

Optimization of Academic Supervision Competence of High School Supervisor in Karo Regency with Critical Events Model (CEM)

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Abstract— The purpose of this research is to know: 1) the real condition of academic supervision competency problems in Karo Regency, 2) supporting factors and the optimal obstacle factors of academic supervision competence, 3) the solution for the school supervisor's academic supervision competence can be optimal so as to improve the quality of education. This study used descriptive qualitative approach. The research was conducted in Karo Regency for three months. The subjects of the study were Senior High School supervisors in Karo Regency. The data is collected by interview, observation and documentation. The data validity technique used source triangulation. Data analysis used is interactive model analysis. The findings of the research indicate that: the competence of academic supervision in Karo Regency is still low; supervisory support factors are principals and teachers have undergraduate education qualifications, teachers have an MGMP organizational setting, the existence of a legal product that oversees the supervisor; the inhibiting factors of supervision are the school culture that is still less open to criticism, the society culture is still strong with the brotherhood, the teachers do not make the supervisor as a partner, because of geographical conditions, as well as supervisory educational background, the solution is to do the training by using critical events model (CEM) that successfully optimize the competence of academic supervision of high school supervisor in Karo Regency. The findings of this study are expected to be useful for school supervisors, and school citizens to work together to improve the quality of education in Karo Regency.

Keywords—*optimization; Supervisor; academic supervision; competence*

I. INTRODUCTION

School supervisors are educational staff whose positions play an important and strategic role in improving teacher professionalism and education quality in schools. According to Suderajat, a good quality goods called if the goods can meet the purpose of making (fit their purpose). The quality of education with a relative definition has two aspects; first, the measurement of graduate ability in accordance with the school objectives specified in the curriculum, second: measurement of the fulfillment needs and demands of customers, namely parents and society [1]. Sudjana places the role of school supervisors as guarantor of quality at the level of educational unit [2]. This opinion reinforces that operationally the quality issue at school is the responsibility of a supervisor. Efforts made by school supervisors on the issue is to supervise interpreted as a professional assistance to educators and education personnel directed at improving its performance. According to Ambarita, supervision is a process to ensure that organizational and management objectives are achieved [3]. Meanwhile, according to Aedi, supervision is a management function that seeks to ensure the implementation of work in accordance with the plans and provisions so that the goals or targets that have been set can be achieved [4].

The existence of school supervisors is protected and supported by a number of legal grounds. The Law of the Republic of Indonesia Number 20 Year 2003 regarding National Education System and Government Regulation Number 19 Year 2005 on National Education Standards amended by Government Regulation Number 32 Year 2013 is the legal basis which affirms the existence of functional

positions. There is a Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform. 21 of 2010, Chapter I Article 1 Paragraph 2, as well as the joint regulations of the Minister of National Education and the Head of the State Personnel Agency Number 6 Year 2011, concerning Guidance on the Implementation of the Functional Position of Supervisors and credit figures, especially Article 1 stated that the school supervisor is a Civil Servant Civil servants) who are given full duty, responsibility and authority by authorized officers to carry out academic and managerial oversight on the educational unit. Then followed by Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 143 of 2014 on Technical Guidelines for Functional Position of School Supervisor and Credit Score. Meanwhile, according to Government Regulation number 74 year 2008 about the teacher stated that the supervisor is the teacher appointed in the supervisory position can not be separated from the nature of teacher to improve the quality of process and educational outcomes.

The school supervisory basic tasks and functions according to the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform Number 21 of 2010 Chapter II Article 5 on the main task of school supervisor states: The main task of the Supervisor is to carry out the task of academic and managerial supervision on the education unit which includes the preparation of the supervision program, guidance, monitoring of the implementation of 8 (eight) National Standards of Education, assessment, guidance and professional training of Teachers, evaluation of the results of supervisory program implementation, and implementation of supervisory duties in specific areas.

In accordance with Government Regulation No. 19 of 2005 amended by Government Regulation No. 32 of 2013, school supervisors have the function of guiding principals and teachers, monitoring 8 (eight) National Education Standards and performance assessments of principals and teachers.

In line with the Regulation of the State Minister for Administrative Reform and Bureaucracy Reform No. 21 of 2010 article 5 on the main task of supervisor, the school supervisor must be competent and have the competence in performing his duties as supervisor, so that principals and teachers can be fostered and perform basic tasks and functions as it should be. The role of the supervisor is vital or very important. School supervisors are at the forefront of quality education guarantees. Mastery of competence and optimal function is an indicator of the success of the supervisors in carrying out their duties. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 12 Year 2007 regarding school supervisor standard, the competence of school supervisors are: personality competence, managerial supervision competence, academic supervision competence, education evaluation competence, development research competence, and social competence. Broadly speaking there are two competencies that must be possessed, namely competence rate and competence to build. This competency is necessary for the implementation of supervisory basic tasks and functions to be successful and improve the quality of education.

The competencies of school supervisors, principals and teachers are correlated to one another in terms of both substance and hierarchy. Substantially, each school supervisor's competency, principal and teacher have the same essence, whereas hierarchically the school supervisor has a higher position than the principal, as well as the principal's position is higher than the teacher. Thus, school supervisors have a role to increase the competence of school principals and principals have a role to improve teacher competence, and ultimately teachers have a role to increase the competencies that must be possessed by students who ultimately improve the quality of education in schools and countries. The quality of education is the suitability between the needs of the parties concerned with the services provided by education managers [5].

Educational supervision in schools in fact has many problems and weaknesses that make the quality of education low and there is no improvement. According to Veithzal and Murni (2010: 822), the problems are: firstly, the school supervisor is not equipped with sufficient authority or facilities. Second, the behavior of supervisors who tend to only look for deficiencies and errors alone without giving a quick and precise solution as required. This tendency leads teachers to be unsympathetic by supervisory means. Third, in some places, teachers do not make supervisors as partners in solving problems, even supervisors are sometimes perceived to complicate teacher career development. Fourth, not infrequently, supervisors make mistakes so that teachers, school leaders and other school personnel are not familiar and stay away from supervisors. Supervisors should be able to mediate in case of problems in the education environment.

The competence of school superintendents based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 12 Year 2007 regarding the standard of school supervisors is not fully understood and implemented correctly by some school supervisors themselves or by some other education stakeholders. This can be seen from the control and application of supervisory competence is still low.

Based on the results of competency tests on school supervisors conducted by the Directorate of Education Personnel at the Ministry of National Education (now the Center for the Development of Teaching Personnel, institution PSDMPK & PMP, Ministry of Education and Culture), in 2010, the six competencies are only two that have values above the numbers 60 that are personality competence and social competence, while the most supportive competence to carry out the main task or main task of supervisor is still below number 60. Even the main competence related to curriculum development and improvement of education quality, that is academic supervision competence has the lowest value that is 52,8.

The situation in Karo Regency is not much different from the above opinions which causes the low quality of learning outcomes. Student achievement is still very low. Karo Regency is only ranked seventh in the national exam score of 2016 in North Sumatra Province (sib daily: Monday, 16 May 2016).

Based on the data above, it appears that the competence of academic supervision related to the improvement of the quality of education, is still very less. It needs a strategy and continuous effort to improve the competence of academic supervision. Competence of academic supervision is needed to support the task of school supervisors to carry out academic supervision in their target schools. The implementation of maximal academic supervision, will improve the quality of education significantly in school. Academic supervision is one of the main tasks that a school supervisor should undertake to foster teachers in carrying out learning activities that include learning planning, learning implementation and assessment of learning outcomes. One of the strategies and efforts that can be done is to optimize the competence of academic supervision of school supervisors including in Karo Regency.

The benefit of using the competency optimization of school supervisor supervision, supervision is that school supervisors who are interested in improving the quality of education work to improve the program and strive to improve professionals so as to realize the greatest productivity, the greatest profit, minimal cost, the least use of energy and quality education. Efforts to improve the competence of academic supervision can be implemented with various approaches, models and techniques that can help supervisors improve their competence. A training model that can optimize the competence of academic supervision is to use an open model or commonly known as The Critical Events model (CEM). This model is put forward by Nedler in Linton (1990: 12-25). The Critical Events Model (CEM) can be used for trainings related to individual professions held by each participant as the CEM focus is on professions such as teachers and school supervisors. In this model not all variables can be identified or established at the beginning of the design of the training program, but at every step is always on evaluation and as follow up [6]

Through action with Critical Events Model (CEM), it can be seen the real condition of competence of academic supervision of school supervisor of SMA Karo Regency, obstacle and supporting factors faced by high school supervisor in Karo Regency, and make the competence of optimal academic supervision to improve SMA Karo Regency. It is known to improve the supervision competence of supervisor in Karo Regency after training with CEM, the process of Critical Events Model (CEM) is known to optimize school supervisor supervision to improve the quality of senior high school education in Karo Regency, known inhibiting factors and encouragement in the face of training with CEM to improve the competence of academic supervision of high school supervisors in Karo Regency.

II. METHODOLOGY

This study uses a school action research (school action research). School action research is an action directed towards a dynamic, participatory and collaborative school development. The advantage of this research is the supervisor as the subject of action-imposed research, as well as actively train themselves to optimize their competence during the action. There is a change in the supervisor who becomes a

habit to self-reflect (self evaluation) and improve its competence. The action taken is training with Critical Events Model (CEM). This model is commonly used for research with training related to the individual work held by each participant. This model is a training for supervisors in improving the competence and professionals in an effort to develop the ability of school supervisors to do the main task. Subjects in this study were all high school supervisors in Karo Regency as many as 14 people. This school action research is carried out in the school supervisory room at Karo District Education Office. The research is designed with a cycle process consisting of four stages: planning phase, action, observation and the last one is reflection, . The fourth is a cycle or round where from each of these stages continue to repeat until the problem is resolved or success indicators are achieved.

Data collection was done by observation technique, interview. Data analysis techniques used in this study are: for quantitative data which is the value of the results of the assessment of the competence of academic supervision that are analyzed by finding the average value and the percentage of success in mastering competence. The data has been collected in the analysis by comparing the data before the action with the data after the action, and data observer observation results in the mastery of the competence of academic supervision. For qualitative data submitted in the form of sentence information that provides an overview of the activities to optimize the competence of supervisors during the process of action takes place.

III. RESULTS AND DISCUSSION

A. High School Supervision In Karo Regency

The condition of high school supervision in Karo Regency can be seen from the value of the initial ability of 14 school supervisors in understanding and applying the competence of academic supervision. Fig. 1, can be seen that the state of supervision competence in Karo Regency or the initial value in performing academic supervision tasks there are 11 (eleven) school supervisors (78.57%) belonging to the category less, 2 (two) school supervisors (14.29%) belonging to the sufficient category, and 1 (one) school supervisor (7.14%) belonging to the good category, and no supervisors (0%) were found to be in very good category

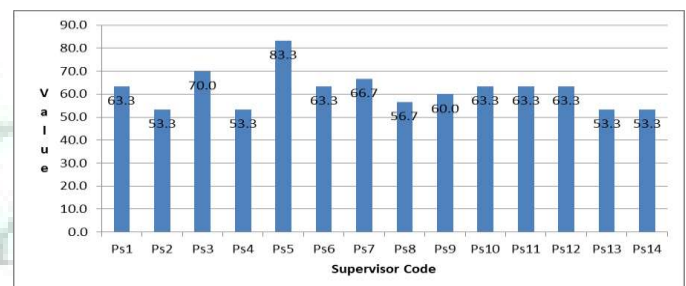


Fig. 1. Diagram of Academic Supervision Competence Values Score

B. Supporting And Inhibiting Factors

Factors supporting the implementation of academic supervision in Karo Regency are:

- Principals and teachers who become partners of supervisors majority have qualifications of undergraduate education education. This is necessary in terms of communicating the cooperation in improving the quality of education.
- The teachers have the MGMP organizational setting and the principal has a MKKS organization, which gathers the activities of educators or principals. With this organization, supervisors are more likely to provide guidance for teachers or principals in their target areas.
- Complete legal products so that school supervisors are free to implement their duties because they are protected by laws that regulate the code of ethics and legal protection in the performance of duties.
- Achieving the quality of process and quality of graduates clearly requires the role of school supervisors considering the strategic role of school supervisors, so the presence of school supervisors is necessary.

Factors that hinder the implementation of competence to implement school supervisory basic tasks and functions include:

- School culture that is still less open to receive supervision and criticism to the school,
- Culture in the Karo Regency community which still thick with hospitality also hinder the implementation of academic supervision, because it is still there is a fraternal bond according to the clan and the origin so that it is not appropriate to conduct supervision.
- In some places, the teacher does not make the supervisor as a partner in solving the problem, even the supervisor is sometimes considered to complicate the development of career teacher.
- Due to geographical conditions in the Karo regency, it was found that the surveillance was not carried out optimally because of the condition of the region and the ratio of the number of supervisors to the unimplemented school supervised by the inaccurate scheduling of supervision with the attendance list of visits by the supervisor to the target school.
- The educational background of the supervisor is less appropriate to the supervised field of study. Consequently, in the field some teachers feel that the presence of supervisors in their midst can not help to improve and overcome the difficulties of teachers in carrying out their teaching tasks. Even in practice supervisors more often emphasize the administrative

responsibilities of teachers. This means that in conducting supervisory supervision just check the administrative completeness of teaching teachers. This condition certainly requires the concern of all parties, especially the optimization of the role of Center for the Development of Education Personnel duties that have authority in supervising the school supervisor.

C. Action Results

Based on the result of action through CEM in cycle I (Table 1), it can be seen that from 14 school supervisors there are 6 (six) supervisors (42,86%) belonging to enough category, 6 (six) supervisors (42,86%) are classified as in both categories, and 2 (two) supervisors (14,28%) who are categorized as excellent. This shows that school supervisors still do not have the competence of good academic supervision according to success criteria.

TABLE 1. RECAPITULATION OF VALUES OF ACADEMIC SUPERVISION COMPETENCE IN CYCLE I

Value	Number of Supervisors	Percentage of Number of Supervisors	Category
90 – 100	2	14,28	very good
80 – 89	6	42,86	Good
65 – 79	6	42,86	Enough
< 65	0	0	Less
Total	14	100	

Based on the results of cycle II (Table 2) it can be seen that from 14 school supervisors all supervisors (100%) already have the ability to implement and apply the academic supervision competence although there are still some shortcomings in its application. This shows the competence of academic supervision of school supervisor has increased.

TABLE 2. RECAPITULATION OF VALUES OF ACADEMIC SUPERVISION COMPETENCE IN CYCLE II

Value	Number of Supervisors	Percentage of Number of Supervisors	Category
90 – 100	6	42,86	very good
80 – 89	8	57,14	Good
65 – 79	0	0	Enough
< 65	0	0	Less
Total	14	100	

Increased competence occurs because of the action of CEM is very well done for training to improve the ability or expertise in a profession because the first done to see the needs of participants, for example the level of the initial state of the academic supervision competence of the school supervisor, so that training can more easily direct the supervisor to improve and improve the competence of school

supervisors. Thus the problem in this research has been answered that the application of training using critical events model (CEM) can improve and optimize the competence of academic supervision of high school supervisor in Karo Regency (Table 3).

TABLE 3. COMPARISON COMPLETENESS AT ACADEMIC SUPERVISION COMPETENCE SCORE

Cycle	Not Complete		Not Complete	
	Number Of Supervisors	%	Number Of Supervisors	%
Initial State	1	7,14	13	92,86
Cycle I	8	57,14	6	42,86
Cycle II	14	100	0	0

IV. CONCLUSION

The conclusions that can be drawn from this research are as follows:

1. Implementation of training using critical events model (CEM) can improve and optimize the competence of supervision of high school supervisor in Karo Regency.

2. After taking action through CEM in cycle I, it can be seen that from 14 school supervisors there are 6 (six) supervisors (42,86%) who have enough value, 6 (six) supervisors (42,86%) who has a good value, and 2 (two) supervisors (14.28%) who have very good value.
3. In the second cycle of action known from 14 school supervisors, 8 (eight) supervisors (57.14%) have good value and 6 (six) supervisors (42,86%) have very good value. In other words all supervisors (100%) already have the optimal competency.

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