

Development Teacher Academic Supervision Website in Al-Azhar Syifabudi Kota Bogor Through the SIPEKA ASB Website

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Abstrak

Penelitian ini membahas tentang pengembangan supervisi berbasis website yang dilakukan di SD Al Azhar Syifabudi, Bogor, BNR, Jawa Barat, Indonesia. Penelitian ini bertujuan untuk mengembangkan sistem informasi berupa website supervisi yang dapat digunakan oleh kepala sekolah dalam melaksanakan kegiatan supervisi. Metode penelitian yang digunakan adalah model pengembangan Borg & Gall. Penelitian ini dilaksanakan dalam 3 tahap yaitu analisis kebutuhan, perencanaan website supervisi akademik, dan pengembangan model website supervisi akademi SIPEKA ASB. Pada tahap pengumpulan data, peneliti melakukan studi literatur dan wawancara. Dilanjutkan dengan perencanaan website pengawasan dengan merancang fitur-fitur yang dibutuhkan sesuai hasil analisis permasalahan. Selanjutnya tahap pengembangan model website SIPEKA ASB dilakukan sesuai dengan desain yang telah dibuat. Penelitian ini bertujuan untuk memudahkan Kepala Sekolah SDN Al Azhar Syifabudi Kota Bogor BNR dalam melaksanakan supervisi akademik berbasis website.

Kata Kunci: supervisi akademik, website supervisi, pengembangan website supervisi.

Abstract

This research discusses the development of website-based supervision carried out at Al Azhar Syifabudi Elementary School, Bogor, BNR, West Java, Indonesia. This research aims to develop an information system in the form of a supervision website that can be used by school principals in carrying out supervision activities. The research method used is the Borg & Gall development model. This research was carried out in 3 stages, namely needs analysis, planning an academic supervision website, and developing a SIPEKA ASB academy supervision website model. At the data collection stage, researchers conducted literature studies and interviews. They were followed by planning the supervision website by designing the required features according to the results of the problem analysis. Next, the stage of developing the SIPEKA ASB website model is carried out by the design that has been created. This research aims to make it easier for the principal of Al Azhar Syifabudi Elementary School, Bogor City, BNR, to implement website-based academic supervision.

Keywords: Academic Supervision, Website Supervision, development of website-supervision.

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INTRODUCTION

Regarding education quality, Indonesia was ranked 70th out of 93 countries in the world in 2020 with a score of 46.4 (CEOWorld Magazine, 2020). However, according to the International Assessment Program student survey, Indonesia occupies 74th out of 79 countries with an average score of 371 (PISA, 2019), and will rise 5–6 positions in 2022 (Center for Educational Assessment, n.d.). This shows that Indonesia's score is now in position 69–68, which shows an improvement in the quality of education. This is influenced by several standards that guarantee the quality of education. Standards relating to educators and educational personnel are one of them (Kemdikbud, 2017). At the elementary school level, the principal is responsible for carrying out supervision to assess teacher performance. Supervision includes teacher evaluation, management and implementation of learning, lesson planning, and mastery of teaching materials.

The principal is in the highest position in the school (Aidil et al., 2021). Minister of National Education Regulation Number 13 of 2007 concerning School and Madrasa Principal

Standards states that principals must have five standard competencies. These are social competence, personality, entrepreneurship, supervision, and managerial competence (Tendas Teddy Soesilo, 2022).

Researchers interviewed the principal of SD Al Azhar Syifabudi in Bogor City. Based on interview findings, the school principal and foundation academic council are responsible for implementing supervision. The school principal and foundation academic council act as supervisors who monitor all teachers. Supervision activities still use manual supervision instrument sheets.

Based on the results of supervision after the COVID-19 pandemic, teacher quality has decreased. Researchers were encouraged by the interview findings to develop an information system to assess teacher performance at Al Azhar Syifabudi, Bogor City, BNR. It is hoped that this will facilitate the implementation of effective and efficient supervision and facilitate the supervisor's evaluation of the teachers being supervised.

The government has established various regulations related to education, including the digitalization of education and even supervision that can be carried out using digital technology. During the COVID-19 pandemic, the government has asked school principals and school supervisors to continue to carry out supervision using digital technology. To ensure that supervisors remain healthy, and safe and continue to carry out their duties, the Ministry of Education and Culture has published a guidebook for supervision during the pandemic (Juliana et al., 2021; Ministry of Education and Culture, 2021).

All teaching and education staff must be technologically literate due to the use of technology during the COVID-19 pandemic (Directorate of Primary Schools, 2021; Diskominfo, 2020). This is still going on today. Where technology is important for education. Even in 2022, the government has launched an application intended to improve the ability and performance of teachers in carrying out their duties. This application is known as a free teaching platform. By the directions in PANRB NO 1 TAHUN 2023 and PERDIRJEN NO 7607 TAHUN 2023, this application also has a performance management feature for teachers and school principals. It makes it easier for school principals to assess teacher performance. In this case, the Al Azhar Syifabudi Elementary School in Bogor sets standards for teacher competency and professionalism throughout the Syifabudi Foundation. This special assessment criteria is not shared by other schools. Therefore, it is necessary to develop website-based supervision in these schools.

Supervision is an activity carried out to help educators and supervisors know about the demands of educators in implementing learning improving students' abilities and providing good guidance (Yazid et al., 2021). Supervision is also an effort to empower the potential and resources possessed by teachers in the hope of updating their professional abilities (Marhawati, 2020). Supervision or monitoring is required in every implementation of educational programs (Alika, 2020).

Supervision can be carried out in various ways, such as (1) Academic supervision (Marhawati, 2020). Based on Law Number 14 of 2005 concerning Teachers and Lecturers, the four competencies that a teacher must have are personal, pedagogical, professional, and social competencies. Supervisors (school principals and school supervisors) must be the main priority in carrying out academic supervision.

(2) The class visit technique is considered one of the most effective methods for supervision activities. Class visits allow supervisors to see firsthand the teaching and learning activities carried out by teachers in the classroom. This allows supervisors to see the strengths and weaknesses of the teachers they supervise (Wartaya, 2023). (3) Clinical supervision techniques are school principals' efforts to improve teachers' professional competence (Hanafiah et al., 2022). Start with planning, implementation, observation, and reflection. (4)

Inter-class or inter-school visits are activities to exchange teacher or school principal experiences regarding efforts to improve the learning process. This visit begins with planning, implementation, observation, and reflection (Andayani et al., 2023).

According to the Minister of National Education Regulation Number 13 of 2007 concerning School/Madrasah Principal Standards, school principals must have the following capabilities for academic supervision: (1) designing academic supervision programs to increase teacher professionalism; (2) carry out academic supervision of teachers with the right approach and supervision; and (3) evaluating the results of academic supervision of teachers to improve their professionalism. This is done to determine the level of success in implementing supervision. Educational outcomes are greatly influenced by the continuity of the educational process. If the educational process takes place well and optimally, educational results will be maximized. As a result, monitoring and evaluation focused on the educational process is necessary. Clinical supervision is a type of supervision that monitors the teaching and learning process systematically to improve educational outcomes (Imelda, 2020).

One internet service is the World Wide Web (WWW), also known as the Web. Many use this service to convey multimedia information (Sukri & Zulfikar, 2021). A collection of web pages combined in a domain or subdomain located on the internet is called a website.

A website can be divided into two types: static (Nur Khusna & Deante, 2021) and dynamic (Riskiono & Pasha, 2020). A static website is a system that cannot interact with its users, such as landing pages and portfolios (Riskiono & Pasha, 2020). A dynamic website is a website system whose information is constantly changing and is two-way interactive, with users and website owners interacting with each other (Nur Khusna & Deante, 2021).

The 21st century is the digital era, where all aspects of life are influenced by digitalization or technology. This is a unique problem in the world of education. One of the priorities of the Ministry of Education and Culture (Kemendikbud) in 2021 is the digitalization of schools. Information systems have also been used for various parts of education. One of them is assessment or student assessment. Information systems can help teachers better assess student learning and make learning easier (Rahman et al., 2022).

E-assessment, carried out with conventional technology, can produce variations such as automated administration processes, digital-based systems, and online exams that include multiple-choice tests and problem-solving skills with the latest method facilities. This assessment can also ensure that the assessment is carried out correctly and authentically (Okada et al., 2020).

The Ministry of Education and Culture's education financial system is also building a digital financial system for purchasing goods in 3T and non-3T areas. This is part of transparency and digital transformation in our education. Undoubtedly, to realize the big national education goals, these steps require support, energy, and attention from various parties.

Use of teaching modules and teaching materials: In this school digitalization program, the Ministry of Education and Culture will create a platform where teachers can download the curriculum and choose the curriculum in the form of modules. This will make the learning process much more efficient (Kemendikbud, 2020). Students will learn more easily with digitalization because they can access study materials and exams on one network. Therefore, updating ICT equipment in schools will be carried out quickly by the Ministry of Education, Culture, Research and Technology. According to Dr. Marzuki, a PPTIK ITB researcher, adaptation is the best way to face the information technology revolution. Apart from that, they must be able to adapt to Industry 4.0 (Directorate of Primary Schools, 2021).

Teaching and learning activities: This policy issued by the Minister of Education and Culture encourages everyone to work together in various ways in the era of free learning. One

of these digital facilities can be used as a learning resource, learning tool, and information source that helps improve the quality of education.

Technology is a tool to create and present data via electronic devices such as computers, cell phones, cameras, and others (Aliyyah et al., 2019). Utilizing virtual facilities, such as e-books, watching learning videos, doing assignments and quizzes, and discussing via Google Meet, WhatsApp groups, email, Google Classroom, YouTube Channel, Zoom, Skype, Quizizz, Edmodo, and Kahoot, has helped the learning process take place (Pratama et al., 2020). The quality of learning can be influenced by changes in the learning process, with educators greatly contributing to changes in learning motivation (Natalya & Halim, 2021). so educators must evaluate more often and ensure all students understand the lesson. New skills are needed when technology develops (Dwijonagoro & Suparno, 2019).

The COVID-19 pandemic supervision requires a change from face-to-face supervision to online supervision. After the new normal pandemic, online supervision is expected to become the Industrial Revolution era 4.0 (Ramli et al., 2023). Supervisors are significant for the new skills that teachers must have during learning. The principal and school supervisor are responsible for the supervisor. To execute supervision during the COVID-19 pandemic, school supervisors can use guidelines created by the Ministry of Education of the Republic of Indonesia (Juliana et al., 2021). Supervision must exist everywhere. Technology can help clinical supervision in the pandemic era. Managers can see the learning process directly without being limited by time or place. In situations like this, the school principal as supervisor must be able to make wise and appropriate decisions in dealing with various problems that arise when implementing online supervision. One of the unpredictable disruption conditions is the online counseling setting with unpredictable device, network, environmental, and electrical variables (Ramli et al., 2023).

Websites are also extremely beneficial in carrying out supervision remotely, such as the Teacher Academic Supervision Management Information System (SI SAGU) to be used for academic supervision in 3T (Frontier, Outermost, Disadvantaged) areas in Bengkayang Regency, West Kalimantan Province (Sanoto et al., 2022). This is supported by the participation and enthusiasm of all relevant stakeholders, namely teachers, schools, school principals, school supervisors, and education offices (Sanoto et al., 2022).

Research on functional information management systems can be used to improve research operations. Don Mariano Marcos Memorial National University in La Union, Philippines, uses this system. Reporting, monitoring, and research coordination can be assisted by this system (Malaya et al., 2022).

METHODOLOGY

Researchers used a Research and Development (RnD) approach with the Borg & Gall development model. This research aims to design a supervision website as a basis for developing a website-based supervision management information system developed from previous research, an independent teaching platform, interviews with the principal of Al Azhar Syifabudi Elementary School, Bogor City, BNR, which still uses manual and conventional supervision instrument sheets. There is no data on the supervision outcomes that will be followed up. There are 10 stages of the development model according to Borg & Gall:

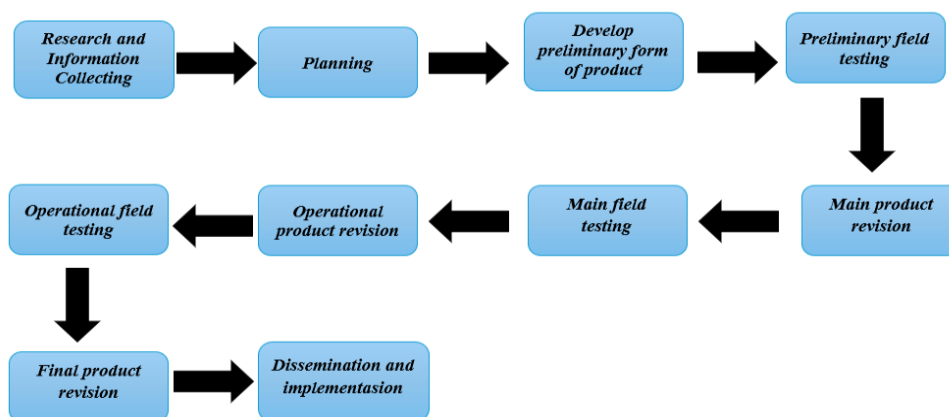


Figure 1. Steps in developing the Borg & Gall model

Researchers only carried out stages one to three, namely needs analysis, media planning, and product development. Researchers modified these three stages into data collection, website monitoring planning, and website monitoring product development. At the data collection stage, researchers conducted a literature review by exploring the Merdeka Teaching platform and previous research. Researchers also interviewed the principal of Al Azhar Syifabudi Elementary School, Bogor City, BNR. In the website supervision planning stage, the researcher completed the planning by making a list of the features needed according to the needs of the data collection stage. At the website monitoring product development stage, researchers determine the tools and materials used, namely monitoring instruments, laptops, and the internet.

RESULTS AND DISCUSSIONS

Research and Information Collecting

To examine the need to adopt supervision at Al Azhar Syifabudi Elementary School, Bogor City, BNR, the researchers' first action in this preliminary study was to gather data. Interviews and a review of the literature were used to get this data. The literature review was conducted by compiling prior research articles about websites used for website implementation and supervision. Subsequently, the investigator spoke with the principal of Al Azhar Syifabudi Elementary School in Bogor City, BNR, about the monitoring that was being implemented. Researchers were successful in gathering the following data from scientific journals:

Table 1. Data Collection Results

Collecting Methode	Sources	Result
Literature review	Research article Rugaiyah, Shabrina Amelia, Siti Nabilah, Desi Rahmawati, Bahrudin. (2019)	Web-based clinical supervision is carried out in stages and accordance with the implementation mechanism. First, the preparation stage consists of setting a schedule between the supervisor and the teacher after submitting the documents to the website. The second stage is the analysis stage of web-based clinical supervision, where the supervisor assesses the syllabus, lesson plans, and video supervision of learning in class. The third stage is a web-based clinical supervision feedback conference, where supervisors and teachers gather at an agreed place and time to discuss the results of syllabus scores, lesson plans, and classroom learning supervision videos.
Literature review	Research article Besse Marhawati (2020). "Pelaksanaan Supervisi Akademik Kepala Sekolah Dasar"	According to the study's findings, the academic supervision of elementary school principals consists of two main components: (1) the principal's efforts to attain achievement by supervising teachers and students in both academic and extracurricular activities and providing the infrastructure and facilities necessary to support them; and (2) the principal's program of academic supervision, which consists of both individual and group supervision.

		(3) The principal's academic supervision is carried out by KKG for group supervision, scheduled supervision in odd/even semesters for individual supervision, and clinical monitoring upon teacher asked; The principal of the school is very concerned about implementing academic observing and teachers are highly motivated to do the same. These are supporting aspects. (4) The principal is very concerned about implementing academic monitoring, and teachers are highly motivated to do the same. These are supporting aspects.
Literature review	Research article Shintia Dwi Alika (2020).	The research results show that the academic supervision of elementary school principals: (1) the principal's efforts to achieve achievement by guiding teachers and students in academic and non-academic activities and providing facilities and infrastructure to support them in achieving this; (2) the principal's academic supervision program includes individual and group supervision. (3) The method for implementing the principal's academic supervision is through KKG for group supervision, individual supervision through scheduled supervision in odd/even semesters, and clinical supervision according to teacher requests; (4) Supporting factors are the school principal's high concern for the implementation of academic supervision, and the teacher's high motivation to do so.
Literature review	Research article Hendri Yazid; Sufyarma Marsidin; Rifma (2021)	According to this research, there are supporting and inhibiting factors in the supervision implementation. Supporting factors are that teachers receive supervision positively and there is good interaction between teachers, principals, and teachers. Meanwhile, the inhibiting factor or obstacle in implementing supervision is teachers who cannot improve and expand their knowledge and experience.
Literature review	Research article Erfan Kurniawan, Siti Zulaikha, Desi Rahmawati (2022).	The E-Smart Inclusive design designed by researchers can serve as an initial product in Web-based Inclusive Education developing Management Information System (SIM). This design is adapted to current needs. By updating the E-Smart Inclusive website if there are new user needs during implementation, researchers can consider user input via the Contact Us feature to meet these needs. Thus, the E-Smart Inclusive design can answer and meet any challenges. By trialing E-Smart Inclusive with Management Information Systems (MIS) and inclusive education specialists, this research can be continued. After that, it can also be implemented in schools that promote inclusive education.
Literature review	Research article Herry Sanoto, Mila Chrismawati Paseleng dan Dani Kusumal (2022)	This research investigates the Teacher Academic Supervision Management Information System (SI SAGU) Academic Supervision model used in academic supervision in the 3T (Frontier, Outermost, Disadvantaged) areas in Bengkayang Regency, West Kalimantan Province. The research results show that the Teacher Academic Supervision Management Information System (SI SAGU) functions well in academic supervision in the 3T area, namely Bengkayang Regency. By utilizing SI SAGU, the academic supervision process in the 3T area. This study shows that SISAGU works well in the academic supervision process in the 3T area. This is supported by the participation and enthusiasm of all relevant stakeholders, namely teachers, schools, principals, supervisors, and education offices.
Literature review	Research article Khairunnis Putri Alif, Salma Nabila, Masduki Ahmad (2022).	To improve the quality of education in the era of society 5.0, school principal management means they are realistic, rational, and can realize national education goals. supervision installing initiatives that can increase teacher knowledge and skills, such as involving teachers in national seminars and teacher and educational organizations. Leaders, especially in the education sector, are expected to continue to follow developments because they need to master digitalization advances so they can compete in facing challenges and developments in the era of society 5.0 and integrating human power with technology. so that sophisticated automated systems will replace jobs that require physical contact and will increase job opportunities for human resources.
Literature review	Research article M. Ramli, Husni Hanafi, Nur Hidayah, Adi Atmoko dan Fifi Khoirul Fitriyah (2023).	This study investigated counselors' internal competencies, which include the ability to use metacognition to control each of their internal states. where researchers look at how online consultations can take place and come up with conclusions about how thinking skills can be displayed in unexpected situations. Online counselors face many unpredictable things and unfamiliar conditions, especially during the Industrial Revolution 4.0 and the COVID-19 pandemic. This research aims to determine the level

		of thinking skills during online counseling sessions. According to a survey conducted on 181 online counselors from various regions in Indonesia, the results show that the overall level of thinking skills is 78.166%. Based on the research results, alternatives for improving thinking skills are reflective learning for prospective counselors and reflective supervision activities for counselors working in the field.
Literature review	Research article Nabillah, Syifauzzuhrah, Siti Zulaikha, Desi Rahmawati (2023).	SimPusTaka is a library management information system developed at the Peguruan Ksatria Lima Satu Foundation. The aim is to make it easier for officers to manage and serve the library. By using this system, officers can monitor the availability and latest list of books, as well as monitor how books are borrowed and returned. With the SimPusTaka facility, users who borrow or return books don't have to wait long to find them. This information system helps manage libraries better because it makes it easier to search for books more quickly, freely, and comfortably.
Literature review	Research article Nurhattati, Siti Rochanah, M Yudis, Ahmad Jauhari Hamid Ripki, Fadhillah (2023)	Academic supervision carried out well, brings many benefits to participants and changes in their understanding, especially to school principals at SD Negeri Pulo Gadung District. This training reached several important conclusions, including 1. Gratitude of the Merdeka Curriculum: School principals who took part in the training gained a better understanding of the concept and objectives of the Merdeka Curriculum and how to relate it to a learning approach that is more contextual and relevant for students. 2. The Importance of Supervision: School principals are becoming more aware of how important supervision is to ensure the curriculum is implemented properly. The principal is not only the teacher's responsibility; they have an important role in improving the quality of education. 3. Ability to Design, Implement, and Control Supervision: Through hands-on practical training, trainees acquire the capacity to create supervision plans that focus on monitoring learning, assessing teacher performance, and increasing professionalism. 4. Awareness of Implementing Supervision in Schools: School leaders demonstrate greater awareness of how supervision can be implemented and are committed to incorporating it into school culture for better student learning outcomes. 5. Supervision Implementation Plan: The school principal must create a supervision implementation plan. Supervision schedules, monitoring methods, evaluation tools, and follow-up actions are all included in this design. This shows their commitment to developing the learning process by identifying strengths and areas for improvement. Overall, this academic supervision training has increased our understanding of the Independent Curriculum, made us aware of how important supervision is, made us better at designing and implementing supervision, and increased our commitment to planning and implementing supervision in schools. It improves education, helps teachers develop, and improves the learning environment.

The results of a joint interview with the Principal of Al Azhar Syifabudi Elementary School, Bogor City, BNR, show that supervision is carried out by the foundation's academic board and the school principal regularly, at least once a year. The foundation's academic council and principal act as supervisors. For the first time, supervision will be executed in January 2023 in the 2022/2023 academic year. This supervision is executed alternately if necessary. This means that teachers are not supervised simultaneously. The principal uses a supervision sheet consisting of a questionnaire.

Academic supervision is supervision carried out, starting from the shortest teacher. However, this does not mean that the quality of work improves with longer working hours. The results of each supervision are always different. Teacher quality has declined, especially after the COVID-19 pandemic. The monitoring outcome only provides recommendations about areas that need improvement without repeating them. One of the problems in implementing this supervision is that the process still uses manual supervision sheets, which makes it vulnerable to damage. For planning future academic supervision, the pile-up of supervision results is also a problem.

Supervision Website Planning

The second stage after data collection is website planning for supervision. To start, the researcher decided to create an academic supervision website. They opted to provide the name SIPEKA ASB, which means Al Azhar Syifabudi Academic Supervision Information System, Bogor City. This supervision website is intended to help teachers carry out academic supervision. allows the principal to carry out supervision and monitor the results.

Academic supervision technology helps school supervisors assess and assess learning and improve outcomes. One of the advantages of a technology-based academic supervision process is the ability to access the internet, which makes carrying out online activities and supervising easier. As a result, the education management process, especially supervision, becomes easier and more effective in the field. Technology programs or systems help the monitoring process run according to targets and achievements. Researchers are also planning features that will be displayed on the SIPEKA ASB website, namely academic supervision instruments and school logos. Researchers also plan the following features that will be displayed on the SIPEKA ASB website:

Table 2. SIPEKA ASB Planning

Log In page	Al Azhar Syifabudi Kota Bogor BNR Logo	user Email	Password	log in button
Dashboard page	An overview of the applications used for teacher academic supervision assessment	Max score	Min score	Total teacher supervised
Supervision outcomes page	General teacher results	Results of religious teachers	The supervision outcomes table contains name, NUPTK, stage, assessment date, quality score	
Supervision page	General teacher page for an assessment tool for teacher monitoring	Religious teacher page for an assessment tool for teacher monitoring	Fill in name, NUPTK, stage	Submit button
Guidelines	Website usage guide	Guide to filling out supervision instruments		
Log Out page	log out button	Cancel button		

Development of a Supervision Website model

Following the creation of the features, the researchers moved on to the next phase, which involved creating a model for a supervisory website. Working with a programmer who could make a website was the researcher's first action. Plans and drawings for the features that will

be developed are submitted by researchers. A laptop and the internet were the hardware that the researchers had ready.

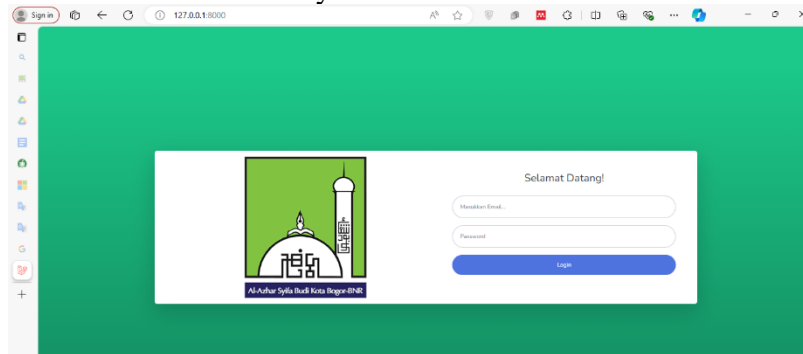


Figure 2. Log in Page

This website features the Al Azhar Syifabudi school's emblem from Bogor City, BNR. User features include passwords and email addresses as well. The user is intended to be the school manager and the principal. It is anticipated that this will handle the objective monitoring outcomes and preserve data security.

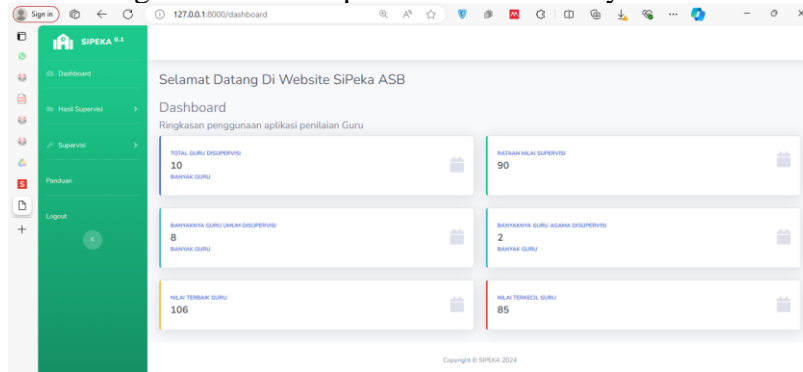


Figure 3. Dashboard Page

An overview of the use of applications for teacher supervision will be shown on this page. The top and lowest scores attained. Total of teachers supervised. Mean of all the scores for supervision. It is anticipated that this will facilitate the process of drawing conclusions and making decisions by school principals in response to supervisory activities.

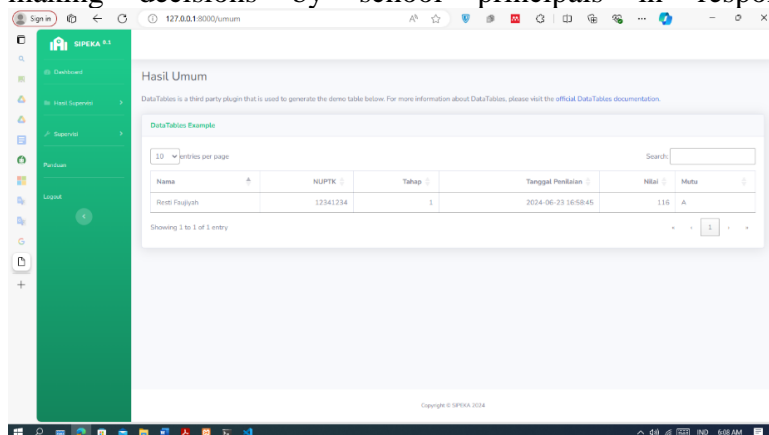


Figure 4. General teacher results

The general teacher supervision findings are listed on this page. This page shows a table with the following information: teacher's name under supervision, NUPTK, date and stage of supervision implementation, final supervision score, and instructor quality expressed as a predicate using the assessment rubric. The weight of the grades received determines the

evaluation predicate, which is as follows: A for grades 90–100, B for grades 80–89, C for grades 70–79, and D for grades below 70.

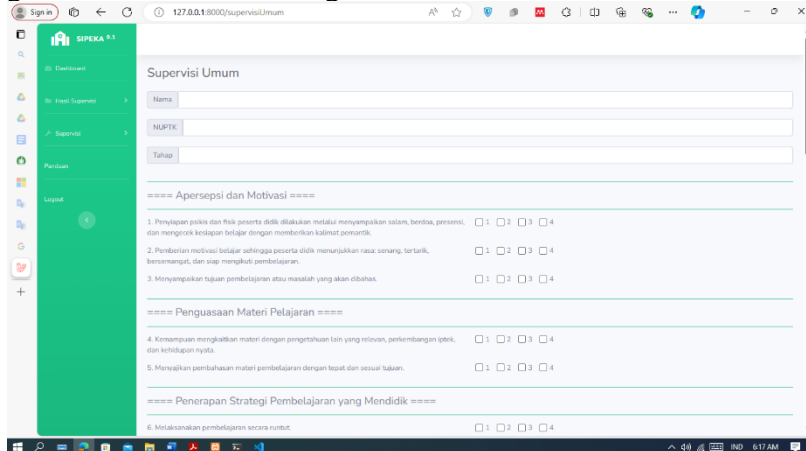


Figure 5. general teacher page for an assessment tool for teacher monitoring

This website serves as a general teacher page for an assessment tool for teacher monitoring. The supervisor can fill in the values on this page using the instrument as a user. A number selection button that can be clicked by the observation findings is used to fill in the values.

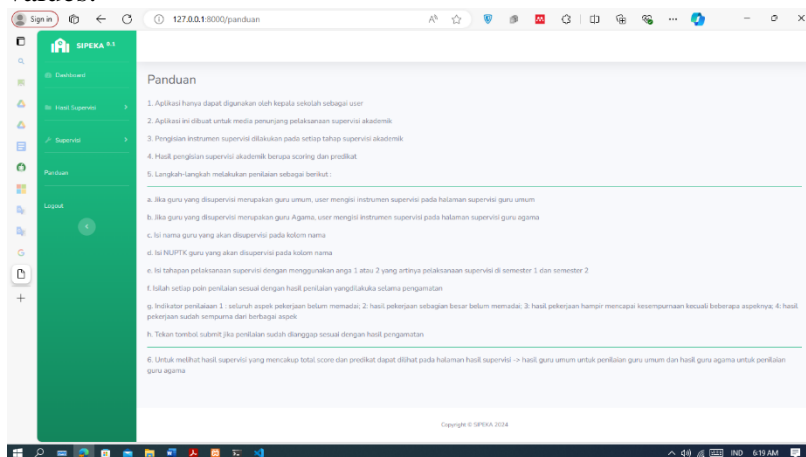


Figure 6. Guidelines page

This is a guidelines page. The instructions for utilizing the SIPEKA ASB application are available on this page. In addition, this website includes usage guidelines and directions for completing the supervision instrument.

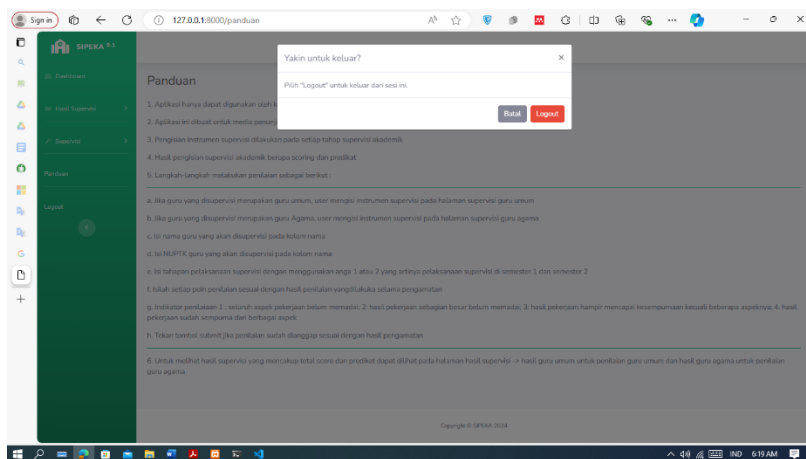


Figure 7. log-out page

This is the page where you log out or leave the application. Both a cancel and a log-out button are on this page. After using the SIPEKA ASB program for the last time, click the log-out option to close it. To get back to the application in the interim, press the cancel button.

CONCLUSIONS

The aim to address the issues at Al Azhar Syifabudi Elementary School in Bogor City, BNR, is to create the SIPEKA ASB supervision website as a supervision management information system. The government has not been able to adequately meet the needs of school principals as supervisors, despite offering a website-based performance assessment platform. The government-provided platform cannot suitably address the needs of school principals as supervisors due to the existence of particular evaluation tools for academic supervision that differ from the government-provided assessment instruments. In this research, three steps have been conducted by researchers: first, data collection for the needs analysis stage.

The process of gathering data involved speaking with principals of schools, browsing the website of the Indonesian Ministry of Education and Culture for information on performance management on the Merdeka Megateaching platform, and reviewing prior studies. In light of the data collecting results, Al Azhar Syifabudi Elementary School in Bogor City, BNR, must create a supervision website that offers academic supervision assessment elements in compliance with Al Azhar Syifabudi instructor requirements.

The second step, planning, was completed by the researcher following a needs analysis. The researcher began by creating a design strategy for the supervision website and naming it SIPEKA ASB. Al Azhar Syifabudi Academic Supervision Information System, Bogor City is known by the acronym SIPEKA ASB. This moniker was developed to facilitate naming the upcoming supervision website. The necessary features for the SIPEKA ASB website were then created by the researchers. The instruments and supplies that will be utilized in the SIPEKA ASB website design process are also planned by researchers.

Following planning, the researcher developed the SIPEKA ASB website model, which was the following step she completed. After gathering resources including computers and the internet, researchers started producing the SIPEKA ASB website the created design.

The researcher's late-created SIPEKA ASB supervision website design may function as a prototype for a website-based academic supervision website at the Al Azhar Syifabudi Elementary School in Bogor City, BNR. Existing supervision design demands served as the basis for this design. If new user needs arise during implementation, researchers can address them using users' feedback. for the supervision website design to address and overcome the difficulties of all eras. By performing trials with specialists in supervision and management

information systems, this research can be advanced to the next level. After that, Al Azhar Syifabudi Elementary School in Bogor City, BNR, can Apply it in real life.

THANK-YOU NOTE

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