

EFFECTIVITY OF TECHNICAL GUIDANCE OF ONLINE AND OFLINE SUPERVISER AS HEADMASTER EMPOWERING OFFICER IN INDONESIA

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ABSTRAK

Abstrak: Penguatan kepala sekolah merupakan program untuk meningkatkan kemampuan kepala sekolah dalam manajemen sekolah. Tujuan penelitian ini secara umum adalah untuk mendapatkan implikasi bimbingan teknis petugas supervisi moda daring dan luring terhadap peningkatan petugas supervisi penguatan kepala sekolah di Indonesia. Penelitian ini termasuk eksperimental dengan rancangan *two group pretest dan posttest design*. Penelitian ini menggunakan populasi berjumlah 34 petugas, dengan jumlah sampel kelompok perlakuan I adalah 17 petugas diberikan bimbingan teknis superbisi moda daring, kelompok perlakuan II adalah 17 petugas diberikan bimbingan teknis moda luring. Metode tes digunakan untuk pengumpulan data. Hasil Penelitian bahwa data diperoleh dengan nilai Sig $0.015 < 0.05$ sehingga bimbingan teknis petugas supervisi moda daring dan luring memiliki pengaruh yang signifikan terhadap peningkatan kapasitas petugas supervisi dalam rangka penguatan kepala sekolah. Hasil data Petugas supervisi moda daring dan luring tidak ada perbedaan dalam meningkatkan kapasitas petugas supervisi.

Abstract: Principal strengthening is a program to improve the principal's ability in school management. The general purpose of this study is to obtain the implications of technical guidance for online and offline supervisory officers on improving principal strengthening supervisory officers in Indonesia. This study is an experimental study with a two-group pretest and posttest design. This study used a population of 34 officers, with the number of samples of treatment group I being 17 officers given technical guidance for online mode supervision, treatment group II being 17 officers given technical guidance for offline mode. The test method was used for data collection. The results of the study showed that the data was obtained with a Sig value of $0.015 < 0.05$ so that technical guidance for online and offline supervisory officers had a significant influence on increasing the capacity of supervisory officers in the framework of strengthening principals. The results of the data for online and offline supervisory officers showed no difference in increasing the capacity of supervisory officers..

A. INTRODUCTION

Dokumen communicative and innovative, therefore quality education is needed (Asra et al., 2018). The principal as a leader is someone who is able to assist the development of his staff members in improving the quality of education in Indonesia. The duties and roles of school principals in the education quality assurance process are very large, especially in building their commitment to improving school quality (Mardhatillah et al., 2019). The urgency of the research is that the principal has an important role in determining the direction of school policy and ensuring the quality of education. Through this research, it can be seen whether online and offline technical guidance for supervisors is effective in

improving the principal's ability to lead and manage schools effectively. Along with the development of technology, online technical guidance is increasingly used. This research is important to understand whether online methods are able to replace or complement technical guidance that is usually carried out face-to-face (offline), especially in the context of developing principal leadership. Efficiency and Accessibility of Technical Guidance Programs

Online technical guidance has the potential to provide wider access, especially for principals in remote areas that are difficult to reach by face-to-face training. This research can reveal how effective this approach is compared to traditional methods, and whether it is able to overcome the problem of limited

access to training education. The world of education continues to develop according to its dynamics (Tobari et al., 2018). Based on Permendikbud number 6 of 2018, article 16 paragraphs 1 and 2, for school principals who are appointed, are in office, and do not yet have an STTPP, prospective principals are required to attend and pass education and training to strengthen school principals. Education and training on strengthening school principals are carried out online and offline which aims to improve the competence of school principals in accordance with their duties and functions to encourage principals to create independent schools so that students' wellbeing can be realized (N. Tanjung & Daulay, 2019).

Principal strengthening training activities are evaluated by supervisory officers at each stage of learning to maximize learning outcomes (Basuki et al., 2020). Supervision officers are organized by PPPGTK with evaluation of learning modes during and offline. The purpose of technical guidance for supervisors is to equalize perceptions about the roles, functions and responsibilities of supervisors in carrying out their duties and improve the ability of supervisors to conduct coaching academic activities carried out by education and training teachers (Ardianto et al., 2022).

There are two objectives that must be realized by supervision, namely: improving learning and improving the quality of education (Şahenk, 2010). Learning supervision is supervision that is focused on improving learning through a systematic cycle starting from the planning, observation and intensive analysis stages of the learning performance with the aim of improving the learning process (Norberg, 2019).

Empowerment supervisory officers who are responsible for evaluating education and training teachers in providing understanding to school principals regarding the principal's main duties (M. A. Tanjung et al., 2017). The problem that occurs is how the performance of teachers will have an impact on higher quality education (Basuki et al., 2020). As is known, there have been many curriculum changes until the current reform era, but these have not had a significant impact on changes (N. Tanjung & Daulay, 2019).

In learning, supervisory officers are required to play an active role in evaluating education and training teachers in providing material to schools for how to solve problems and plans for the development of school principals (Halima & Mardiana, 2020). With various regulations on the competence of principals, how big is the role and responsibility of school supervisors to assist educators in improving the quality of the process and learning outcomes of

students (Sukandar, 2019). In its development to date, the accreditation program plays an important role in the world of education (Mardhatillah et al., 2019).

School management is generally led by a school principal (Wibowo et al., 2021). In its development, according to the needs of the community and the times, the principal must also be able to play a role as a leader, innovator and motivator in his school (Soim, 2018). That is to do with how to solve learning problems, share good practices and prepare school development plans. Supervision officers were carried out for 5 days by assessing knowledge, skills and attitude assessment, namely discipline, activeness, and independence of participants. The purpose of the study was to analyze the differences in the effectiveness of the technical guidance of online and offline supervision officers for school principals. Research on the effectiveness of online and offline school supervisor technical guidance is essential to ensure that principals have the skills needed to lead schools well. The purpose of the study is The results of this study can contribute to improving the quality of school management, the effectiveness of training programs, and the development of better education policies in Indonesia.

B. RESEARCH METHOD

Based on purpose and research problem, which is how much the effect of supervising officer technical guidance between online and offline. Thus, the research strategy used is the experimental method, using a two group pretest-posttest design. The method used in this study is experimental research using paired sample t-test and one way anova.

Table 1. *Two group Pretest-posttest Design*

Group	Pretest	Treatment	Posttest
Group 1 (one)	T1 Group 1	X1	T2 Group 1
Group 2 (two)	T1 Group 2	X2	T2 Group 2

T1 : Pretest

T2 : Posttest

X1 : Training Group 1

X2 : Training Group 2

The population used in this study were 34 participants of online and offline mode supervision officers. To determine the number of samples that are suitable for the treatment group, a sampling technic is needed. In this research, the sampling technic used is population study. The sample will be divided into 2 groups

The research instrument in the study is a test or assessment that can be given to the principal or supervisor before and after technical guidance to measure the increase in knowledge and skills obtained. This test can be: Pre-test and post-test: Conducted to measure the increase in

understanding or skills after participating in technical guidance.

In accordance with hypothesis and research type that used in this research, thus statistical analysis which used to determine efficiency of online and offline supervision officers technical guidance to the capability enhancement of supervising officers in headmaster empowerment in Indonesia is paired sample t-test, and use Analysis of Variance (Anova) with significance level of 5%. Hypothesis is rejected on $\alpha = 0.05$.

C. RESULT AND DISCUSSION

The results of testing the hypothesis about the efficiency of online and offline mode supervision officers on increasing the capacity of school principal strengthening supervisory officers show that the group on online and offline mode technical guidance shows an increase. Based on the results of calculations using the T-Test in the paired samples test table, the t_{count} results are 9.767 with a significance level (P) of 0.00. So it can be concluded that the treatment of groups of online mode supervisory officers can improve the abilities of supervising officers. Based on the results of calculations using the T-Test on the paired samples test table, the t_{count} results are 10.019 with a significance level (P) of 0.00. So it can be concluded that the treatment of groups of supervisory officers in offline mode can improve the abilities of supervisory officers.

Table 2. One way anova online and offline

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.179	1	5.179	.038	.846
Within Groups	4328.941	32	135.279		
Total	4334.120	33			

To find out the difference in the effect of the two forms of training, a follow-up test was carried out with anova. In the follow-up test with anova, the main difference value between the training of supervisory officers with online and offline modes was F 0.038 with a significance level (P) of 0.846. Means there is no significant difference between the two forms of treatment. Programs for implementing supervisors in offline and online modes are equally effective in increasing the abilities of supervising officers.

Education and training of supervising officers is carried out to equalize perceptions of the roles, functions and responsibilities of supervising officers and to improve the abilities of supervising officers in coaching academic activities during OJT 1, IST and OJT 2 which are held by training instructors. Supervision officers are given material related to the policies of the ministry of education and culture, the mechanism for implementing education and training to strengthen school principals, training learning models, supervision techniques, supervision instruments and supervision analysis and reporting. The purpose of offline and online youth supervision is to provide services and assistance to improve the quality of teaching and training teachers who are conducted online and offline. Thus supervision is carried out to provide services and assistance to improve the quality of teaching and learning and ultimately improve the ability of school principals. Supervision is a very important activity, which will ensure the achievement of educational goals (Ansori et al., 2021; Buchori et al., 2018; Rahmi, 2019; Soim, 2018; Syahrudin, 2019; Tobari et al., 2018). Supervision orientation can be determined as a process of assistance in developing teaching and learning situations in order to obtain conducive conditions.

Based on the above understanding, it can be said that the effectiveness of technical guidance for laryngeal and offline mode supervision officers shows a significant influence from the two trainings. These results are supported in research (Ahmad & Saefurrohman, 2020; Murtiningsih; Kristiawan M; Lian Bukman, 2019; Syahrudin, 2019) that the implementation of supervision can foster teachers in order to improve the quality of the learning process in order to obtain optimal results and good coordination between the principal and the teacher.

D. CONCLUSSION AND SUGESTION

The results of the study can be concluded that the online and offline mode of technical guidance methods are able to increase the capacity of the principal's supervisory officer. In this case, the core competency that must be posseste The results of the study showed that with a Sig value = 0.015 $< \alpha = 0.05$, it can be concluded that the online and offline technical guidance method can improve the capacity of principal supervisors. In this case, the core competency that must be possessed by supervisors is to observe the entire process of strengthening principals online and offline. The results of the study showed that the Sig value = 0.846 $> \alpha = 0.05$, online and offline supervisors were equally effective in improving the ability of supervisors to improve the

ability of principals. There is a positive impact on the implementation of principal strengthening. Furthermore, the implementation of supervisors is expected to encourage or create a conducive atmosphere for educational growth and provide direction for conducting continuous evaluations, as well as an action to continue to strive to achieve the expected quality so that it can indirectly improve the quality of education. d by supervisory officers is to observe the entire learning process for strengthening school principals in online and offline modes. The results show that online and offline mode supervision officers are equally effective in increasing the ability of supervisors to improve the ability of school principals. There is a positive impact on the implementation of strengthening school principals. Furthermore, the implementation of supervisory officers is expected to encourage or create a conducive atmosphere for educational growth and provide direction for continuous evaluation, as well as an action to continue to strive to achieve the expected quality so that it can indirectly improve the quality of education.

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