



Academic Supervision Evaluation of School Supervisor Toward Productive Teacher At SMKN 1 Air Putih District Batu Bara

by Darwin Dkk

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Academic Supervision Evaluation of School Supervisor Toward Productive Teacher At SMKN 1 Air Putih District Batu Bara

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Abstract: The purposes of the research aimed to describe and analyze academic supervisor (school supervisor), productive teacher respond, the problems of school supervisor and solution was taken by supervisor school. The subject of this research were supervisor school, headmaster, and productive teacher at SMKN 1 Air Putih, the research method is qualitative approach with descriptive design. The subject of research was taken non probability with purposive sampling. Analysis technique of the data used qualitative technique based on Miles and Huberman theory. The collecting data was done by using observation, documentation and interview. The result of research were 1) activity planning of school supervisor that was arranged by writer and KKPS SMK Batu Bara regency, 2) Academic supervision holding was about monitoring and evaluating toward learning activity in the class, The researcher had not guide and train to finish the problems and teacher need. There were obstacle and supporting factors on implementing of academic supervisor. The obstacles were 1) The differences between background of school supervisor with guided teacher, 2) Communicating of school supervisor was not running well, 3) Task complexity and responsibility of school supervisor was given by Educational department of North Sumatera province whereas supporting factors were to had made team work of school supervisor (KKPS). It was place of overcome school supervisor problems in academic supervision activity. In addition to higher motivation and desire's teacher toward training and guiding was given by school supervisor, It was another factor to implemented academic supervision on Vocational High School.

Keywords: Evaluation, Academic Supervisor, School supervisor, Productive Teacher.

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I. Introduction

Supervision is a very important process stage in processing of organization supervising or controlling of the implementation when program that has been planned for the achievement of the intended purpose. No. 20 Year 2003, Article 1 Paragraph (1): Education is a conscious effort and Through supervision a supervisor can make predictions and evaluations as early as possible on the obstacles in running a work program, so that supervisors can take strategic action which is the solution to constraints it. School as one of the educational organizations that directly carry out the educational process, carrying out the mandate to be able to organize the educational process and achieve the National Education Goals. Effectively mandate is implied in the Law of the National Education System planned to create an atmosphere of learning and learning process so that learners actively developing his potential to have spiritual strength, self-control, personality, intelligence, noble character, as well as the skills he needs, society, nation and state. Various educational planning and organizing programs have been undertaken by the central and regional governments.

There are two types of supervision that are done by education, namely managerial supervision relating to the administrative management of schools and academic supervision relating to the implementation process of education in schools. Academic supervision in the world of education aims to provide services and professional assistance to teachers face of various obstacles as long as the teacher performs his duties as an educator. In addition, academic supervision also helps teachers to translate an ever-changing curriculum into a process of planning preparation, implementation and evaluation of learning. The success of academic supervision is also supported by good relationship between the relationship that is built in a friendly and warm on the basis of humanity by upholding the dignity and dignity of teachers. Condition of good supervision makes teachers feel secure and comfortable so that supervisors can help develop a joint effort, which is to provide encouragement and stimulation so that teachers feel to grow together. Ideally school supervisors as academic supervisors should be idol teachers, as the presence of school inspectors in their midst becomes an inspiration for teachers to solve various issues related to teaching assignments.

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There are three elements that can perform academic supervision in schools, namely school supervisors, headmaster and teachers who are experienced in the field of expertise. The school supervisor is in an independent position in supervising the teacher. As mentioned in Permendiknas No 12 of 2012 that the school supervisor is a professional education personnel who are given full duty, responsibility and authority by authorized officers to conduct guidance and supervision in academic side and managerial. In the Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 21 of 2010 concerning the Functional Position of School Supervisor and Credit Score, the principal task of the School Supervisor is to carry out the task of academic and managerial supervision on the education unit covering the preparation of the supervision program, the implementation of the guidance, eight (8) National Standards Education, assessment, guidance and professional teacher training, evaluation of implementing supervision program, and implementation of responsibility supervisor in specific areas. Including the professional teachers in learning will impact toward quality of learning, is increasing as well. Improving the quality of learning affects the quality of student learning. Improved student learning outcomes is one indicator of improving quality of education in the school. The increased quality of education in schools is the desire of the community as users of education services. Thus the function of school supervisors as a guarantor of the quality of education in schools can be achieved.

Teacher's task in educating and teaching becomes more strategic in an effort to prepare learners facing the global economic competition entering the era of trade liberalization and especially for the middle level of education, especially SMK teachers. SMK is prepared by the government as an anticipative effort to prevent the gap between educational outcomes and the growing demands of community needs. Vocational education is secondary education that prioritizes the development of students' ability to undertake various work. Vocational secondary education prioritizes in preparation of students to enter employment and develop a professional attitude.

To achieve it, SMK teachers are required to always be active and creative in developing their competence along with the development of science and technology which continues to grow from time to time. Currently SMK teachers are challenged to show their professionalism in carrying out their duties and responsibilities. The development of teacher competences are not enough only from within themselves, but also requires a monitoring, motivation, guidance, mentoring and guidance from others, especially the principal and supervisor of the school as a more elderly and considered more knowledgeable as well as the highest leaders in the school where he serves.

II. Literature Review

According to Mukhtar and Iskandar (2009: 39) the implementation of academic supervision by school supervisors in schools has not been effective so it has not contributed sufficiently to improve the quality of learning services, the main reason is based on two things: first the supervisor's workload is too heavy, both of their educational background less suited to the supervised field of study. Danim (2002: 22) suggests that to see if a school supervisor is said to be a professional supervisor or can not be seen from two perspectives: (1) Judging from the minimum level of education from the supervisor's educational background; (2) Mastery of a supervisor on the ability in the process of academic and managerial supervision that he does. According to Stufflebeam and Shinkfield (1985: 159) states that Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some object's goal, design, implementation and impact in order to guide decision making, for accountability, and promote understanding of the involved phenomena. According to Sahertian (2008: 19) also added the purpose of supervision is to provide services and help to improve quality of teaching teachers in the classroom which in turn to improve the quality of learning learners.

III. Research Methodology

This research used a qualitative approach with descriptive design. The type of research used is descriptive method with qualitative approach. This research was conducted for 3 months April until August 2017 at SMK Negeri 1 Air Putih Batu Bara. The subjects of this study were school supervisors, Head master and teachers of productive subjects who were in SMK N 1 Air Putih Batu Bara, data collection technique used interviews, documentation studies, and observation. Interviews were conducted with supervisors, headmaster, and teachers at SMK Negeri 1 Air Putih Batu Bara. Documentation studies were conducted on various documents in the form of supervisory reports, academic supervision planning, academic supervision process and evaluation of academic supervision, learning tools, meeting minutes, activity photos, organizational structures, etc. relevant to support and enrich information or data required. Observation was done by observing and directly involved in supervisory activities related to the evaluation of the implementation of academic supervision. Techniques Data analysis used qualitative analysis that refers to the theory of Miles and Huberman namely through data reduction, data presentation, and conclusion.

IV. Research Result

By considering the condition of teachers, school situation and activities undertaken by school supervisors, researchers suggest some academic supervision techniques that can be used in SMK Negeri 1 Air Putih, namely: 1) Class observations. It need to do to get the actual data and information during the learning process takes place. Class observations in the early stages should be made with first announcement the teacher's readiness and the next stage done without announcement. 2) The group study among productive teachers has been done by school supervisors, only the intensity of implementation that needs to be improved and the increased role of school supervisors to make each meeting more meaningful for teachers. 3) Discussion is as a group process. This technique can be done by school supervisors whenever there is time and opportunity with two or more teachers. In this meeting discussed various problems faced by the teacher and as far as possible find the solution to the problem. The resulting solution is the result of the agreement and agreement to be implemented at the agreed time. . 4) Sharing of Experience. By using this technique the teacher can overcome limited ability of knowledge and technological and engineering skills. School supervisors can communicate with teachers retrieved from training as well as training conducted by the government or the private sector, or school supervisors approach with teachers who are considered to have good skills than other teachers in the mastery of technology and practicum facilities. The school superintendent only facilitates and mediates the teacher to share his or her experiences and knowledge with other teachers regarding the use of media and the use of practicum tools.

V. Conclusion

Based on this research, We can conclude that;

- a. The evaluation of academic supervision in supervised supervisory schools is not fully implemented, only evaluates how teachers teach in the classroom and conducts guidance after class supervision, there is no follow-up on shortcoming experienced by teachers. School supervisors also only provide suggestions and feedback for future improvements. However, there was no record of teacher progress after being supervised. The important note is for follow-up action or special treatment for teachers who have not developed after being supervised. From this note, the school supervisor will be able to determine the academic supervision action plan that will be carried out in the next process.
- b. The supervisor should guide thoroughly to teachers, not only some of them because without professional supervisor, we can find no professional teachers. Teachers will be constrained when faced with problems in the learning process.
- c. Some of the obstacles in the evaluation of academic supervision by the supervisor of SMK Negeri 1 Air Putih Batu Bara Regency are a half of school supervisor have different background study with guide teacher, the communication of school supervisors and guide teacher have not been well developed, and the complexity of duties and responsibilities of school supervisors provided by the Education Office of North Sumatra Province. Beside it, there are also some things that support the evaluation of the supervision implementation of academic supervision SMK Negeri 1 Air Putih Batu Bara namely: the KKPS SMK which is a container to assist supervisors in overcoming the problem of academic supervision and the high motivation and expectation of teachers will be guided and coached by the school supervisor.
- d. The impact of supervision activities by SMK supervisor; (1) the improvement of the competence and performance of teachers in their job, functions and authorities; (2) improving the quality learning process on their clumps of productive, normative, and adaptive subjects.

Sugesstion

As a think contribution to the success of the evaluation of Supervision by Academic Supervisor in SMK Negeri 1 Air Putih Batu Bara District, the researchers proposed as a result of this study are:

1. For the Head of Education Office required the serious support from the Regional Government or the Education Office of the Province of North Sumatra in the success of the evaluation of academic supervision. Support such as:
 - a. Conduct recruitment of school supervisor based on competency test and educational background of school supervisor.
 - b. Evaluate and follow up on academic supervision reports made by school supervisors on regulary.
 - c. Conducting technical guidance regularly in the form of training, training and other forms of coaching in order to improve the competence of school supervisors.
2. For School Supervisors should analyze the problems and teacher needs in schools. They should also determine a structured guidance step towards their supervised teachers.
3. For the headmaster l when recruiting new teachers should match between to educational background with the requirement, it must base on the university that process candidat of professional aducators

4. For Teachers should implement their responsibility based on their job, If The teachers find the problems in teaching learning process, they must communicate to school supervisor . Because of it is responsibility of school supervisor, the teacher don't be afraid.
5. For collagers and researchers are expected to utilize the results of this study as a material for further study in the development of educational quality, especially in educademic management and human resource development related to educators at school.

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