

Academic Supervision Program by School Supervisors to Improve the Quality of Learning at the State Vocational High School 3 Banda Aceh

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ABSTRACT

This study aims to examine the academic supervision program carried out by supervisors to improve the learning quality at the State Vocational High School (SMK) 3 Banda Aceh. This study uses a qualitative approach. The results of the study show that: 1) Supervisors understand how to arrange a supervision program for school principals and teachers. This activity is carried out on a scheduled basis in every semester. 2) The rationalization of the importance of the academic supervision work program by supervisors for school principals and teachers at SMK Negeri 3 Banda Aceh is quite good. In this case, the face-to-face intensity work program between supervisors and teachers in the context of academic supervision is regularly conducted once a month. 3) Other supervised components carried out by supervisors to improve the learning quality for students at SMK Negeri 3 Banda Aceh are: (a) the development of school production units, (b) the development of superior production units, (c) the design and implementation of life skills programs, (d) the development of students' entrepreneurship skill, (e) the implementation of training packages for the community, (f) the development of human resources. 4) The procedure for preparing the academic supervision program carried out by supervisors at SMK Negeri 3 Banda Aceh includes: a) preparing a teacher performance appraisal plan, b) carrying out an assessment of the principal's performance, c) analyzing the results of the assessment, d) compiling a report on the results of the principal's assessment, and e) evaluating the results of the principal's assessment. 5) In the preparation of the academic supervision program, the supervisor faces some problems including the lack of opportunity for teachers to understand the supervisory program made by the supervisor. The academic supervision program prepared by the supervisor has not been maximally directed to the needs of teachers and principals.

Keywords: Academic 1, Supervision Program 2, Supervisor 3, Learning Quality 4.

1. INTRODUCTION

Supervisors are people who play an important role in coordinating efforts to improve quality learning. School supervisors are appointed to positions that are responsible for coordinating joint efforts to achieve educational goals at the respective school level, such as the Vocational High School (SMK).

At the school level, education supervisors are implemented to improve learning activities (Sutisna,

1993:32). Educational staff and especially groups of school administrators and supervisors should understand that the school is a place that is specifically provided for learning services. As a consequence, the quality of the learning process is a reference for the development of quality schools. As stated in the Regulation of the Minister of National Education Number 12 of 2007 on Standards for School Superintendents (2008:384) article 1 reads: "To be appointed as a School Supervisor, a person must meet the standards of school supervisors that apply nationally."

The supervisor's understanding of academic supervision or teacher professional development to improve the quality of learning is still in the stage of theoretical mastery, general, and lack of practical ability. Thus, supervisors always face obstacles to implementing the theories and principles that have been accepted. This leads to a low effect towards the goals that will be the object of supervision. Supervisors who have low competence in carrying out their duties and roles will decrease the rate of the supervision success. It was even found in several places that the presence of supervisors in schools did not give benefits for the teachers. This is also strengthened by studies showing that there is a gap between the required abilities and the factual abilities of school supervisors, which is still inadequate. This is evidence that not all school supervisors currently have the ability. At least, supervisors need to meet the functional demands of the school supervisor position which resulted in a negative response to the presence and role of supervisors in schools.

This is more specifically for vocational high schools which are part of secondary education. The education run in the vocational high school needs to emphasize skill development and foster an entrepreneurial spirit. At this level of education, the emphasis of the coaching is directed at equipping students with the ability to master skills in accordance with the student's chosen field of study.

To improve the quality of learning, various efforts have been made by the government including the procurement of teachers, increasing professional abilities, improving the curriculum, providing infrastructure, etc. The principal of SMK Negeri 3, as the person in charge of the implementation of teaching and learning activities in schools, through his role as a teaching supervisor, provides professional coaching services to teachers who determine the success of teaching and learning activities in schools. Everything listed in the eight national education standards must have guidance from supervisors. Purwanto (1995:115) states that supervision as one of the main functions in the administration of education is not only the job of supervisors but also the principal's duty to teachers and school officials. Thus, it can be concluded that the role of supervisors and principals is mainly helping teachers to improve the quality of learning. Therefore, the guidance of teachers in managing the teaching and learning processes should receive the main attention for the development of professional abilities which will further improve the quality of learning.

Based on observations and interviews with principals and heads of regional education agency, SMK Negeri 3 Banda Aceh still finds several obstacles and problems in improving the quality of learning including, including: (1) the role of head of agency has not

functioned optimally, because it is still limited in terms of bridging schools with business/industrial world for competency test activities, LKS activities, both at the provincial and national levels; (2) in optimizing school programs, SMK Negeri 3 Banda Aceh still requires rejuvenating facilities and increasing the understanding of teachers and employees of vocational schools; and (3) in optimizing school activities, SMK Negeri 3 Banda Aceh still needs the support of external school members, such as the local government, business/industrial world, and the community.

Academic supervision needs to be programmed to include planning activities, determining aspects/materials of development that are prepared together with teachers, implementing academic supervision programs, and assessing for feedback.

2. RESEARCH METHODOLOGY

2.1. Research Approach

Supervision carried out professionally will be able to improve the quality of teaching and learning processes by teachers and school principals. Previous research shows that there is a significant influence between the supervision and pedagogic competence of teachers and principals, either separately or jointly with the performance of teachers and principals. For this reason, we will examine in more depth the influence of academic supervision and teacher pedagogic competence on the performance of teachers and principals to improve the quality of learning.

This study aims to identify factors affecting the improvement of learning quality through academic supervision at the State 3 Banda Aceh Vocational High School (SMK). This study uses a qualitative approach as Emzir (2009:28) stated "A qualitative approach primarily uses a knowledge paradigm based on a constructivist view (such as the general meaning of individual experiences, while social and historical meanings are constructed with the intention of developing a theory or pattern) or an advocacy/participatory view (such as political orientation, issue of, collaborative, or change-oriented) or both."

This approach also uses research strategies such as narrative, phenomenological, ethnographic, grounded theory studies, or case studies. Researchers collect important data openly intended to develop themes from the data.

To understand a concept, it needs to identify its characteristics. The characteristics of qualitative research as stated by Arifin (2011:144) are as follows: (a) using a natural setting or in the context of an entity, (b) the key instrument is humans as a human instrument, i.e., the researcher himself, (c) prioritizing direct data

(first hand), (d) using the triangulation method, (e) analyzing the data inductively, (f) using purposive sampling, which is in accordance with the research objectives, (g) prioritizing qualitative data (words, pictures), (h) more concerned with the process rather than results, (i) seeing reality as something that is general (multi realities), (j) allowing to obtain unique data and information, which does not usually occur, (k) seeking meaning from the background of behavior or making, (l) prioritizing the emic perspective, which is concerned with the respondent's views, (m) refining the validity, reliability, and objectivity in other versions compared to those commonly used in classical research, (n) compiling a suitable design, continuously adjusted to the realities of the field (temporary in nature), and (o) requiring that the understanding and interpretation results obtained are negotiated and agreed upon by the human being who is the source of the data.

This study is descriptive research aiming to determine the improvement of learning quality through the preparation of an academic supervision program by supervisors at the Banda Aceh State Vocational High School (SMK). The results of the research are presented naturally in accordance with what is happening in the field.

2.2. Research Subject

Purposive sampling was used to obtain the data. Sugiyono (2008:218) said that purposive sampling is a sampling technique of data sources with certain consideration. The consideration includes the person is considered to know the most about what we expect, or maybe he/she is the ruler so that it will make it easier for researchers to explore the object/social situation under study.

The author conducted research on supervisors at the State Vocational High School (SMK) 3 Banda Aceh. The focus of this research is the academic supervision program by school supervisors to improve the learning quality at the State Vocational High School (SMK) 3 Banda Aceh. The subjects of this study were teachers, school principals, and the supervisory team from the Education Office. The subject of this study provides complete and accurate data on improving the quality of learning through academic supervision at the State Vocational High School (SMK) 3 Banda Aceh.

2.3. Research Instrument

The instrument in this research is the researcher as this study uses a qualitative approach and the researcher is the main instrument. In this study, researchers used more than one research instrument, all of which were tools used by researchers to obtain accurate data. Arikunto (2010: 203) said that research instruments are tools or facilities used by researchers in collecting data so that their work is easier to carry out, and the results

are better, in the sense that they are more accurate, complete, and systematic for easier process. The types of research instruments include questionnaires, checklists or checklists, interview guidelines, and observation guidelines.

In this study, researchers used research instruments including observation guidelines, interview guidelines, and documentation. Furthermore, the research instrument will be more clearly discussed in data collection techniques.

2.4. Credibility Test

Credibility test is an important part of a research. It is used to see the extent of the construction suitability between the data that has been obtained in the field and the problem being studied. Sugiyono (2008:66) stated that validity and reliability test of the data in qualitative research includes testing the credibility of the research data, including: 1) extension of observations, 2) increasing persistence in research, 3) data triangulation, 4) negative case analysis, and 5) checking.

2.5. Data Collection Technique

The research data obtained through qualitative descriptive is research on facts and phenomena found in the field (Burhan, 2008:69), i.e., field observations (field research) at the research location. In this study, the researcher uses the following data collection techniques: 1) interviews, namely interview researchers totaling 2 people consisting of 1 principal as the Procurement Head of Sub-division of Repository Management and 1 principal as the Head of Selection Team of Sub-Department of Services and Technology, to provide information that is in accordance with the expectations of the researcher; 2) Documentation, namely the researcher analyzes the document in the form of a list of procurement collections and a list of selection results in improving the learning quality by supervisors through academic supervision at State Vocational High Schools (SMK) 3 Banda Aceh; and 3) Engineering Observation. In qualitative research, observations are classified into three categories, namely: first, observers can act as participants or non-participants; second, observations can be carried out openly or covertly; and third, observations related to the research background and in this study use the first observation technique in which the observer acts as a participant.

2.6. Data Analysis Technique

To find the meaning of the data and information collected, the next step is to analyze the data on the learning quality through academic supervision at the State Vocational High School (SMK) 3 Banda Aceh. Thus, the data and information in this study can be classified to answer research questions.

In qualitative research, data is obtained from various sources using data collection techniques. The data obtained are generally qualitative data, although they do not reject quantitative data; thus, the data analysis technique used has no clear pattern. In terms of qualitative data analysis, Bogdan (Sugiyono, 2009: 334) states that "Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and understanding of them and to enable you to present what you have discovered to others". Data analysis is the process of systematically searching and compiling data that is processed from the results of interviews, field notes, and other instruments, so that they can be easily understood, and the findings can be informed to others.

Furthermore, the technical analysis of the data used is the flow model proposed by Sugiyono (2010:27) that: "its activities include (1) reducing data, (2) presenting data, and (3) drawing conclusions".

From the three data analysis activities mentioned above, it can be concluded that data reduction is data collected from observation sheets and checklist sheets that are processed, selected, focused, clarified, and simplified. Meanwhile, data presentation is organizing information from the results of the reduction which is arranged numerically and narratively so that conclusions can be drawn.

In conducting data analysis, theoretical sensitivity is needed, because the researcher is actually making an effort to develop theory.

3. RESEARCH RESULT

Referring to the research questions, the descriptions of the research results presented are: 1) the supervisor's understanding of the performance and work program of academic supervision, 2) rationalization of the importance of the academic supervision work program, 3) components of the academic supervision activity program in the supervisory program, 4) the procedure for the preparation of the academic supervision program, and 5) the problems faced in the preparation of the academic supervision program.

3.1. Supervisor's Understanding of the Performance and Work Program of Academic Supervision

Academic supervision is one of the supervisor's duties to help teachers improve the learning situation. The high and low quality of learning is highly dependent on the ability and understanding of the school supervisor to foster it. Principals and teachers cannot be separated from their daily tasks, namely interacting with students at school. Therefore, school supervisors must understand and carry out supervision of principals and teachers to improve the learning quality.

From the results of interviews and observations about how supervisors develop supervision programs for school principals and teachers. Supervisor says: "I arrange programs on a scheduled basis every semester, both odd and even semesters. I think it is very important to arrange scheduled academic supervision programs and I understand correctly about program preparation."

In the supervision program made by the supervisor, it is clear that the date the learning activities can take place is effective and enjoyable for students. This means that in this case the supervisor has understood the preparation of the scheduled supervision program.

Furthermore, based on the results of the research, it can be disclosed regarding the aspects supervised by the supervisor. The school supervisor revealed: "The main things that I supervise are organizational planning, teaching materials, processing of teaching and learning activities, classroom management, use of media and learning resources, use of methods, ways of communicating with students, providing motivation for students, accelerating learning, mastering materials, use of materials, use of time, attitudes, teacher performance, objective discipline in assessment, and implementation of student learning evaluations."

The supervisor also said that: "academic supervision is my duty as a school supervisor with regard to the implementation/task of coaching, monitoring, assessment, and professional guidance and training of teachers on aspects of teacher competence and teacher duties."

The results of interviews with supervisors revealed that: "I have made a supervision program for teachers based on problems experienced by teachers in carrying out learning assignments or personal problems."

Based on the interviews above, it can be concluded that the supervisors' visit has been regularly scheduled. The academic supervision program by supervisors at SMK Negeri 3 Banda Aceh has made a program according to effective academic supervision procedures. Furthermore, supervisors have a fixed schedule for visits to schools for a term of one semester or one year. Because supervisors have a fixed and periodic schedule of visits to their target schools, the principal and teachers will always prepare everything needed when there is a visit from the supervisor. At the very least, they should make a visit to school once a month so that many problems experienced by teachers can be identified as early as possible. This means that school supervisors at SMK Negeri 3 Banda Aceh have properly understood their duties and responsibilities as supervisors.

3.2. Rationalization of the Importance of the Academic Supervision Work Program

The results obtained through interviews indicate that the rationalization of the importance of the academic supervision work program by supervisors for school principals and teachers at SMK Negeri 3 Banda Aceh is quite good.

The results of interviews with teachers and school principals, one teacher stated that: “the supervisor has made a work program at our school with the main rationalization being face-to-face meetings between supervisors and teachers in the context of academic supervision on average once a month.”

From the information above, it can be understood that the supervisor has programmed periodic academic supervision with the principal and the teachers under his/her guidance. Therefore, there is equal face-to-face intensity between the principal and the teacher and between one teacher and another. One thing is an indication that the supervisory program for academic supervision at SMK Negeri 3 Banda Aceh has been programmed effectively.

The principal said the same thing that: “often supervisors come to our school to have guidance to the teachers. Supervisor visits to schools focus attention on aspects of the principal’s administration and teaching supervision services which are meaningful for improving the quality of learning.”

As an interview with one teacher explained: “the supervisor expects the teachers to make lesson plans that are adapted to the applicable curriculum and according to their respective expertise to improve student achievement. With the policies put forward by supervisors, we try to improve our abilities by asking for guidance from supervisors. The supervisor also advised us to attend seminars, workshops, and trainings.”

The supervisor confirmed what the teacher said as the supervisor explained: “The teacher’s explanation is a work program that I created to carry out academic supervision, because I think it is very important to rationalize the academic supervision work program.” The data provided by principals, teachers, and supervisors shows that the intensity of face-to-face meetings between supervisors and teachers is quite good. Face-to-face intensity is the main work program of the supervisor. Rationalization of the importance of work programs in academic supervision to improve the learning quality.

3.3. Components of the Academic Supervision Activity Program in the Supervisory Program

The component of the academic activity program in the supervision program is one of the supervisor’s tasks to help teachers improve the learning situation. The level of professionalism of teachers in implementing teaching-learning processes is highly dependent on the supervisor’s efforts to foster it. Teachers cannot be separated from their daily tasks, namely interacting with students at school. Therefore, supervisors must carry out supervision of teachers to improve the learning quality. Before carrying out an activity, it is necessary to make a supervision program component in advance for the implementation of academic supervision carried out by supervisors for teachers.

Based on the results of the study, it turned out that the school supervisor of SMK Negeri 3 Banda Aceh did not develop the supervision program themselves but submitted it to the principal in the academic field. This was proven in the interview when the supervisor stated that: “I did not arrange the supervision program myself, but I asked the principal of the academic field to develop the program. Then I corrected if there were things that were not appropriate in the preparation.” Furthermore, the principal of SMK Negeri 3 Banda Aceh stated that “the schedule for supervision of teaching and learning activities is prepared every academic year, then a program is made every week for each teacher in the field of study. This is designed by the supervisor by asking for input and suggestions from the principal.”

The research results obtained through interviews indicate that the components of the program of supervision activities by supervisors are aspects that are monitored in monitoring activities and can be carried out for each standard in one monitoring activity. Monitoring program is created by the supervisor. Supervisors develop a program for monitoring and evaluating curriculum implementation/management (which includes monitoring of graduate competence standards, content standards, Process Standards, and assessment standards).

Furthermore, based on interviews with supervisors of assisted components conducted by supervisors to improve the quality of learning for students at SMK Negeri 3 Banda Aceh, the supervisor explained: “There are several components of the supervision program that I have compiled, namely: (1) the development of the school production unit (UP). The production units that have been developed so far include hotel production units, hotel accommodation (laundry and dry cleaning), halls (meeting rooms), catering production units (cafeteria, pastry & bakery, catering, and restaurants), serving orders for various parties, snack boxes, lunch

boxes, inside and outside catering (hajj catering), and fashion production unit with activities to open a confection. (2) the development of a superior production unit, namely hotel and culinary accommodation (pastry & bakery), has been used at an international level. It is the provision of food for pilgrims in cooperation with Garuda Indonesia Airways and the Hall (meeting). (3) designing and implementing life skills programs. (4) increasing the ability of students in entrepreneurship. For this reason, SMK Negeri 3 Banda Aceh conducts entrepreneurship classes for the culinary and fashion majors. (5) Making schools based on community education, State Vocational High School 3 provides training packages to the community. (6) human resource development. Teachers at State Vocational School 3 Banda Aceh have a huge opportunity to improve and develop their abilities. There is a vocational school quality improvement program that has been implemented by the Directorate of Vocational Secondary Education, opportunities to participate in upgrading, education and training at home and abroad. (7) program development and socialization through cooperative relationships with various parties. For this purpose, the school management and supervisors have held coordination meetings with the parents of students, the education office/local government, MPKP, school councils and so on for observation and comparative studies in other schools or industries. (8) improving the fulfilment of infrastructure, and (9) socializing the programs that have been carried out by SMK Negeri 3 Banda Aceh.”

A senior teacher at the school conveyed about the components of the supervisor program that: “the components that the supervisors have arranged are in accordance with the problems we face. The supervisor discussed the deputy head of the academic field about the problems that occur in the school.”

In the interview, the principal stated that a good supervision program focuses more on shaping the professionalism of a teacher in the learning process. It aims to achieve educational goals and create a quality generation. Furthermore, the principal said: “a good academic supervision program contains activities to improve teacher professionalism in terms of: (1) the ability to translate the curriculum into quarterly programs or semester programs; (2) the ability to prepare teaching plans or lesson units; (3) the ability to carry out learning activities well; 4) the ability to assess learning processes and outcomes; 5) the ability to provide regular feedback; (6) the ability to make and use teaching aids in a simple way; (7) the ability to use/utilize the environment as a source of teaching media; (8) the ability to guide and serve students who have learning difficulties; (9) the ability to manage time and use it efficiently to complete student learning programs; (10) the ability to teach lessons by paying attention to individual differences among students, and

(11) the ability to manage co- and extra-curricular learning activities and activities related to student learning.

Based on the explanation above, the supervisor has compiled the components of the academic supervision program based on input from the principal so that it is in accordance with the needs or problems that exist in State Vocational High School 3 Banda Aceh.

3.4. Procedure for the Preparation of the Academic Supervision Program

The results of the study indicate that the procedure for preparing the academic supervision program by the supervisor has followed the procedures used in the implementation of academic supervision. This happens because supervisors in making academic supervision programs start with supervision services.

The supervisor explained “the procedure for compiling a supervision program in our school is: a) compiling a teacher performance appraisal plan with additional duties as school principals contained in the teacher performance appraisal program with additional duties as principal, which is prepared in conjunction with the preparation of the annual supervision program; it is part of the completeness of the annual supervision program; b) carrying out an assessment of the principal’s performance; c) analyzing the results of the assessment; d) compiling a report on the results of the principal’s assessment; and e) evaluating the results of the principal’s assessment.”

The supervisor added that “in the procedures or practical steps of academic supervision, I recap the problems that are often faced by teachers in carrying out the teaching and learning process, then arrange a supervision program according to the problems encountered, carry out a supervision program and plan follow-up based on the results of the supervision implementation.”

If academic supervision by the supervisor applies the procedure, the supervisor will be able to find out what problems or difficulties the teachers are experiencing in solving these problems appropriately and quickly

Supervisors at State Vocational High School 3 Banda Aceh have made academic supervision procedures as stated above because they already have an understanding of the preparation of the program and have prepared a supervision program. They are used to routine activities, namely coming to school in addition to checking school administration as well as conducting academic supervision.

Teachers have been able to accept let alone feel the need for the presence of a supervisor to come to their class. Teachers feel that what is programmed by supervisors is not to find faults or weaknesses of

teachers, but they are looking for solutions to these problems.

3.5. Problems Faced in the Preparation of the Academic Supervision Program

The research results show that school supervisors faced obstacles both internally and externally in the program preparation processes. The size of the problems faced is very dependent on how a supervisor overcomes these problems. In the interview, the supervisor said, "in preparing the supervision program I had many obstacles, but I tried to solve these obstacles." Furthermore, the supervisor explained, "when I asked for input on the supervision program, there were some teachers who did not understand the supervision that I made." As an interview with one of the teachers in the field of beauty expertise explained, "I have not fully understood the academic supervision program prepared by the supervisor, because it does not address the needs of our cluster, beauty." Because the educational background of a supervisor is not from a vocational high school in the fields of fashion, catering, hospitality, and beauty, so the supervisor is not able to properly understand the needs or problems of teachers and school principals at State Vocational High School 3 Banda Aceh. As a result, when planning a supervision program, the supervisor should discuss together with teachers from all clusters of expertise.

4. CONCLUSION

Supervisors understand how to develop a supervision program for school principals and teachers. This activity is carried out on a scheduled basis in every semester, both odd and even semesters. In the supervision activities made by the supervisor, it is clear that the date the learning activities can take place is effective and fun for students. This means that the supervisor has understood how to do supervision properly.

The academic supervision program by supervisors at State Vocational High School 3 Banda Aceh has made a program according to effective academic supervision procedures. In addition, supervisors have a fixed schedule for visits to schools for a term of one semester or one year.

The rationalization of the importance of the academic supervision work program by supervisors for school principals and teachers at Vocational High School 3 Banda Aceh is quite good, since the face-to-face academic supervision is regularly done once a month.

The program component of supervision activities by supervisors at Vocational High School 3 Banda Aceh is the aspects that are monitored in monitoring activities and can be carried out for each standard in one

monitoring activity. Monitoring program is created by the supervisor. Supervisors develop a program for monitoring and evaluating curriculum implementation/management which includes monitoring of graduate competence standards, content standards, Process Standards, and assessment standards).

Other components of the supervision carried out by supervisors to improve the learning quality for students at Vocational High School 3 Banda Aceh are: (1) the development of school production units; (2) the development of superior production units (hospitality and culinary accommodation (pastry & bakery)) has been used at the international level, namely the provision of food for visits in cooperation with Garuda Indonesia Airways and the Hall (meetings); (3) designing and implementing life skills programs; (4) increasing the ability of students in entrepreneurship by conducting entrepreneurship classes for the culinary and fashion majors; (5) to make schools based on community education, SMK Negeri 3 provides training packages to the community; (6) human resource development to improve and develop their abilities; there is a SMK quality improvement program that has been implemented by the Directorate of Vocational Secondary Education, opportunities to participate in upgrading, education, and training at home and abroad; (7) program development and socialization through cooperative relationships with various parties. For this purpose, the school management and supervisors have held coordination meetings with the parents of students, the education office/local government, MPKP, school councils and so on for observation and comparative studies in other schools or industries; (8) improving the fulfilment of infrastructure; and (9) socializing the programs that have been carried out by SMK Negeri 3 Banda Aceh.

The procedure for compiling an academic supervision program carried out by supervisors at Vocational High School 3 Banda Aceh includes: a) preparing a teacher performance appraisal plan with additional duties as school principals set out in the teacher performance appraisal program with additional duties as school principals, which is compiled together with the preparation of the annual supervision program; in this case, the program document is part of the completeness of the annual supervision program, b) carrying out an assessment of the principal's performance, c) analyzing the results of the assessment; d) compiling a report on the results of the principal's assessment, and e) evaluating the results of the principal's assessment.

In the preparation of the academic supervision program, supervisors faced problems including lack of opportunity for teachers to understand the supervisory program made by the supervisor. The academic supervision program prepared by the supervisor has not

been maximally directed to the needs of teachers and school principals. Because the educational background of a supervisor is not from a vocational high school in the fields of fashion, catering, hospitality, and beauty. Thus, the supervisor is not able to properly understand the needs or problems of teachers and principals at Vocational High School 3 Banda Aceh.

AUTHORS' CONTRIBUTIONS

The author helps supervisors in preparing academic supervision programs to suit the needs of teachers and principals. In addition, the author helps teachers to understand the academic supervision program made by the supervisor.

ACKNOWLEDGMENTS

Thanks to all parties who have provided moral and material assistance, especially to: all parties who have provided moral and material assistance, especially to: the international advisory board, Conference Chair/Scientific committee by Dr. Rahmat Husein, M. Ed, Dr. Juni Astel Raja Gukguk, M.Sc., Dr. Rachmat Mulyani, M. Si and Dr. E. Elvis Napitulu, M. S.

Thank you deeply to Atlantis Press and members, Indexed by Thomson Reuters, Compendex, NKI Scholar, and Google Scholar and author's respect for the entire academic community of the Medan State University Graduate Program and Murdoch University Perth, Western Australia.

Finally, for the service and kindness of the parties who have helped the completion of this article and the implementation of International seminars may receive multiple replies from God Almighty and hopefully this article will be useful for readers in general and especially readers in the field of Administration/management education.

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