation's children, is committed to providing education in line with the times. At the dawn of the 21st century, YPPSB established policies and introduced an additional curriculum consisting of Information and Communication Technology (ICT) and English at the elementary school level. Every classroom is equipped with computers, projectors, active speakers, and internet access, enabling the use of multimedia in lessons. YPPSB has provided educational services to students in line with the advancements in 21st-century education, including: implementing government policies in the educational curriculum, offering computerized report cards, conducting Computer-Based National Assessments (ANBK) at the beginning of the 2021 school year, utilizing Google Workspace for Education during the COVID-19 pandemic, providing computer labs for ICT lessons, equipping classrooms with projectors and smart TVs, providing computers for teachers and education staff, and ensuring internet access. Given the importance of keeping up with educational developments, the educational supervision carried out at YPPSB is part of the school principal's efforts to help teachers improve their ability to manage the learning process in line with the advancements of the 21st century. This background prompted the author to evaluate YPPSB's educational supervision using the CIPP model (Context, Input, Process, and Product).

The objectives of this study are: 1) to explain the context of the 21st-century educational supervision program at YPPSB, including the background, needs, objectives, and goals of the supervision; 2) to explain the inputs of the 21st-century educational supervision program at YPPSB, including the resources of the principal and teachers, facilities, and budget for the supervision program; 3) to explain the process of the 21st-century educational supervision program at YPPSB, including planning, implementation, and evaluation of the supervision; and 4) to explain the product of the 21st-century educational supervision program at YPPSB, including the impact and results of the program.

2. Literature Review

2.1. Program Evaluation

The word "evaluation" comes from the English term "evaluation," which means assessment (Syayidah, 2023). In terms of terminology, there are several definitions: 1) Evaluation is defined as the activity of gathering valid information about an activity to monitor, critique, and determine policies for decision-making (Riyanto, 2016); 2) Evaluation is a process of comparing an activity with a pre-established plan to determine how well the activity has been achieved (Ibrahim, 2018); 3) Evaluation is understood as the effort to collect, analyze, and present useful information to determine the outcomes achieved from a planned activity for decision-making (Krisdayati & Hariyati, 2020); 4) Evaluation is a process of assigning values based on quantitative data or qualitative descriptions according to specific criteria to determine goals for decision-making (Winaryati et al., 2021); 5) Evaluation is a systematic process of examining, assessing, determining, and making decisions or providing information regarding the implementation of a program and how far it has been achieved. This process compares actual success with expected success. Evaluation can be used to develop, review, and improve the evaluated process (Inniyah & Mulawarman, 2021); 6) Evaluation is a process that provides information to help make decisions about the value and impact of objectives, design, implementation, and outcomes to support accountability and enhance understanding of phenomena (Suryadin et al., 2022); 7) Evaluation is a systematic and ongoing process to determine the quality of an activity based on certain considerations and criteria for decision-making (Asrul et al., 2022); 8) Evaluation refers to an action or process to determine the value of something (Syayidah, 2023); 9) "Evaluation is considering the merit and worth of an entity" (C. Alkin et al., 2024); 10) "Evaluation is an applied inquiry process for collecting and synthesizing evidence that culminates in conclusions about the state of affairs, value, merit, worth, significance, or quality of a program, product, person, policy, proposal, or plan" (Borders & Brown, 2022).

Regarding program evaluation, the Book of Educational Evaluation Research mentions several opinions: 1) Program evaluation is an effort to provide information to be communicated to decision-makers; 2) Program evaluation is a systematic investigation of the value and worth of an object; 3) Program evaluation is understood as the activity of collecting information about a program or some aspects of a program to make important decisions about that program; 4) Program evaluation is the process of providing information to help determine the objectives to be achieved, the design, implementation, and impact to support decision-making, accountability, and enhance understanding of phenomena; and 5) Program evaluation is also a systematic and ongoing process of collecting, describing, interpreting, and presenting information for decision-making, policy formulation, and the development of future programs (Ibrahim, 2018).

2.2. Learning Supervision

The word "supervision" comes from the English words "super" and "vision." "Super" means above or more, while "vision" means to look or review. Thus, supervision, in simple terms, means to look over, review, or oversee something, carried out by a superior (supervisor/Principal) over the execution of learning activities (Masaong, 2013). "Supervision is an activity that refers to an improvement in an institution," meaning that supervision is an activity aimed at improving an institution. Supervision is also "assistance and guidance to teachers in the areas of instruction, learning, and curriculum in their efforts to achieve school goals" (Kabariah & Adiyono, 2023). Supervision is defined as a service that guides, facilitates, motivates, and evaluates educators in their teaching and professional development effectively. It is also defined as a service provided by leaders to help educators become proficient according to the development of general knowledge and, specifically, education, and to improve the effectiveness of the teaching-learning process in schools (Suratinem, 2022).

There are several statements explaining learning supervision as follows: 1) Learning supervision is the process of improving the teaching process through cooperation with those who guide students, stimulating development, and providing a medium for educators to improve themselves (Umardani, 2021); 2) Learning supervision can enhance teachers' competence in applying learning media effectively (Suratinem, 2022); 3) Learning supervision is defined as a service provided by leaders to help educators become more proficient in accordance with developments in knowledge and education to improve the effectiveness of the teaching process in schools; 4) Learning supervision is defined as efforts to stimulate, coordinate, and guide educators' growth in schools, both individually and in groups, with empathy and pedagogical actions that are effective, so they can better stimulate and guide the development of each student to participate more actively in a democratic society; 5) Learning supervision is understood as efforts to encourage, coordinate, stimulate, and guide the continuous growth of educators in a school, both individually and in groups, to perform their teaching functions more effectively (Masaong, 2013); 6) "Supervision is about assistance for the enhancement of teaching and learning" (Gordon, 2019); and 7) "Supervision focuses on their educational development (through learning gaps) and helps keep them on track for their training program overall" (Mehay, 2021). From these explanations, we can understand that learning supervision is a series of activities aimed at helping educators develop their ability to manage the teaching process to achieve learning goals. A supervision program typically contains activities designed to improve teachers' performance in enhancing the learning environment under their responsibility. In the supervision program, various efforts and actions are outlined to make teaching more effective, enabling students to accelerate their learning and develop their potential more quickly (Ananda & Rafida, 2017).

2.3. 21st-Century Learning

The word "learning" comes from the English word "instruction," meaning a process of making someone willing to learn. The aim is to facilitate learning or engineer the environment to make it easier for someone to learn (Hamzah et al., 2023). Learning is essentially an effort to guide students through the learning process so they can achieve the intended learning objectives (Baroya, 2018). According to the National Ministry of Education Regulation, learning is the process of interaction between students, educators, and learning resources in a learning environment. The learning process needs to be planned, implemented, assessed, and supervised to ensure it is effective and efficient (National Ministry of Education Regulation of the Republic of Indonesia No. 41 of 2007 on Process Standards for Primary and Secondary Education, 2007).

Several explanations of 21st-century learning are as follows: 1) 21st-century learning emphasizes students' ability to think critically, connect knowledge to the real world, master information and communication technology, and collaborate (Baroya, 2018); 2) 21st-century learning has two paradigm shifts. The first is related to information. In the 21st century, information is no longer hard to find, so learning must be directed to encourage students to search for information from various sources. The second is that learning should be aimed at helping students develop the ability to formulate, identify, and analyze problems (Haliza, 2022); 3) 21st-century learning demands students to have 4C skills: critical thinking, creativity, collaboration, and communication (Hapsah, 2022); 4) 21st-century learning requires educators to shift from teacher-centered to student-centered learning (Khotimah, 2022); 5) 21st-century learning demands students to have skills, knowledge, and capacity in technology, media and information, learning and innovation skills, and life and career skills; 6) 21st-century learning encourages students to acquire skills, knowledge, and capacity in technology, media and information, learning skills, and innovation, as well as life and career skills

(Nurhalizah, 2022); 7) 21st-century learning aims to build students' learning abilities and support their development into lifelong, active, and independent learners (Pratika, 2022); 8) "Education in the 21st century can improve various skills of students, such as innovating, using technology and information, and having life skills" (Setyo Utaminingsih et al., 2023); 9) "21st-century education is very important to children from an early age to prepare them to be successful in facing challenges in a complex life process so that they develop a strong personality" (Sukardjo et al., 2023); 10) 21st-century learning provides a new set of skills to fit this complex and constantly evolving future (Avdiu et al., 2024); and 11) "The 21st century has brought change in people's lives, varying from economy and production to communication and learning" (Bagci & Kocyigit, 2019). From these explanations, we can understand 21st-century learning as a shift where the developed curriculum guides schools to change their approach from teacher-centered to student-centered learning. This is in line with future demands, where students must possess thinking and learning skills, including problem-solving, critical thinking, collaboration, and communication.

3. Research Methods

This research employs a qualitative approach because the data analysis results are presented in the form of narrative descriptions (Danuri & Maisaroh, 2019), describing holistically and in-depth the subjects/participants within a specific context in a natural setting using natural methods (Alaslan, 2021). This qualitative approach draws conclusions based on a general understanding of the reality of the 21st-century learning supervision program implemented at the Yayasan Pendidikan Prima Swarga Bara (YPPSB). The research method uses program evaluation as a systematic and ongoing process to collect, describe, interpret, and present information that can be used as a basis for decision-making, policy development, or creating future programs (Ibrahim, 2018). Program evaluation is also a process of determining the extent to which the goals and objectives of a program or project have been achieved, providing information for decision-making, comparing performance with standards or benchmarks to identify gaps, evaluating cost and quality, and conducting systematic investigation of the value or quality of an object. The purpose of this program evaluation is to assess the level of success of the planned activities by gathering information about the realization or implementation of a policy, conducted through an ongoing process within an organization that involves a group of people for decision-making (Ananda & Rafida, 2017). The selected program evaluation model is the CIPP model, which analyzes the context (Context), input (Input), process (Process), and product (Product) of a program. In the CIPP evaluation model, the context evaluation focuses on analyzing the program's goals (Goals), input evaluation focuses on analyzing the program's plans (Plans), process evaluation focuses on analyzing the program's actions (Actions), and product evaluation focuses on analyzing the program's outcomes (Outcomes) (Stufflebeam, 2023).

The data collection technique for this research uses triangulation, which involves combining various existing techniques to collect data by utilizing available data sources through different methods and at different times (Alaslan, 2021). The data is obtained using three techniques: in-depth interviews, participant observation, and document analysis. Data analysis is conducted both during and after data collection. During the interview process, the researcher conducts an analysis of the responses. If the responses are not satisfactory, the researcher will ask further questions until credible data is obtained. The data analysis technique is performed using the interactive model developed by Miles and Huberman (1984). Activities in this data analysis include data collection, data reduction, data display, and conclusion drawing/verification.
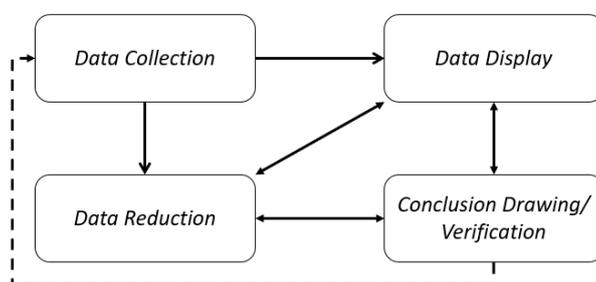

Figure 1. Interactive Model Data Analysis (Yuni Saputri & Darsinah, 2023)

The validity of the data is examined through credibility or trustworthiness tests to ensure the research results are reliable. This includes activities such as prolonged observation, increasing diligence, triangulation, discussions with peers, negative case analysis, and member checking (Sutriani & Octaviani, 2019).
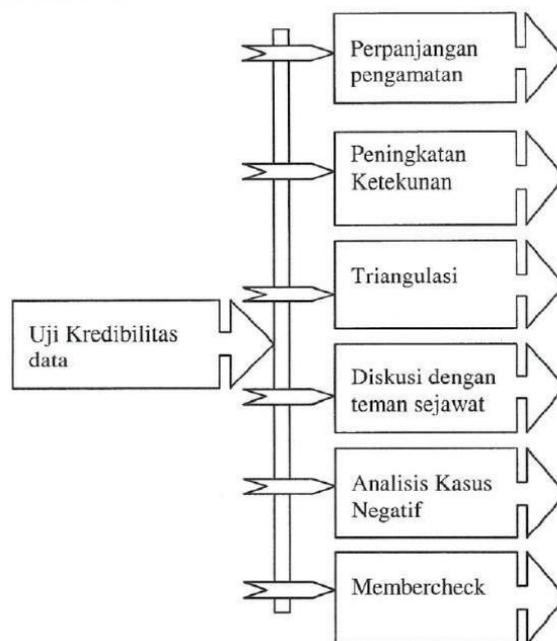
Figure 2. Data Credibility Test (Sugiyono, 2013)

The research instruments can be seen in the Table 1.

Table 1. Data Needs for the Research

Data Needs	Data	Data Collection Technique	Informants/Data Sources	W	O	D
Context Evaluation (Context) of learning supervision	Background of YPPSB learning supervision program	✓	✓	1. Principal of YPPSB Kindergarten	2. Principal of YPPSB Elementary School 1	3. Principal of YPPSB Elementary School 2
	Needs of YPPSB learning supervision program	✓	✓			
	Goals of YPPSB learning supervision program	✓	✓			
	Targets of YPPSB learning supervision program implementation	✓	✓	✓		
Input Evaluation (Input) of learning supervision	Qualifications of the principal as a supervisor for YPPSB learning supervision program	✓	✓	✓		
	Qualifications of teachers as participants in YPPSB learning supervision program	✓	✓	✓		

Data Needs	Data	Data Collection Technique	Informants/Data Sources	W	O	D
Facilities and infrastructure supporting YPPSB learning supervision program	✓	✓	✓			
Budget supporting YPPSB learning supervision program	✓	✓	✓			
Process Evaluation (Process) of learning supervision	Planning of YPPSB learning supervision: setting goals, creating schedules, determining approaches and techniques, and selecting instruments	✓	✓		✓	
Implementation of YPPSB learning supervision: review of learning administration tools, review of lesson plans, observation of learning implementation, and review of assessment administration	✓	✓	✓			
Assessment of YPPSB learning supervision: use of assessment instruments, reflection, and follow-up	✓	✓	✓			
Product Evaluation (Product) of learning supervision	Report on the results of YPPSB learning supervision: report format, program impact and results, and effectiveness on the quality of learning	✓	✓		✓	

4. Results and Discussion

4.1. Learning Supervision Program at Yayasan Pendidikan Prima Swarga Bara (YPPSB)

The learning supervision program at YPPSB is one of the duties of the Head of the Educational Unit at YPPSB. This is stated in the Job Description of the Principal of YPPSB, where the Principal is responsible for supervising and evaluating the performance of teachers and education staff, including: 1) planning the teacher and education staff supervision program; 2) conducting teacher supervision; 3) supervising education staff; 4) following up on

supervision results to improve teachers' professionalism; 5) evaluating teacher and education staff supervision; 6) planning and following up on the evaluation results and reporting supervision outcomes to teachers and education staff; and 7) evaluating the performance of teachers and education staff in the YPPSB format. The technical implementation of learning supervision at YPPSB is outlined in the Technical Guidelines for Class Supervision at YPPSB, which was approved by the YPPSB Education Manager, including: 1) creating a supervision schedule for teachers; 2) forming a supervision team consisting of the Principal and the Deputy/Coordinator of Curriculum; 3) informing teachers of the supervision schedule at least 2 weeks before the activity; 4) conducting supervision according to the schedule; 5) summarizing supervision results, evaluating outcomes, and planning follow-up actions; and 6) reaching an agreement with teachers to deliver the supervision results, involving the supervision team, no later than 1 week after the supervision. The YPPSB learning supervision format, implemented since October 1, 2012, includes: 1) learning administration supervision instruments; 2) learning activity supervision instruments; 3) assessment administration supervision instruments; 4) reflection on assessment results; and 5) follow-up actions.

4.2. Results and Discussion of Context Evaluation (Context) of the 21st-Century Learning Supervision Program at YPPSB

The results of the context evaluation of the 21st-century learning supervision program at YPPSB explain the background, needs, objectives, and targets of the program.

The background of the 21st-century learning supervision program at YPPSB was obtained through observations and interviews, and was not found in documentation. The results of observations and interviews indicate that the priorities for the current learning supervision program at YPPSB are as follows: (1) According to the Principal of YPPSB Kindergarten, some teachers do not have sufficient opportunities for continuous professional development; (2) According to the Principal of YPPSB Elementary School 1, some teachers use teaching methods that do not align with the needs of students and the dynamics of the classroom; (3) According to the Principal of YPPSB Elementary School 2, there is a significant difference in teaching quality among teachers; (4) According to the Principal of YPPSB Elementary School 3, teachers face difficulties in managing effective classrooms, which causes disruptions in the teaching and learning process; and (5) According to the Principal of YPPSB Junior High School, changes in the curriculum may not be fully followed by teachers as per the established curriculum or educational standards.

The need for a 21st-century learning supervision program at YPPSB was identified through observations and interviews, and was not found in documentation. The results of observations and interviews indicate that the need for this program is based on: (1) government regulations and (2) foundation regulations. The government regulations explain that (1) educational supervision activities involve monitoring, supervision, and periodic and continuous evaluations (Government Regulation of the Republic of Indonesia No. 57 of 2021 on National Education Standards, 2021); (2) the Principal's workload includes managerial duties, entrepreneurship development, and supervising teachers and education staff (Minister of Education, Culture, Research, and Technology Regulation of the Republic of Indonesia No. 40 of 2021 on Assigning Teachers as Principals, 2021); (3) learning process standards include lesson planning, lesson implementation, and assessment of the learning process (Minister of Education, Culture, Research, and Technology Regulation of the Republic of Indonesia No. 16 of 2022 on Process Standards for Early Childhood Education, Primary and Secondary Education, 2022); and (4) educational supervision is conducted periodically and continuously through monitoring, supervision, and evaluation activities. Supervision includes giving advice or recommendations, guidance, mentoring, and feedback on educational activities (Minister of Education, Culture, Research, and Technology Regulation of the Republic of Indonesia No. 47 of 2023 on Management Standards for Early Childhood, Primary, and Secondary Education). The foundation's regulation, which underpins the learning supervision program, is mentioned in the Job Description of the Principal of YPPSB, which states that the Principal is obligated to conduct supervision and performance evaluation of teachers and education staff, including: (1) planning the teacher and education staff supervision program; (2) conducting teacher supervision; (3) conducting supervision for education staff; (4) following up on the results of supervision to improve teachers' professionalism; (5) evaluating teacher and education staff supervision; (6) planning and following up on evaluation results and reporting supervision outcomes to teachers and education staff; and (7) evaluating the performance of teachers and education staff in the YPPSB format.

The objective of the 21st-century learning supervision program at YPPSB was identified through observations and interviews, and was not found in documentation. The results of observations and interviews show that the current priorities for the learning supervision program at YPPSB are as follows: (1) According to the Principal of YPPSB Kindergarten, encouraging teachers to develop their competencies in the learning process; (2) According to the

Principal of YPPSB Elementary School 1, enabling teachers to use comprehensive teaching methods aligned with students' needs; (3) According to the Principal of YPPSB Elementary School 2, improving the quality of teaching across all teachers, both in delivering material, managing the class, and using teaching methods; (4) According to the Principal of YPPSB Elementary School 3, helping teachers manage their classes well, maintain discipline, and motivate students; and (5) According to the Principal of YPPSB Junior High School, helping teachers deliver lessons aligned with the curriculum or established educational standards. These objectives align with the explanation by (Hidayanti et al., 2024) which states that the goal of learning supervision is to improve teachers' professional ability in enhancing the learning process through providing professional assistance.

The target of the learning supervision program is explained by (Hidayanti et al., 2024) which states that the target of learning supervision is the teachers involved in the learning process. The targets of the 21st-century learning supervision program at YPPSB, based on observations, interviews, and documentation, include Contract Teachers and Permanent Teachers. In the 2023-2024 academic year, YPPSB has 154 Contract/Permanent Teachers, consisting of 16 YPPSB Kindergarten Teachers, 32 YPPSB Elementary School 1 Teachers, 32 YPPSB Elementary School 2 Teachers, 32 YPPSB Elementary School 3 Teachers, and 42 YPPSB Junior High School Teachers.

4.3. Results and Discussion of Input Evaluation (Input) of the 21st Century Learning Supervision Program at YPPSB

The results of the input evaluation of the 21st-century learning supervision program at YPPSB explain the supervisor, participants in the supervision program, facilities and infrastructure, and the program's budget.

The supervisor of the 21st-century learning supervision program at YPPSB is determined through observations, interviews, and documentation. The qualifications of the supervisor, in this case, the Principal of YPPSB, are listed in the Job Description of the Principal. The qualifications of the supervisor align with the Ministry of Education, Culture, Research, and Technology Regulation No. 40 of 2021 regarding the Assignment of Teachers as School Principals, including: (1) Education: at least a Master's degree (S-2) with a minimum GPA of 3.0; (2) Expertise: school/organization management; possessing a teaching certificate; preferably holding a Teacher's Certification of Excellence/Practice Teacher/Merdeka Mengajar Platform (PMM); good leadership skills; knowledge of curriculum, teaching processes, and assessment; ability to operate MS Office, digital learning tools, and the internet; ability to collaborate in a team; good communication skills; intra- and interpersonal skills; and proficiency in English; (3) Teaching Experience: at least 5 years of teaching; prior experience as a Vice Principal or Coordinator; (4) Training: school management, leadership, curriculum, and school information systems. The qualifications from the Ministry of Education, Culture, Research, and Technology that are not listed in the Principal's Job Description include: (1) physical and mental health, free from narcotics, psychotropics, and other addictive substances, based on a medical certificate from a government hospital; (2) no history of disciplinary action; (3) not currently a suspect or a convicted criminal; and (4) a maximum age of 56 years when assigned as Principal (Minister of Education, Culture, Research, and Technology Regulation No. 40 of 2021 on Assigning Teachers as School Principals, 2021).

The participants in the 21st-century learning supervision program at YPPSB are identified through observations, interviews, and documentation. The qualifications of the participants, in this case, the teachers at YPPSB, are listed in the Job Description of the Teacher at YPPSB. The qualifications of the participants align with the Law of the Republic of Indonesia No. 14 of 2005 regarding Teachers and Lecturers. The qualifications of teachers based on the Job Description of the Principal at YPPSB are: (1) Academic: at least a Bachelor's degree (S-1) in the relevant field with a minimum GPA of 3.0; (2) Pedagogical Competence: classroom management, understanding of the curriculum, and evaluation implementation; (3) Personal Competence: good intra- and interpersonal skills; (4) Social Competence: good communication skills, ability to collaborate in a team; (5) Professional Competence: proficiency in MS Office, digital learning tools, and the internet; preferably fluent in English; and (6) possession of an educator certificate for teachers who meet the requirements. According to Law No. 14 of 2005, the qualifications include: (1) academic: university program S1 or D-IV; (2) pedagogical competence: ability to manage student-centered learning to achieve learning objectives; (3) personal competence: ability to act ethically, wisely, and be a role model for students, done through reflection in fulfilling responsibilities as a teacher in accordance with the professional code of ethics and student-centered orientation; (4) social competence: ability to communicate and interact effectively and efficiently with students, colleagues, parents/guardians of students, and the community, conducted in learning and self-development; (5) professional competence: ability to master the subject matter broadly and deeply to set learning goals and organize content based on student-centered learning; and (6) having an educator certificate for those who meet the requirements (Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, 2005).

Facilities refer to all the necessary resources for teaching and learning, both indoors and outdoors, while infrastructure refers to indirect facilities that support the education process, such as the environment, roads to the school, and others (Fadillah & Aliyyah, 2024). The facilities and infrastructure supporting the 21st-century learning supervision program at YPPSB were identified through observations, interviews, and documentation. These include: (1) indoor facilities such as classrooms, religious study rooms, computer labs, science labs (for junior high school), libraries, and multipurpose rooms or auditoriums; (2) outdoor facilities such as football fields, basketball courts, volleyball courts, running tracks, school yards, school gardens, playgrounds, and fish ponds. A priority facility for YPPSB at the moment is the provision of smart TVs in classrooms as media that reflect 21st-century learning.

The budget for the 21st-century learning supervision program at YPPSB is identified through observations, interviews, and documentation. The budget comes from two sources: OPEX and BOSNAS. OPEX is the operational cost and daily activities budget from PT KPC, while BOSNAS is the National School Operational Fund from the Government. However, the budget proposal for 2024 does not explicitly mention the supervision program. While the proposed budget supports the supervision program, the Principal did not allocate funds explicitly for it.

4.4. Results and Discussion of Process Evaluation (Process) of the 21st Century Learning Supervision Program at YPPSB

The results of the process evaluation of the 21st-century learning supervision program at YPPSB explain the planning, implementation, and assessment of the learning supervision process.

The planning of the 21st-century learning supervision program at YPPSB was derived from observations, interviews, and documentation. The Principal of YPPSB planned this program, which includes four activities mentioned in the Academic Supervision Guide published by the Ministry of Education and Culture (2019): 1) determining the objectives of the learning supervision, 2) creating a schedule for learning supervision, 3) selecting the approach and techniques for learning supervision, and 4) selecting instruments for learning supervision (Santosa & Nusyirwan, 2019). The Principal of YPPSB sets the objectives of the learning supervision based on the established supervision instruments. If there are specific goals that are not covered by the instruments, the Principal will communicate them verbally in weekly meetings. In the 2023-2024 academic year, the Principal of YPPSB added a goal for learning supervision, which is to utilize smart TVs by teachers as one of the learning media. The Principal of YPPSB schedules learning supervision once a year. In the 2023/2024 academic year, the schedule for the second semester includes: TK YPPSB starting on March 18, 2024, SD YPPSB 1 starting on January 29, 2024, SD YPPSB 2 starting on February 6, 2024, SD YPPSB 3 starting on February 19, and SMP YPPSB starting on April 10, 2024. The Principal prepares the supervision schedule by listing the teachers to be supervised, the date and time of the supervision, the subject being taught, and the class. The Principal of YPPSB uses different approaches to supervision. The Principal of TK and SD YPPSB applies a direct contact approach, which involves direct interaction with the teacher being supervised by observing the teaching process and providing specific feedback relevant to the learning process. The Principal of SMP YPPSB uses a collaborative approach, combining direct and indirect approaches, where the Principal sometimes conducts remote observations, monitoring the learning process without directly interacting through CCTV installed in the classrooms. The supervisory technique used by the Principal of YPPSB is an individual technique, where the Principal conducts one-on-one supervision by visiting classes, observing classes, holding individual meetings, and evaluating self-performance. This is similar to the research in the Didaktika: Jurnal Kependidikan titled "Implementation of Academic Supervision by School Principals to Improve Teacher Competency at SMP Al-Islam Kartasura," which also uses an individual technique where the Principal assesses by visiting the class, meeting the teacher directly, observing the class, and evaluating self-performance and group performance (Pangestuti & Mustofa, 2024). The difference is that the Principal of YPPSB only evaluates self-performance, whereas the Principal of SMP Al-Islam Kartasura evaluates both self-performance and group performance. The Principal of YPPSB selects the learning supervision instruments to be used according to the assessment materials. YPPSB has set three learning supervision instruments since 2012: 1) the supervision instrument for planning administration, used to assess the learning administration prepared by the teacher; 2) the supervision instrument for learning activities, used to assess the teaching activities carried out by the teacher; and 3) the supervision instrument for assessment administration, used to assess the teacher's assessment administration. Next, the Principal conducts reflections and determines follow-up actions. The YPPSB learning supervision activity instrument is still based on the National Standards Process, which includes the core activities of exploration, elaboration, and confirmation (Ministerial Regulation No. 41 of 2007 on Standards for Basic and Secondary Education, 2007). Meanwhile, the government standards have undergone three changes: First, it was repealed by Ministerial Regulation No. 65 of 2013 on Standards for Basic and Secondary Education; second, it was repealed by

Ministerial Regulation No. 22 of 2016 on Standards for Basic and Secondary Education; and third, it was repealed by Ministerial Regulation No. 16 of 2022 on Standards for Early Childhood Education, Basic Education, and Secondary Education.

The implementation of the 21st-century learning supervision program at YPPSB is based on the results of observations, interviews, and documentation. The Principal of YPPSB implements this program through four activities mentioned in the Academic Supervision Guide published by the Ministry of Education and Culture (2019): 1) reviewing learning administration materials, 2) reviewing lesson plans, 3) observing the learning process, and 4) reviewing assessment results (Santosa & Nusyirwan, 2019). The Principal of YPPSB reviews the learning administration based on the Learning Planning Administration Supervision Instrument, which includes: annual programs, semester programs, syllabi, Lesson Plans (RPP) or teaching modules, educational calendars, teaching schedules, daily agendas, student attendance, Minimum Competency Standards (KKM), or Achievement Criteria (KKTP), and student attendance records. The Principal reviews the lesson plans based on the Technical Guidelines for Lesson Plans and Teaching Modules issued on February 28, 2023. The lesson plan review includes eight components: 1) school identity, 2) theme/subtheme, 3) class/semester, 4) time allocation, 5) competency standards (KD) and indicators for achieving competencies, 6) learning objectives, 7) learning activities, and 8) assessment results. The module review includes three components: 1) general information, 2) core components, and 3) attachments. The Principal of YPPSB observes the learning process based on the Technical Guidelines for Daily Teacher Learning Processes issued on July 30, 2023. The learning process carried out by the TK YPPSB teacher includes: 1) entering the class on the first day: arriving on time, ensuring the class is clean and comfortable, Friday morning/read aloud, praying together, taking attendance, and preparing center activities; 2) center activities: environmental preparation, before playing, during play, after play, reflection/recalling/feedback; 3) break/eating together: washing hands, praying before and after eating, eating together, and playing; and 4) closing: discussion of the day's activities, information about tomorrow's activities, and closing prayer. The learning process carried out by SD and SMP teachers at YPPSB includes: 1) entering the class on the first day: arriving on time, arranging students in lines outside the class to check neatness, cleanliness, and uniform completeness, checking hair and nails, greeting and allowing students to enter the class one by one in an orderly manner; ensuring the class is clean and comfortable for learning; praying together and singing the national or regional anthem; taking attendance; conducting read aloud at least once a week (scheduled by each school); and starting the first lesson; 2) starting lessons after breaks: checking student attendance; starting the lesson; 3) starting the learning process: preparing students; giving motivation; explaining learning objectives and competencies to be achieved; delivering the scope of material and explaining the activity details according to the syllabus; and explaining the lesson activities for that day; 4) closing the lesson process: evaluating all learning activities and results; providing feedback on the learning process and results; reflecting on the learning process; carrying out follow-up activities in the form of assignments (if necessary); informing plans for the next learning session; 5) ending the lesson: closing the lesson; ensuring the class is clean; filling in the daily class agenda; greeting students and leaving the class; and 6) ending the last lesson: closing the lesson, filling in the daily class agenda; instructing students to clean and tidy up the class; praying together; greeting students; standing in front of the class and shaking hands with students leaving the class; and turning off electrical equipment. The Principal of YPPSB reviews the assessment results based on the Learning Assessment Administration Supervision Instrument, including: 1) grade books, 2) knowledge tests, 3) structured assignments, 4) unstructured independent activities, 5) skills assessments, 6) affective assessments of moral character, 7) affective assessments of personality, 8) remedial programs, and 9) question banks/test instruments.

The assessment of the 21st-century learning supervision program at YPPSB is based on the results of observations, interviews, and documentation. The Principal of YPPSB evaluates this program by: 1) filling out the planning administration supervision instrument, 2) filling out the learning activity supervision instrument, and 3) filling out the assessment administration supervision instrument. Then, together with the teacher, the Principal conducts learning reflections and follow-up actions. The Ministry of Education and Culture (2019) provides guidance for the Principal to assess the learning supervision as an evaluation process, followed by reflection to analyze the effectiveness of the learning process. Then, the Principal determines the follow-up actions that the teacher needs to take to improve the quality of learning (Santosa & Nusyirwan, 2019). The follow-up actions taken by the Principal of YPPSB include: 1) discussing the teacher's strengths and weaknesses, 2) designing a plan to improve the lacking aspects, 3) providing direct guidance to the teacher, 4) sharing good practices in the learning process, and 5) planning training to improve specific competencies.

4.5. Results and Discussion of Product Evaluation (Product) of the 21st Century Learning Supervision Program at YPPSB

The results of the product evaluation of the 21st-century learning supervision program at YPPSB explain: 1) the format of the report, 2) the impact and results of the program, and 3) the effectiveness of the program on the quality of learning.

The Principal of YPPSB presents the learning supervision report by compiling the supervision instrument documents along with the recapitulation of the results of learning supervision, as well as reflection documents and follow-up actions. Meanwhile, the Ministry of Education and Culture (2019) directs the Principal to present the learning supervision results in a report that includes seven aspects: 1) identity, 2) introduction, 3) framework for problem-solving, 4) supervision methods and approaches, 5) results of the supervision, 6) conclusion, and 7) appendices (Santosa & Nusyirwan, 2019). The presentation of the learning supervision program report differs in the Buku Pelaksanaan Supervisi di Lembaga Pendidikan, where the report is made with the following systematic approach: 1) introduction, including background, objectives, and the object of supervision; 2) methodology, including the supervision schedule, methods, and instruments; 3) implementation of supervision, including the process of supervision and observation; 4) findings, including positive aspects, aspects requiring improvement, and concrete examples; 5) analysis and evaluation, including the analysis of findings and evaluation; 6) recommendations, including steps for improvement and further action; 7) conclusion, including a summary of findings and final conclusions; and 8) appendices, including documentation and references (Amien et al., 2024). Despite the different formats, both types of reports meet the seven aspects suggested by the Ministry of Education and Culture (2019).

The impact of the learning supervision program at YPPSB is clearly reflected in the teachers' engagement in planning, implementing, and assessing the learning process. The program's results can be seen from the recapitulation of the supervision results as follows:

a. The results of the recapitulation of the planning supervision instrument indicate that TK YPPSB scored 95.56, SD YPPSB 1 scored 95.50, SD YPPSB 2 scored 95.31, SD YPPSB 3 scored 94.94, and SMP YPPSB scored 95.24, with an average score of 95.27, which means excellent.

b. The results of the recapitulation of the learning activity supervision instrument indicate that TK YPPSB scored 87.50, SD YPPSB 1 scored 87.42, SD YPPSB 2 scored 87.67, SD YPPSB 3 scored 87.69, and SMP YPPSB scored 87.24, with an average score of 87.95, which means excellent.

c. The results of the recapitulation of the assessment administration supervision instrument indicate that TK YPPSB scored 86.50, SD YPPSB 1 scored 86.19, SD YPPSB 2 scored 86.06, SD YPPSB 3 scored 86.25, and SMP YPPSB scored 86.15, with an average score of 86.20, which means excellent.

The impact of this supervision program aligns with the findings of (Putri et al., 2024) which states that supervision can professionally and optimally support and encourage the development of teachers' potential.

The effectiveness of the learning supervision program at YPPSB can at least be assessed by the results of the recapitulation of the learning activity supervision instrument. The results of the recapitulation of the learning activity supervision instrument show that TK YPPSB scored 87.50, SD YPPSB 1 scored 87.42, SD YPPSB 2 scored 87.67, SD YPPSB 3 scored 87.69, and SMP YPPSB scored 87.24, with an average score of 87.95, which means excellent. Thus, it can be understood that the learning supervision program has effectively influenced the quality of learning. This program aligns with one of YPPSB's missions, which is to organize education and learning centered on the individual potential of students by using effective learning approaches and optimizing the use of technology integrated with local wisdom values. This is in line with (Yolanda et al., 2024) research which concludes, the implementation of learning supervision has been effective because learning supervision can be a benefit that directs, encourages, spurs, and surveys instructors in the use of learning". This means that the implementation of learning supervision is effective in improving the quality of learning as it serves as a valuable effort to guide, motivate, stimulate, and survey instructors in utilizing learning.

5. Conclusion

The context evaluation of the 21st-century learning supervision program at YPPSB explains that YPPSB has a background, needs, objectives, and targets for its learning supervision program. The background that prioritizes the program includes teachers not having enough opportunities for continuous professional development (TK YPPSB),

the teaching methods used by teachers not aligning with the students' needs and class dynamics (SD YPPSB 1), significant differences in teaching quality among teachers (SD YPPSB 2), teachers' difficulty in managing an effective classroom (SD YPPSB 3), and the possibility that teachers are not fully following the established curriculum or educational standards (SMP YPPSB). The needs of the program are based on (1) government regulations and (2) foundation regulations.

Government regulations include: (1) Government Regulation of the Republic of Indonesia No. 57 of 2021 concerning National Education Standards, which explains that educational activities must be monitored, supervised, and evaluated periodically and continuously; (2) Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 40 of 2021 concerning the Assignment of Teachers as School Principals, explaining the principal's workload for performing managerial tasks, entrepreneurship development, and supervision of teachers and education staff; (3) Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 16 of 2022 concerning Process Standards for Early Childhood Education, Primary Education, and Secondary Education, explaining that learning process standards include planning, implementation, and assessment of the learning process; (4) Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia No. 47 of 2023 concerning Management Standards for Early Childhood Education, Primary Education, and Secondary Education, which explains that educational monitoring activities must be carried out periodically and continuously through monitoring, supervision, and evaluation activities.

The foundation regulations are based on the Job Description of the Principal of YPPSB, which explains that the Principal is required to carry out supervision and performance assessments of teachers and education staff, including: planning the supervision program for teachers and education staff; supervising teachers; supervising educational staff; following up on the results of teacher supervision for improving teacher professionalism; evaluating teacher and education staff supervision; planning and following up on evaluation results, and reporting the implementation of supervision results to teachers and education staff.

The objectives of the program are: to encourage teachers to develop their competencies in the learning process (TK YPPSB), to encourage teachers to use comprehensive teaching methods in line with students' needs (SD YPPSB 1), to encourage teaching by all teachers to become high-quality in terms of content delivery, classroom management, and teaching methods (SD YPPSB 2), to encourage teachers to manage the classroom effectively, maintain discipline, and motivate students (SD YPPSB 3), and to encourage teachers to implement teaching that aligns with the established curriculum or educational standards (SMP YPPSB).

The program's targets are both permanent and contract teachers. In the 2023-2024 academic year, there are 164 teachers at YPPSB, consisting of 18 TK YPPSB teachers, 34 SD YPPSB 1 teachers, 34 SD YPPSB 2 teachers, 34 SD YPPSB 3 teachers, and 44 SMP YPPSB teachers. In its implementation, several teachers are involved in the supervision team, including: the Curriculum Coordinator (TK and SD YPPSB), the Vice Principal of the Curriculum Division, and Teacher Facilitators (SMP YPPSB).

The input evaluation of the 21st-century learning supervision program at YPPSB explains that YPPSB has qualified human resources, with appropriate qualifications for both the Principal as the supervisor and the teachers as participants. It is also supported by facilities and infrastructure, as well as the necessary budget. The qualifications of the supervisor are based on the Job Description of the Principal of YPPSB. Some of these align with Permendikbudristek No. 40 of 2021, while others differ. The aligned qualifications include education, expertise, teaching experience, and training. However, YPPSB does not require health certifications, code of ethics compliance, or age limits, which are required by Permendikbudristek. The qualifications for teacher participants are based on the Job Description of YPPSB Teachers, all of which align with Law No. 14 of 2005 concerning Teachers and Lecturers in Indonesia, covering academic qualifications, pedagogical competencies, personal competencies, social competencies, and professional competencies.

The facilities and infrastructure that support the learning supervision program, both indoor and outdoor, include classrooms, multipurpose rooms, prayer rooms, computer and science laboratories (for SMP), libraries, sports fields, gardens, and fish ponds. The priority facilities for the program include the provision of smart TVs in all classrooms to enhance 21st-century learning. The program's budget comes from OPEX and BOS funds. Although these budgets support the program, the budget proposal for the 2024 academic year does not explicitly list the supervision program as a separate activity.

The process evaluation of the 21st-century learning supervision program at YPPSB explains the planning, implementation, and assessment of the learning supervision. The Principal plans the program by determining the objectives, creating a schedule, selecting the approach and techniques, and choosing the appropriate instruments. These objectives are communicated to teachers in weekly meetings, at least two weeks before the scheduled activities. The activities are scheduled once a year according to the teachers' schedules. There are different approaches used: the Principal of TK and SD YPPSB uses a direct contact approach, while the Principal of SMP YPPSB uses a collaborative approach that combines both direct and indirect methods. The technique used is individual supervision, where the Principal conducts one-on-one supervision through class visits, class observations, individual meetings, and self-assessment.

The instruments chosen for supervision include instruments for planning lessons, for observing teaching activities, and for assessing teaching evaluations. The Principal implements the program by reviewing teaching materials, lesson plans, observing the learning process, and evaluating learning outcomes. Occasionally, unforeseen activities conflict with the supervision schedule, which may require rescheduling or delegating the supervision role to the Vice Principal or Curriculum Coordinator.

The product evaluation of the 21st-century learning supervision program at YPPSB explains the format of reports, the program's impact and outcomes, and its effectiveness on the quality of learning. The report format does not fully meet the guidelines set by the Ministry of Education and Culture (Kemendikbud, 2019) as it does not include all seven recommended aspects. The program's impact is evident in how it has motivated teachers to plan, implement, and assess their teaching activities. The effectiveness of the program can be seen in the results of the supervision instruments, showing a positive influence on the quality of teaching.

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