

Analysis of Academic Supervision Competence and Managerial Supervision in Improving the Performance of Vocational High School Supervisors in Langsa City

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Abstract—This study aims to analyze the competence of academic supervision and managerial supervision in improving the performance of Vocational High School supervisors in Langsa City, using descriptive method. The approach used is a qualitative approach. The place of research was carried out at the Office of UPTD PPMG Region IV Langsa, and Vocational High School in Langsa City. Principals The subject of this research consisted of: 5 school supervisors, 9 headmaster, 30 teachers and 1 Head of Education Agency of Langsa City. Data collection techniques are conducted through observation, in-depth interviews, documentation studies, and triangulation, using tools such as tape recorders, cameras and notebooks. The result of the research shows that the competency analysis of academic supervision and managerial supervision in improving the performance of Vocational High School supervisor in Langsa City is not in accordance with the standard which refer to: (1) rubric of performance appraisal instrument of school supervisor, (2) the regulation of the Minister of Administrative Reform and Bureaucracy Reform Number 21 of 2010; and (3) the workbook of the school supervisor. Needs improvement on the four main task components of school supervisors include: (1) programming, (2) program implementation, (3) evaluating the results of supervisory program implementation, and (4) guiding and training professional teachers/headmaster. With reference to the above three performance standards, the four main task components of the supervisor will be in accordance with applicable regulations, which will improve the performance of Vocational High School supervisors in Langsa City in conducting academic supervision and managerial supervision.

Keywords: *qualitative research, academic supervision, managerial supervision, supervisor performance, vocational school*

I. INTRODUCTION

The main duties and functions of school supervisors are contained in the Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 21 of 2010 Article 5 on the Main Duties of School Supervisors is to carry out academic and managerial oversight tasks in the education unit covering the preparation of supervisory programs, the implementation of guidance, National Education, assessment, guidance and professional training of teachers, as well as evaluation of the results of the implementation of monitoring programs and the implementation of supervisory duties in special areas. Since then the school supervisors served as assessors and coaches in the field of educational techniques and administrative techniques in schools that are the responsibility.

Salim, states that the first task and responsibility refers to managerial supervision or supervision while the second main task refers to academic supervision or supervision. Managerial supervision basically provides guidance, assessment and assistance/guidance starting from program plan, process, until result. While guidance and assistance is provided to the headmaster and all school staff to improve school performance [1]. Fathurrohman and Ruyanani, reveals the performance of supervisors is the performance or performance achieved by the supervisor refers to the main

tasks and functions, creativity, and activities in the process of supervision, commitment in carrying out tasks, and the results of scientific papers that impact on improvements in school performance under built [2]. The performance of a supervisor's duties is to provide assistance or problem-solving services to educational personnel who need them. The supervisor in performing his duties refers to the tasks that have been standardized. The performance of the supervisors' duties can be described as follows: (1) compiling and implementing annual activity guidance, (2) guiding curriculum implementation, guiding technical personnel, guiding the administration, guiding the use and maintenance of learning facilities and maintaining the quality and quantity of school facilities, (3) fostering cooperative relationships with government agencies, businesses and school committees, reporting on the results of task implementation [3].

Based on the observations made in the Langsa Education Office, especially in relation to the performance of vocational school supervisors, the following data are obtained:

1. School supervisors lack the knowledge of teachers and headmaster in administration.
2. The school supervisor does not have complete data in the preparation of academic and managerial supervision reports reported to the head of the education office, resulting in difficulties in making decisions regarding the performance of school supervisors.
3. Recruitment of school supervisors is not in accordance with the standards expected, it is seen from the position of school supervisor as if only the position given to senior teachers. So that school supervisors are less able to carry out supervisory duties properly.
4. His educational background and professional skills are very heterogeneous, of which five school supervisors, three school supervisors are bachelor (S1) educated and only two school supervisors are postgraduate (S2) educated.
5. The ineffectiveness of the tasks and responsibilities of the supervisor is caused by the condition of qualification and supervisory competence is not yet appropriate, so the poor role of the school supervisor to position the teacher as the partner.

Description of school supervisor's performance results on the competence of academic supervision and managerial supervision that has been running, can be seen from the results of Competency Test of Vocational High School in 2015, especially for the province of Aceh the average score of 37.93. While the results of Competency Test of Vocational High School Teachers in Aceh Province in 2015 obtained an average score of 51.88. Furthermore, the results of Competency Test of Headmaster in 2015 for Aceh Province obtained an average score of 41.23 [4].

Based on the findings data on the performance of vocational high school supervisors in Aceh Province from the results of competency test above, experiencing some problems that need to be investigated. The reason is that the

authors are interested in examining the performance of school supervisors in a study entitled: "Analysis of Academic Supervision and Managerial Supervision Supervision in Improving the Performance of Vocational High School Supervisors in Langsa City".

II. METHODOLOGY

This research uses descriptive method aimed to describe and describe and mapping facts based on certain views or frame of thinking. The approach used is qualitative approach. This research was conducted at UPTD PPMG Office of Langsa Langsa Region IV and Vocational High School in Langsa City, conducted from April 17, 2017 until July 15, 2017. The subjects were 5 school supervisors, 9 headmaster, and 30 teachers vocational subjects, and 1 head of the Langsa City Education Authority.

Data collection techniques in this study using qualitative data collection techniques include observation, in-depth interviews, documentation studies, and triangulation. Data analysis in qualitative research took place simultaneously with data collection process, such as through three stages of water model, namely data reduction, data presentation, and verification. The researcher's efforts to obtain the validity of the research and to maintain the validity of the research, refer to four validity standards such as: (1) test of reliability, (2) test of transition, (3) dependency test, and (4) assertiveness test.

III. RESULTS AND DISCUSSION

1. Analysis of Academic Supervision Competence in Enhancing Performance of Vocational Secondary School Supervisor in Langsa City

Findings from observations, in-depth interviews, documentation studies, and triangulation, on the preparation of supervisory supervision academic programs are:

- a. The annual supervisory program has not fulfilled six aspects, namely: (1) identity, (2) predecessor, (3) identification and analysis of monitoring results, (4) supervision program, (5) cover, and (6) attachment.
- b. Teacher development programs do not meet the following eight aspects: (1) teacher development materials, (2) goals and objectives, (3) indicators of success, (4) strategy/method/technique, (5) coaching scenarios, (6) resources, (7) assessment and instruments, and (8) follow-up plans.
- c. The monitoring program of eight National Education Standards has not fulfilled eight aspects, covering: (1) monitoring materials, (2) goals and objectives, (3) indicators of success, (4) strategy/method/technique, (5) coaching scenario, (6) resources, (7) appraisals and instruments, and (8) follow-up plans.
- d. The teacher performance appraisal program has not fulfilled the following eight aspects: (1) monitoring materials, (2) goals and objectives, (3) indicators of success, (4) strategy/method/technique, (5) coaching

- scenario, (6) resources, (7) assessment and instruments, and (8) follow-up plan.
- e. The semester program has not fulfilled four aspects: (1) school identity, (2) vision and mission, (3) problem identification, and (4) activity description.
 - f. Academic supervision and counseling plan has not fulfilled ten aspects, covering: (1) coaching aspect, (2) purpose, (3) indicator, (4) time, (5) place/school/target, (6) strategy/method/technique, (7) activity scenarios, (8) resources used, (9) assessment and instruments, and (10) follow-up plans.

The implementation of teacher performance appraisal is only carried out in 2014 and this appraisal is conducted in order to increase the rank of teachers, while in the following years it is never implemented by school supervisors. Furthermore, the assessment of teacher performance appraisal was also done by the teacher itself and the school supervisor received only the results.

Evaluation of the results of the implementation of the academic supervision program has been implemented, but the school supervisor does not have complete documents and data from the evaluation results. Obstacles found by school supervisors, about 25% of teachers have no lesson plan, lack of teacher ethics, and no sanctions for teachers who do not complete the administration. However, school supervisors have done coaching by making meetings between teachers and headmasters, as well as private and group discussions with allied subject teachers.

Evaluate the results of the implementation of teacher guidance and professional training, only implemented in 2012 until 2014. The preparation of the report of teacher guidance and professional training conducted by the school supervisors is limited to the academic supervision report covering the completeness of the teacher administration until the assessment of teacher teaching. School supervisors should make a report on the results of teacher guidance and professional training referring to the school supervisor's workbook and the instrument rubric of the school supervisor's performance appraisal, in order to achieve the improvement of school supervisor's performance on academic supervision competence for subsequent years. With the improvement of the school supervisor's performance, it is expected that the results of the school supervisor performance assessment exam will also produce encouraging values for Aceh Province in general and for Langsa City in particular.

2. Analysis of Managerial Supervision Competence in Improving the Performance of Vocational High School Supervisors in Langsa City

The guidelines used by school supervisors in formulating supervisory programs are also similar to the guidelines used in developing supervisory academic programs, using the school supervisor's workbook of 2014 and there are also school supervisor's who use the book in 2015. Should in this case the supervisor coordinator can uniform the use of supervisory workbooks to be more updated in terms of the reference used to develop supervisory programs. The problem

the researchers found when analyzing the implementation of the headmaster guidance program, that the school supervisor never informed the schedules that have been arranged, so that the school supervisor must make an appointment to the headmaster first and not infrequently the implementation of the headmaster's coaching was held suddenly without any prior notice.

Exposure to data from observations, in-depth interviews, documentation studies, and triangulation, on monitoring the implementation of eight National Education Standards that have been implemented by school superintendents in general are under way. The standards that are often monitored by school supervisors are: standard of graduation, process standard, content standard, educator standard and education personnel, and standard of facilities and infrastructure. The monitoring process is carried out by looking at the completeness of the documents. For the implementation of the headmaster's performance appraisal program, the documentation study found the incompleteness of document type and data in each year, the incompleteness of this document occurs in all school supervisors. Assessment of headmaster performance is carried out by school supervisors at the end of each semester of the lesson, to get a picture of the achievement of managerial competence and supervision activities conducted by the headmaster.

Evaluation of the results of the implementation of the managerial oversight program has also been implemented, but not all school supervisors have complete documents and data from the evaluation results, only three school supervisors have complete documents, while for two school supervisors, they do not have the data and documents. The preparation of a headmaster mentorship and training program at the School Headmaster Working Forum conducted by school supervisors, only in 2014, for the ensuing years of the Headmaster Working Deliberation forum is only guided by the forum chairman himself. The headmaster has created a program of work independently with the representatives and discuss other fellow headmasters. The school superintendent only sees the results of the School Budget and Self-Evaluation School Plan documents that have been prepared by the headmaster. Furthermore, school superintendents never undertook the mentoring and professional training of headmasters in action research, these findings were obtained from field observations, interviews and documentation studies.

Preparation of report of headmaster guidance and training conducted by school supervisor, based on observation result, interview and documentation study only limited to report of managerial supervision result only, contained in semester supervision result report, and in supervision visit book form. The contents discussed about the results of supervision conducted, including the results of managerial guidance of the headmaster, monitoring of eight National Education Standards, the results of the Headmaster Work Assessment and the results of other supporting activities. To overcome the above problems, the school supervisor should have a

commitment to his position, his main duty and responsibility as a guarantor of the quality of education in his target school, and to remind his competence. Furthermore, to improve the performance of school supervisors, from within the school supervisors should be active to follow the training, so have a certificate of school supervisors that meet national standards.

For the Aceh Provincial Education Office, it should motivate school supervisors to improve their work performance, thus acknowledged by teachers and headmasters, empower school supervisors by superiors in this case the head of the education office and improve the work environment of the school supervisors themselves, such as: working atmosphere, school organizational culture, facilities that support their work, cooperation in partnership with teachers and headmasters. In carrying out the recruitment of school supervisors should refer to the rules that apply, so that no longer occur the process of appointment of school supervisors from the headmaster and teachers who are not disciplined.

IV. CONCLUSION

The main findings of the competency analysis of academic supervision and managerial supervision in improving the performance of Vocational High School supervisors in Langsa City, not in accordance with the standards stated in: (1) rubric instrument of performance evaluation of school supervisor, (2) regulation of Minister of Administrative Reform and Reform Bureaucracy Number 21 Year 2010, and (3) workbook of school supervisor. In the future, Vocational High School supervisors in Langsa City need to improve their performance on four main task components, including: (1) Developing the program, including indicators: (a) annual monitoring program, (b) teacher and headmaster guidance programs, (c) monitoring programs of eight National Education Standards, (d) performance appraisal programs for teachers and headmasters, (e) semester programs, and (f) academic and managerial oversight plans. (2) Implementation of the monitoring program, including performance indicators: (a) carry out the development of teachers and headmasters, (b) conduct performance assessments of teachers and headmasters. (3) Evaluation of the results of the implementation of the monitoring program, including performance indicators evaluating the results of the implementation of supervisory programs at the Langsa City level. (4) Guiding and training of teacher professionals, including performance indicators: (a) developing professional mentoring and training programs for teachers and/or school headmasters; (b) implementing teacher and/or headmaster mentoring and training programs; and headmaster training in school programming, work plans, monitoring and evaluation, school leadership and school management information systems, (d) evaluating the results of teacher training and school headmaster's guidance, (e) carrying out teacher professional guidance and training and/or headmaster in

action research, and (f) prepare reports on teacher guidance and/or headmaster's guidance and training.

With reference to the above three performance standards, the four main task components of the supervisor will be in accordance with applicable regulations, which will improve the performance of Vocational High School supervisors in Langsa City in conducting academic supervision and managerial supervision.

V. SUGGESTION

In the aspect competency of Academic Supervision and Managerial Supervision Supervision in Improving the Performance of Vocational High School Supervisors in Langsa City does not have a complete matrix of teacher and headmaster guidance program and in the attachment aspect there is also no instrument covering: (1) coaching instrument, (2) academic supervision instrument and managerial covering planning and implementation, (3) performance appraisal instrument of teacher and headmaster. Furthermore, the schedule for the implementation of the guidance of teachers and headmasters is also not informed by school officials in the city of Langsa, so the school supervisor must make an appointment in advance to the teacher and headmaster. Not infrequently the implementation of academic supervision and managerial supervision was done in a sudden without any prior notice. In the implementation of the performance appraisal, the training and professional guidance of teachers and headmasters is only carried out to coincide with the rise of teachers and headmasters in 2014, so that the document on the implementation of the supervisory report is not fully owned by Vocational High School supervisors in Langsa City for each year.

Based on the above conclusions and implications, some suggestions can be made:

1. For the Head of Aceh Provincial Education Office
 - a. Conducting recruitment system for prospective school supervisor based on competency test result, not from rank/class, especially based on seniority of headmaster and/or teacher.
 - b. Evaluate and follow up on the results of school supervisor reports that have been implemented, in accordance with the main tasks of school supervisors listed in the Regulation of the Minister of Administrative Reform and Bureaucracy Reform No. 21 of 2010.
 - c. Establish a "reward and punishment" system for school supervisors, to be more motivated to work hard.
 - d. Improve the work environment of school supervisors such as: work atmosphere, school organizational culture, facilities that support their work, cooperation, partnerships with teachers and headmasters.
2. For Supervisors of Vocational High School in Langsa City
 - a. Implement supervisory program of academic supervision and managerial supervision, in accordance with schedule of planned visit and hendanya of school supervisor also

- notify schedule of visit to teacher and headmaster, in order not to happen again process which is impromptu without notice with term “suddenly appear”.
- b. Improving education or continuing education postgraduate (S2) in the field of education administration sciences in order to have the ability and qualifications of education are qualified in the field academic supervision and managerial supervision.
 - c. Following training, training, and workshop activities, the mastery of the competence of academic supervision and managerial supervision has increased and the addition of school supervisors insights, especially on the guidance and training aspects of teachers and headmasters.
 - d. Learn and understand the Regulation of the Minister of Administrative Reform and Bureaucracy Reform Number 21 of 2010, section 5 on the Main Duties of School Supervisors and Article 7a on Obligations of School Supervisors in performing their duties.
 - e. Carry out academic supervision and managerial supervision through the incorporation of techniques: monitoring, evaluation, reflection, delphi method, FGD and workshop, in order to improve the performance of teachers and headmasters. So with the improvement of performance of teachers and headmasters of course will also result in improved performance of Vocational High School supervisors in Langsa City on the competence of academic supervision and managerial supervision.

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