

Implementation of School Principal Academic Supervision at a Vocational School, Sekolah Menengah Kejuruan Swasta Harapan Alwashliyah Sigambal Labuhan Batu District

Irsan Rangkuti¹, Aman Simaremare¹, A.Zulham Rambe^{1*}
{*ahmadzulham7@gmail.com}

Universitas Negeri Medan, Medan, Indonesia¹

Abstract. This study aims to find out: First, preparation of the academic supervision program for principals of SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District; Second, the implementation of academic supervision of the principal of SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District; and Third, follow-up to academic supervision of the principal of SMK Swasta Harapan, Al-Washliyah Sigambal, Labuhanbatu District. This type of research used qualitative approach, qualitative research is an approach in conducting research oriented to natural phenomena or symptoms. The subject of this research was directed to the search for data from the Principal, teachers, and other parties who were considered to be able to provide answers to research problems. Data search started from the principal in this case the principal as a key informant. Data-collection instruments used are: observation; interview; and documentation. The results showed that: Implementation of the academic supervision competency of the principal of SMK Swasta Harapan Al-Washliyah Sigambal consisted of planning, implementing, and following up academic supervision.

Keywords: Academic supervision, principal, learning management.

1 Introduction

In order to realize Indonesia's quality and competitive human resources, the government has made various efforts to improve the quality of education. The Government through the Badan Standar Nasional Pendidikan (BSNP) has issued National Education Standards, which consist of: 1) content standards, 2) process standards, 3) graduate competency standards, 4) standards of educators and education personnel, 5) standards of facilities and infrastructure, 6) management standards, 7) financing standards, and 8) educational assessment standards (Government Regulation Number 19 of 2005).

According to Mulyasa that principals are responsible for carrying out educational activities, school administration, coaching other education personnel, and utilizing and maintaining infrastructure [1]. Therefore the principal as the school leader must always conduct monitoring and guidance to the teachers in an effort to improve teacher professionalism. Based on the above opinion can be understood that academic supervision is the supervision of the principal to the teacher who serves to provide assistance to teachers in carrying out the teaching and learning process in schools [2].

Based on the background that has been described, the researcher intends to carry out further research on implementation of school principal academic supervision at a vocational school, that is SMK Swasta Harapan Alwashliyah Sigambal Labuhan Batu, which the research focus is the implementation of academic supervision by the Principal of SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District.

The problems examined in this study are as follows: (1) What is the planning of the academic supervision program of the principal at SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District; (2) What is the implementation of the academic supervision of the principal at SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District; (3) How do you follow up on the academic supervision of the principal of SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District; (4) What are the constraints and solutions for the implementation of academic supervision at SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District?

Based on the research focus above, the objectives in this study are: (1) To find out the preparation of the academic supervision program of the principal at SMK Swasta Harapan Al-Washliyah Sigambal, Labuhanbatu District; (2) To find out the implementation of the academic supervision of the principal at SMK Swasta Harapan, Al-Washliyah Sigambal, Labuhanbatu District; (3) To find out the follow-up to the academic supervision of the principal at SMK Swasta Harapan, Al-Washliyah Sigambal, Labuhanbatu District; (4) To find out the Constraints and Solutions for the Implementation of Academic Supervision of SMK Swasta Harapan SMK Al-Washliyah Sigambal, Labuhanbatu District.

2 Methodology

This study used qualitative approach, qualitative research is an approach in conducting research oriented to natural phenomena or symptoms. In qualitative research there are several methods in its implementation including: phenomenology, ethnography, case study, historically. In this study researchers used a qualitative case study because the researcher examined a case of a phenomenon that occurred in the school of SMK Swasta Harapan Al-Washliyah Sigambal in Labuhanbatu District. The phenomena that occur in the object of the study mentioned are the low performance of the teachers in the object of the research. This research was conducted at SMK Swasta Al-Washliyah Sigambal, Labuhanbatu District. The choice of this place is based on the consideration of the ease of obtaining data, the researcher focuses more on the problem to be studied where the location of the research is known that the teacher competency is still low which is thought to be influenced by academic supervision conducted by the principal has not been carried out perfectly well.

The data collection techniques conducted in this study are various. First, an interview. An interview is a conversation with a specific purpose. Conversations are carried out by two parties, namely the interviewer (interviewer) who asks questions and the interviewee (interviewee) who provides answers to the question [4]. Second, the documentation. Documentation method is one of the data collection methods used in social research methods. In essence, the documentation method is a method used to trace data as a whole correctly. Third, a direct observation is a way of retrieving data using the eyes without the help of other standard tools for these purposes. Observation or observation is one of the most important research techniques.

3 Results and Discussion

Geographically SMK Swasta Harapan Al-Washliyah Sigambal is located in the middle of Sigambal and is close to the tax, and close to the Labuhanbatu District government. So that it is very possible for the school to attract students from all directions, and the distance between schools is not far apart and can be reached. The school was established on January 1, 1987, with the status of school building rights. To date the accreditation of SMK Swasta Harapan Al-Washliyah Sigambal is B, since October 20, 2009, the number of students participating in teaching and learning activities at SMK Swasta Harapan Al-Washliyah Sigambal is 175 students, with 87 male students and 68 female students. At SMK Swasta Harapan Al-Washliyah Sigambal currently, the number students who got improvement are so fast, the increase is 475 vocational students and there are 37 trainees, consisting of 17 men and 20 women.

Based on the results of interviews with research subjects, namely the principal and several teachers, it was known that the main purpose of conducting academic supervision was conducted by the principal. the teacher to improve his ability as a teacher. This is in accordance with what the school principal said as follows. "The supervision is a help, so we monitor the teacher first, then after we monitor we know the strengths and weaknesses so that later determine the supervision or assistance provided, even as in determining the material, methods, or learning resources that will continue to be supervised. So supervision is not only assessing, but it can be said to be a help to the teacher" (Results of interview P on 11 May 2018).

Before carrying out academic supervision, it is known that the principal undertakes planning in advance [4]. After planning the new academic supervision, then the principal conducts a follow-up on the results of the supervision obtained. This is as stated by the principal as follows."In the implementation, we plan, prepare instruments first, after that supervision will take place, and later we will also follow up the results of the supervision that has been carried out" (Interview results on May 10 2018).

3.1 Academic Supervision Planning

Academic supervision is conducted by the principal has been scheduled at the beginning of each semester. So that in carrying out supervision of the school principal just see the existing schedule. This is as expressed by the principal as follows. "Usually for the supervision, we program one year, two semesters, then at the beginning of each semester in the second month we conduct supervision in general, but if we feel it is necessary to do it outside. But what is clear is that in that semester we try to give all our teachers supervision" (Interview P on 11 May 2018).

The results of the interview are supported by the results of a documentation study on the implementation schedule of academic supervision. In this schedule, it can be seen that academic supervision conducted by the principal is carried out in August and February. The supervision schedule that has been prepared is often informed to the teacher but sometimes not notified to the teacher. The following is the schedule for supervising the principal at SMK Swasta Al-Wahliyah: Appendix 6 Schedules of Implementation of School Principal Supervision for Year 2017/2018

PROGRAM PENGAWASAN PELAKSANAAN PEMBELAJARAN																	
SMK S. HARAPAN AL-WASHLIYAH SIGAMBAL																	
Lampiran 6: Jadwal Pelaksanaan Supervisi Kepala Sekolah Tahun Pelajaran 2017/2018																	
NO	KEGIATAN	Saran	Tujuan	Target	Waktu/Bulan												Keterangan
					VII	VIII	IX	X	XI	XII	I	II	III	IV	V	VI	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Pemantauan																
a.	Rencana Pembelajaran dan mata pelajaran	Guru kelas dan mata pelajaran	Mengetahui kelengkapan dan kualitas penyusunan silabus dan RPP	Semua guru menyusun silabus dan RPP sesuai ketentuan	√					√							
b.	Pelaksanaan Pembelajaran dan mata pelajaran	Guru kelas dan mata pelajaran	Mengetahui kualitas pelaksanaan pembelajaran	Semua guru melaksanakan pembelajaran sesuai ketentuan		√					√						
c.	Penilaian Pembelajaran dan mata pelajaran	Guru kelas dan mata pelajaran	Mengetahui kelengkapan dan kualitas penilaian	Semua guru dapat mengembangkan dan melaksanakan penilaian			√					√					

Fig. 1. Schedule for academic supervision

3.2 Implementation of Academic Supervision

The principal undertakes several academic supervision techniques and uses an academic supervision approach. In carrying out academic supervision the principal must use supervision instruments and other records to make it easier to provide guidance to the teacher. As the Principal said about the implementation of supervision of the teacher that in carrying out academic supervision the writer used the supervision instrument and also noted the things that needed to be the material of guidance from the results of the supervision that the writer carried out on the teacher. Supervision instruments, observation sheets or notes during supervision are objective data that can be used as input or material in coaching. Based on the implementation of academic supervision carried out by the principal in getting the following results:

Table 1. The results of supervision

No	Nama	Rated Aspect			
		Learning Planning	Learning Implementation	Carry out Personal Relationship	Student Activities in Learning
		1	Asfan Maha Dalimunte, S.Pd.	4,16	4,66
2	Asal Ritongan, S.Pd.	4,5	7,1	8,3	1,7
3	Maradona Rambe, S.Pd.I	6	8,16	8,66	3
4	Najamuddin Ritonga, S.Pd.	3,83	4,33	5,66	1,57
5	Suhardi, S.Pd.	5,5	7,16	6,66	2,14
6	Gunawan, S.Pd.	5	5,33	5,33	2,14
7	Ilyunida Hasibuan, S.E.	3,83	4,83	5,33	1,57
8	Hariyati, S.Kom.	4,16	5	6	3

Based on the table above can be seen below in the implementation of supervision is not maximal because there should be 27 supervised teachers but at the time of implementation only 8 teachers were supervised, and the results of supervision also showed that the ability of teachers to plan, carry out learning is still very low.

3.3 Constraints and Solutions for Academic Supervision

Overall, the implementation of academic supervision by the school principal is already going well. However, the success of the implementation of academic supervision activities by the principal of SMK Swasta Harapan Al-Washliyah Sigambal is inseparable from the constraints. The obstacle faced is the difficulty of carrying out supervision in accordance with a predetermined schedule, given the many tasks and activities of the principal. The following is an excerpt from the interview that stated this.

"The problem is time, because I also have to teach, meetings and other activities, so to focus time and adjust the schedule is a little difficult. Like yesterday, I had a sudden meeting, even though there was a supervision schedule at that time, so it had to be postponed " (Interview results on May 28, 2018). From the results of the interviews above, supervision is still carried out despite constraints in the time and busyness of the principal. By rearranging the schedule, supervision activities can still run well.

4 Conclusion

Academic supervision planning is still not optimal, especially concerning the development of teacher professionalism, which needs to be done continuously, planned and sustainably. Academic supervision at SMK Swasta Harapan Al-Washliyah Sigambal is carried out periodically, which is carried out at the beginning of each semester in accordance with the schedule that has been prepared and has been socialized to the teacher. Bearing in mind that the quality or quality of coaching in a school is also influenced by the ability of vocational school principals to plan; carry out and follow up on the results of supervision of the academic towards the teacher in order to improve teacher professionalism, then the ability of vocational school principals in carrying out academic supervision must be further improved.

One of the low causative factors in the academic supervision competence of Vocational School principals is the low ability of vocational school principals to plan academic supervision programs. During this time the head of the Vocational School made a supervision program, only the implementation sometimes did not meet the schedule. Because together with other activities such as meetings and other non-academic activities that take up a lot of time the principal.

The revisions carried out by the principal need to be followed up so as to have a real impact on improving the professionalism of the teacher's work. The first step taken by the principal SMK Swasta Harapan Al-Washliyah Sigambal in following up on the results of the study was to review the summary of the research results. The summary of the research results is then submitted to the teacher and reviewed with the principal. The academic supervision program in its implementation is not in accordance with the schedule, some are supervised and some are not supervised by the vocational school principals. As a result the performance of teachers in carrying out learning is also relatively low. This will have an impact on the quality of learning.

5 Suggestions

Based on the conclusions of the results of the study, the authors can provide suggestions as follows:

- a. Preparing academic supervision plans in order to improve teacher professionalism, after that academic supervision is carried out using appropriate technical approaches and supervision principles, then the results of supervision are followed up so that supervision activities are useful in order to improve the quality of teacher learning. Vocational schools do not have a supervision program specifically, there is only general, namely the schedule of supervision implementation in the Vocational School Work Plan only.
- b. In carrying out academic supervision, the techniques used must be in accordance with the problems and characteristics of the teacher, so that it will produce effective academic supervision activities. The head of the school and also the teacher must utilize the results of academic supervision as well as possible, so that academic supervision can have a real impact on learning in school, improving teacher professionalism, and fostering motivation and working spirit of the teacher.
- c. Supervision shows that the implementation of supervision by the headmaster of *SMK Swasta Harapan Al-Washliyah Sigambal* is carried out integrally with the education program, because the timetable has been adjusted to other educational programs.
- d. The teacher needs to prepare it all because in the supervision activities the principal does not only assess the teaching method of the teacher, but also evaluates the components that support the implementation of teaching and learning activities. In its implementation, the principal assesses the teacher as a whole starting from the administration of learning, the learning process, and other supporting components in learning

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