

Implementation of Chatgpt As A Learning Supervision Assistant In Analyzing Rpp And LKPD In Middle Schools

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ABSTRACT

This study aims to analyze the application of ChatGPT as a learning supervision assistant in the evaluation process of Lesson Plans (RPP) and Student Worksheets (LKPD) in secondary schools. The background of the study stems from the need to improve the effectiveness of academic supervision, which has faced various obstacles such as time constraints, teacher administrative burdens, and inconsistencies in the quality of learning document reviews. Large Language Model (LLM)-based artificial intelligence technology such as ChatGPT offers new opportunities in simplifying the supervision process, increasing analysis accuracy, and accelerating the improvement of learning documents. This study uses a descriptive qualitative approach with documentation study methods, observation, and interactive analysis. The research instruments consisted of observation sheets on the quality of RPP and LKPD, analysis guidelines based on the Minister of Education and Culture Regulation, and the results of interactions using ChatGPT as a supervision tool. Data were analyzed through the stages of data reduction, data presentation, and conclusion drawing. The results show that ChatGPT is able to provide in-depth analysis of RPP and LKPD components, including the suitability of learning outcomes, clarity of learning steps, assessment quality, and the appropriateness of teaching materials. Furthermore, the use of ChatGPT helps teachers identify document weaknesses, provide alternative improvements, and expedite the supervision process without compromising the quality of the analysis. The research discussion confirms that the use of ChatGPT is relevant to the demands of digital transformation in education, particularly in improving teacher professionalism and the effectiveness of academic supervision. The study's conclusion confirms that ChatGPT is a significant innovation in supporting learning supervision in secondary schools, but still requires professional guidance to maintain validity and pedagogical context.

Keywords: ChatGPT, Learning Supervision, RPP, LKPD

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INTRODUCTION

Learning supervision is a crucial component in improving the quality of the teaching and learning process in schools. Through effective supervision, teachers can obtain objective, systematic, and ongoing feedback regarding learning implementation, the completeness of teaching materials, and the alignment of learning implementation with national standards. However, the practice of learning supervision in various schools often faces obstacles such as limited time for supervisors and principals, a large number of teachers, and a relatively high administrative burden. Several researchers explain that a classic problem with supervision in secondary schools is the imbalance between the supervisory load and the number of available supervisors (Rahman, 2019). This condition results in the teacher development process being less than optimal.

On the other hand, the development of artificial intelligence (AI) technology is creating new opportunities in educational management. One technology widely used in various fields, including education, is AI-based language models such as ChatGPT. According to Santoso (2023), AI can facilitate the rapid and consistent analysis of learning documents, thereby improving the work efficiency of teachers and supervisors. In the context of learning tools, the Lesson Plan (RPP) and Student Worksheet (LKPD) are the primary documents that determine the direction and quality of classroom learning. Careful analysis of the RPP and LKPD is essential to ensure alignment with the curriculum, learning syntax, and literacy and critical thinking components. Wahyuni (2021) states that

many teachers still experience difficulties in developing learning tools that meet standards and require intensive guidance from supervisors.

The adoption of ChatGPT as a learning supervision assistant enables automated, rapid, and more comprehensive analysis of lesson plans (RPP) and worksheets (LKPD). ChatGPT can help identify weaknesses, component completeness, appropriateness of learning model syntax, and consistency of learning objectives with assessments. Research by Siregar (2024) shows that AI can increase the effectiveness of learning document evaluation by up to 40% compared to manual supervision. Therefore, the integration of ChatGPT into school learning supervision is seen as a strategic innovation capable of improving the quality of education.

However, the use of AI in supervision also requires in-depth study regarding its reliability, analytical accuracy, and relevance to the Indonesian learning context. The use of AI is not intended to replace the role of human supervisors, but rather as a tool that can enhance the quality of supervision. Against this backdrop, this study describes the application of ChatGPT as a learning supervision assistant in analyzing lesson plans (RPP) and student worksheets (LKPD) in secondary schools.

METHOD

This study uses a descriptive qualitative method to in-depth describe how ChatGPT is implemented as a learning supervision assistant in analyzing lesson plans and student worksheets (LKPD) in secondary schools. The qualitative approach was chosen because the research focuses not on numbers or statistics, but rather on a deeper understanding of the process and results of implementing AI in learning supervision. According to Moleong (2019), qualitative research is suitable for holistically understanding phenomena in real-world contexts.

The research subjects included three subject teachers and one instructional supervisor at a public secondary school. Data were collected through in-depth interviews, document review of lesson plans (RPP) and student worksheets (LKPD), and ChatGPT analysis of the learning tools. Interviews were used to explore the experiences of teachers and supervisors, while document analysis was used to compare the results of manual supervision with those assisted by ChatGPT. The researchers also conducted limited observations of the use of ChatGPT in supervision activities.

Data analysis techniques included data reduction, data presentation, and conclusion drawing, as proposed by Miles & Huberman (2018). Data reduction was performed by grouping findings related to the accuracy of AI analysis, the completeness of supervision components, and user responses. Data presentation was conducted in the form of a narrative description describing the process and results of ChatGPT utilization. Data validity was strengthened through technical triangulation, namely comparing the results of interviews, documents, and observations. This study lasted three months and adhered to ethical research principles, including informant consent and data confidentiality.

RESEARCH RESULTS AND DISCUSSION

This study examines in-depth the application of ChatGPT as a learning supervision assistant in the analysis of lesson plans (RPP) and student worksheets (LKPD) in secondary schools. The research findings were obtained through data collection processes such as interviews with teachers and supervisors, analysis of learning documents before and after using ChatGPT, and observations of AI-assisted supervision activities. This section presents a comprehensive description of the benefits, challenges, effectiveness, user responses, and the impact of AI technology on the quality of supervision and learning tools. All findings are discussed in an integrative manner with relevant theories and research results published between 2018 and 2025 to ensure academic suitability and topicality of the research.

In the first phase of the research, teachers were asked to submit lesson plans (RPP) and student worksheets (LKPD) documents they had previously used in their learning activities. Supervisors then conducted manual analysis as usual, adhering to applicable academic supervision standards. The same documents were then analyzed by ChatGPT using structured prompts developed by the researchers and their supervisors. The results of the AI analysis were then compared with those

of the manual supervision. This comparison aimed to determine the extent to which artificial intelligence (AI) is capable of producing accurate, in-depth, and relevant analyses to support supervisors' tasks.

Initial findings indicate that ChatGPT is capable of analyzing the structure and completeness of lesson plan components very quickly. While manual analysis typically takes around 20–40 minutes per document, ChatGPT can produce a complete analysis in less than 10 seconds. Teachers and supervisors stated that this speed is very helpful, especially in situations where supervisors must review dozens of learning devices in a limited time. According to a report by Siregar (2024), the speed of AI analysis is one of the advantages that can reduce the administrative workload of teachers and supervisors by up to 35 percent. The findings of this study reinforce this conclusion by demonstrating that time efficiency is not just a theoretical claim but actually experienced in the secondary school context.

In addition to speed, ChatGPT also demonstrated consistent ability to assess the alignment of learning objectives with learning outcomes, identify discrepancies between learning steps and model syntax, and accurately structure the initial, core, and closing activities. For example, in one of the lesson plans analyzed, the teacher used a Problem-Based Learning model, but the syntax was incomplete, particularly in the problem presentation and investigation phases. The manual supervisor only provided a general note that the syntax needed improvement, whereas ChatGPT provided a specific description of the missing components and provided examples of correct syntax according to the revised 2013 Curriculum and Independent Learning regulations. According to research by Pratiwi (2022), AI language models are quite capable of detecting inconsistencies in pedagogical documents because the system was trained using a vast dataset that includes thousands of examples of learning structures. This was evident in this study, where ChatGPT was able to provide more detailed corrective explanations than human supervisors in certain aspects.

In analyzing student worksheets (LKPD), ChatGPT demonstrated similar performance. LKPDs often contain instructions for students, work steps, observation tables, and questions to be answered. In this context, AI is able to assess whether the LKPD promotes higher-order thinking skills. For example, in a science LKPD, ChatGPT detected that most questions were limited to memorization and understanding, whereas the material being studied should require analytical skills. AI then suggested improvements by rephrasing the questions into an analytical format. Teachers felt that such details are often rarely highlighted in manual supervision due to time constraints. According to Yuliana (2020), one weakness of manual supervision is the tendency for supervisors to provide broad, in-depth notes, while AI is able to provide line-by-line analysis because it works systematically and is not affected by fatigue.

The results of this type of research strengthen the argument that AI can serve as an effective tool for improving the quality of learning materials. However, the research findings also indicate that ChatGPT is not a perfect system. In some documents, the AI was less precise in providing suggestions related to the local school context. For example, ChatGPT suggested the use of certain digital media that were not available at the school due to limited resources. Supervisors emphasized that AI recommendations must be filtered based on the reality of school conditions. According to Hasibuan (2023), the use of AI in educational supervision must always consider the social and cultural context to prevent recommendations from being merely idealistic and unimplementable. These findings reinforce this argument by demonstrating that AI requires local adaptation to maintain realistic supervision.

In general, teachers responded positively to the use of ChatGPT as a supervision tool. Teachers felt more helped in understanding errors and shortcomings in their learning tools because the AI provided detailed explanations with examples. One teacher said that the feedback from ChatGPT felt like "step-by-step guidance" that they never received from manual supervision. According to research by Mahmudi (2021), personalized and structured feedback is a crucial factor in improving teacher quality. ChatGPT is able to provide such feedback because the system can craft highly specific responses based on the provided documentation.

On the other hand, supervisors also found AI helpful because it can act as a companion tool that expedites the supervision administration process. However, supervisors emphasized that humans

remain the ultimate determinant. Supervisors possess contextual experience that AI lacks, particularly in understanding classroom characteristics, student behavior, learning dynamics, and teacher teaching styles. Therefore, AI analysis results are needed to enrich supervision, not replace it. This finding aligns with Arifin's (2019) perspective, which explains that technology in education should be viewed as a collaborator with humans, not a substitute that eliminates the role of professionals.

During observations, researchers noted that ChatGPT tended to produce very comprehensive analyses when given structured prompts. When supervisors provided overly general instructions, the AI's responses became unfocused. This suggests that supervisors' skills in crafting prompts or instructions significantly impact the quality of AI output. According to Utami (2023), AI literacy is a new competency that teachers and supervisors must possess to optimally utilize technology. This study demonstrates that prompt quality directly impacts the accuracy and completeness of ChatGPT analyses. Supervisors who provide detailed instructions will obtain much more relevant and in-depth analyses than supervisors who only provide general instructions.

In further discussion, researchers analyzed ChatGPT's effectiveness in identifying alignment between learning objectives, materials, learning steps, and assessments. Alignment of these components is key to quality learning design, yet it is often a weak point in teachers' learning tools. ChatGPT was able to map this alignment quite well. For example, the AI highlighted that learning objectives aimed at analytical skills were not aligned with learning activities that were solely lecture-based and Q&A-based. The AI then suggested alternative learning models such as inquiry or analytical discussions to align with the formulated objectives. These results indicate that ChatGPT has great potential in the pedagogical assistance process. These findings align with Brown (2022) who stated that large language models can be used to conduct initial pedagogical assessments in the education system.

However, the study also found that ChatGPT's accuracy was inconsistent. In some cases, the AI provided pedagogical advice that was overly theoretical and insufficiently responsive to real-world situations. For example, the AI suggested incorporating a project-based learning model for a subject with only two hours of face-to-face time per week. Teachers found the advice quite difficult to implement. These findings suggest that while AI possesses a vast knowledge base, it cannot always account for time constraints, the number of teaching hours, or classroom situations. According to Larson (2020), artificial intelligence is "context-limited," meaning it can only provide responses based on the data provided without contextual experience. Human supervisors are still needed to assess the appropriateness of AI recommendations.

This study also addresses the ethical aspects of using AI in instructional supervision. Some teachers expressed concerns that AI analysis could be used as a basis for teacher performance assessments, creating new pressures. They emphasized that AI analysis results should only be used as a reference for coaching, not as a formal performance evaluation. According to Wijaya (2024), the use of AI in school environments must ensure fairness, avoid bias, and not replace human judgment. Researchers observed that open communication between supervisors and teachers is key to alleviating these concerns. When teachers understand that AI is merely a tool, they demonstrate greater acceptance.

In terms of improving teacher competency, research has found that ChatGPT plays a significant role in providing new insights into how to develop learning tools. AI often provides pedagogical resources that teachers were previously unaware of, such as examples of authentic assessment rubrics, steps for implementing project-based learning, or how to apply a differentiated approach. Teachers report that using ChatGPT helps them understand learning standards more quickly than reading voluminous official documents. Research by Rahayu (2022) suggests that AI can function as a "digital mentor," providing instant guidance to teachers in the learning design process.

In discussing long-term impacts, the study found that the use of AI can foster a more collaborative supervision culture. Teachers felt more comfortable discussing with supervisors after receiving initial analysis from ChatGPT. Teachers felt they entered supervision sessions better prepared because they already had a clear understanding of the weaknesses of their learning tools. Thus, supervision is no longer viewed as a "judgmental" process, but rather as a data- and evidence-based quality

improvement process. According to Nugroho (2023), AI can enhance professional dialogue between teachers and supervisors because both have analytical data to inform discussions.

Furthermore, this study found that implementing ChatGPT has the potential to reduce supervisors' long-term workload. However, supervisors need to improve their technological skills to optimally utilize AI. Supervisors unfamiliar with AI tend to only use ChatGPT for simple tasks, thus underutilizing the technology's full potential. This aligns with Suryani's (2020) view that technology integration in education must be accompanied by improved educator competency for technology to be truly beneficial.

In the final section of the discussion, the researcher analyzes the role of ChatGPT in the context of Indonesian education. While AI can analyze learning documents, this system still requires human input to understand the school context, curriculum vision, local culture, student characteristics, and national education goals. Therefore, the implementation of ChatGPT in learning supervision must be carried out through collaborative and dynamic design. AI should be a professional partner for supervisors and teachers, not a replacement for them.

Overall, the research results indicate that ChatGPT is effective as a learning supervision assistant in analyzing lesson plans (RPP) and student worksheets (LKPD). AI provides fast, detailed, and comprehensive analysis that helps teachers and supervisors improve the quality of learning materials. However, the use of ChatGPT must remain under human control to ensure that recommendations are contextual, realistic, and free from bias. These research findings provide an important contribution to innovation in learning supervision in the digital era, particularly in the context of secondary schools in Indonesia.

CONCLUSION AND RECOMMENDATIONS

This study aims to deeply understand how ChatGPT can be implemented as a learning supervision assistant in analyzing lesson plans (RPP) and student worksheets (LKPD) in secondary schools. Based on the comprehensively discussed research findings, it can be concluded that the use of ChatGPT significantly contributes to improving the effectiveness and quality of learning supervision. ChatGPT is able to provide fast, detailed, and systematic analysis of learning device documents, thereby helping reduce the administrative burden on supervisors and providing richer feedback for teachers. This AI demonstrates the ability to assess the completeness of teaching device components, the suitability of learning objectives, the syntactic structure of learning models, and the coherence between materials, activities, and assessments. This demonstrates that artificial intelligence has great potential in supporting teacher professional development.

From the teachers' perspective, the implementation of ChatGPT helped them understand the shortcomings of the learning tools in a more focused manner. Teachers received specific, easy-to-understand explanations that directly targeted areas for improvement. This experience positively impacted teachers' motivation to improve the learning tools, particularly because AI was able to provide concrete examples and alternative ways to structure learning activities. Teachers also expressed that the AI-based feedback gave them the opportunity to revise the documents before engaging in face-to-face supervision with their supervisors, ultimately improving the quality of professional dialogue between the two parties.

Meanwhile, supervisors found that ChatGPT significantly accelerated the process of analyzing learning documents. This allowed supervisors to focus their energy on fostering more complex pedagogical aspects that AI cannot analyze, such as classroom management, teacher-student interactions, and face-to-face learning processes that require direct observation. The implementation of ChatGPT does not replace the supervisor's role, but rather serves as a tool that enriches the academic supervision process. This aligns with the principles of reflective supervision, where data-driven analysis is used to continuously improve the quality of learning.

However, this study also highlights limitations and challenges in using ChatGPT. AI has limitations in understanding the local school context, facility conditions, student characteristics, and applicable internal policies. In some cases, AI suggestions are ideal but difficult to implement in real-life classroom settings. Therefore, human intervention remains crucial for assessing the feasibility and relevance of recommendations. Furthermore, supervisor and teacher digital literacy is a key factor in

the success of ChatGPT implementation. Supervisors who lack understanding of how to provide appropriate instructions to AI tend to produce less focused analysis results.

Based on these findings, it can be recommended that the use of ChatGPT in learning supervision should continue to be developed as part of schools' digital innovation. Schools should provide training to teachers and supervisors on AI literacy, prompt development, and ethical use of technology in educational contexts. Local governments or education offices can also consider developing policies on AI integration in learning supervision so that its implementation has clear, ethical guidelines and does not raise concerns regarding teacher performance assessments.

The application of ChatGPT in learning supervision must be carried out with a collaborative approach. AI can be used as an initial stage in analyzing learning tools, while face-to-face supervision remains a space for professional dialogue that comprehensively builds teacher competency. Thus, the quality of learning in secondary schools can be improved through the synergy between the power of technology and human pedagogical sensitivity. The results of this study open up opportunities for further research, particularly related to the development of AI-based supervision models that are more adaptive to classroom contexts, the integration of AI in learning observations, and the study of long-term impacts on teacher competency and the quality of student learning outcomes.

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