

Needs Analysis of Vocational High School Supervisors in Batubara District

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Abstract. This study aims to determine the analysis of the needs of Vocational High School supervisors in Batubara District. Needs analysis was done by knowing the data on the number of active Vocational High School supervisors, determining the ideal number of vocational supervisors based on the number of schools, the number of teachers in the subject group, and competencies and the comparison of the number of ideal needs with the actual number of Vocational High School supervisors. The type of research was needs analysis with a qualitative approach. Analysis of supervisory needs was based on the ratio of the needs of Vocational High School supervisors in the Regulation of the Minister of Administrative Reform Bureaucratic Number 21 of 2010 concerning the Functional Position of School Supervisors and Credit Figures. This research was conducted at the Education Office of North Sumatra Province and Batubara District from June to August 2018. Data collection techniques used interview methods, documentation studies, observations, validations carried out by triangulation. The data analysis technique used qualitative analysis which refers to the theories of Miles and Huberman. The results of the study showed that the ideal number of school supervisors needed based on the ratio of the supervisor of the education unit at the vocational level in Batubara District requires supervisor; the ideal number of school supervisors needed based on the ratio of subject teachers at the vocational level in Batubara District, requires 6 supervisors; the ideal number of school supervisors is needed based on the ratio of subject teachers at the level of vocational school in Batubara District 13 supervisors.

Keywords: Needs analysis, school supervisors, vocational school

1 Introduction

The school supervisor profession occupies a strategic position in the chain of education. School supervisors are referred to as education quality assurance personnel in education units. A school supervisors has a set of roles and tasks that not only aims to supervise the organization of education in the schools are good and directional, but the supervisors is required to master all things related with basic tasks and functions of teacher learning, as well as having the ability of the management to the construction of the principal. [7] stated that the planning process is a series of activities to prepare decisions on what is expected to happen and what it will do. While Kaswan [1] explained that human resource planning is a process used by the organization to ensure that the organization has the right amount of workforce, the right type of workforce, carrying out the job properly and carried out at the right time.

In fact, in the Batubara District 9 supervisors of Vocational Schools with a total of 22 Vocational Schools, as well as 511 Vocational Teachers, consisted of 4 Normative supervisors, 3 Adaptive supervisors and 2 Productive supervisors. Thus the number of Vocational Schools owned by the Batubara District is 22 schools. The Vocational School should have the number of school supervisors that must be owned by the Batubara District at least consists of 5 school supervisor teams and 2 supervisors for Vocational subjects.

Based on the above background, the focus of this research is how to plan the needs of Vocational High School supervisors in the Batubara District. The problem of this research are as follows: (1) What is the total ideal of school supervisors needed based on the ratio of the education unit supervisor at the vocational level in the Batubara District? (2) What is the total ideal of school supervisors needed based on clumps of subjects at the vocational level in the Batubara District? (3) What is the total ideal of comparison needs with the actual amount of vocational supervisors in the Batubara District? Based on the research problems above, the purposes in this research are: (1) To find out the total ideal of school supervisors needed based on the ratio of supervisors with education units at the vocational level in the Batubara District. (2) To find out the total ideal of school supervisors needed based on the total of subject matter teachers at the vocational level in the Batubara District. (3) To find out the comparison of the total ideal of needs with the actual total of vocational supervisors in Batubara District. The results of this research are expected to be material for the implementation, strengthening, planning needs of vocational supervisors. In addition, it contributes to the application of theories of planning and managing human resources. The benefits of this research are useful especially: (1) For the head of the Batubara District Education Office in formulating related policies of the planning needs of the vocational supervisor. (2) For the Head of Planning in the District Education Office of Batubara in Identifying prospective school supervisors to meet the needs at the time of recruitment in accordance with the amount planned and for the process of mapping, coaching, promotion and career development for school supervisors and prospective school supervisors; (3) For the supervisor of the research school supervisor, it is useful to empower school supervisors in carrying out their duties in accordance with their assigned duties and functions. (4). For other researchers as information material regarding the planning requirements of vocational school supervisors.

1.1 Human Resource Planning

Planning is the process of determining a plan or program activities. Planning is always related to the objective. Planning helps organizations or companies know what to do. Planning can not be made in haste, but requires sufficient time. According to Maulana [2] planning is a process that systematically and continuously in analyzing the needs of the organization's human resources will be in conditions that are always changing and developing an appropriate personnel policy with a long term plan of the organization. Planning is basically always related to the management concept that is by occupying the main and first positions among other management functions. Samsudin [3] concluded a number of literature and gets the essence of planning, namely, "Planning is intelligent attempts to shape the future better than the past. "Planning is trying to understand the present situation, to analyze it in formal way. "Planning is looking a head. "Planning is bring about better future, current problems are to be overcome, to see what happen in the future. "Based on this essence, it can be stated that planning is related to the future, making the future better than the past, planning trying to understand the present situation by analyzing, and planning to see events that will occur in the future.

A planning must be adapted to the existing conditions and using assumptions for the future so that the targets or goals to be achieved really can be realized. Samsudin [3] said that human resources planning must pay attention to the following matters. (1) collect information on a regular basis and constantly. (2) analyze the supply and demand of human resources in the present and foreseeable future. (3) Collect the results of the analysis as a basis for drafting the policies, programs, projects, and activities in the field of employment and job opportunities. (4) Harness human resources according to the position and quality. (5) Implement monitoring continuously against policy to make changes or adjustments. (6) Integrating human resource planning in a human resource management plan. Based on the above opinion, then human resource planning or planning of the workforce can be defined as a process of determining the needs of the workforce based on existing conditions and using assumptions to collect information regularly and continuously.

1.2 Job and Workload Analysis

The process of analyzing job can be done in certain steps. Hasibuan presents the following steps: (1) Determine the use of the results of job analysis information. (2) collect information about the background. (3) investigate the people who will be given a specific term. (4) collecting job analysis information. (5) reviewing information with interested parties. (6) compile job descriptions and job specifications. (7) predict/take into account organizational development [4] .

Since the enactment of Law No. 23 of 2014 concerning Regional Government, the need for Senior High School and Vocational High School supervisors is the responsibility of the provincial government. According to [5] the initial steps that can be taken by the provincial government in an effort to meet the needs of supervisors of education units should be carried out through the analysis of supervisory needs, both based on the number of existing schools and based on subjects, levels of office and rank of school supervisors [5].

The purpose of Vocational High School supervisory needs analysis according to Sudjana is as follows: The purpose of Vocational High School supervisory needs analysis according to [5] is as follows: (1) Meet the needs according to the planned amount. (2) meet the criteria or qualifications that have been established. (3) Facilitating the required school supervisor competence. (4) Placing Vocational High School supervisors according to available formations. (5) Empowering school supervisors according to their basic duties and functions [5].

2 Methodology

This Research Study of Vocational Supervisory Needs Planning Analysis in Batubara Regency was a type of qualitative research with a descriptive analysis approach. Qualitative research subjects are informants or people who provide information needed in research data collection. The research subjects in this research were the actors both directly and indirectly involved in the needs analysis of Vocational High School supervisors in the Batubara District. These people are assumed to be sources of data or sources of information in this research. To specify the subject of the research, used nonprobability sampling technique. According to Sugiyono states that nonprobability sampling is a technique for determining research subjects that do not provide equal opportunities / opportunities for each element to be chosen as the subject of research [6]. In this case the Head of General Affairs of North Sumatra Provincial

Education Office, head of vocational training, Korwas Vocational High School of North Sumatra Province and MKPS chairman of the Batubara District Vocational High School or other authorities assigned to manage Vocational High Schools in the Batubara District. In addition to the above subject, data on the total Vocational High Schools supervisory ratios in Batubara District are currently also used as material for this needs analysis.

This research was carried out at the Batubara District Education Office because even though the management of Vocational High Schools had been in the hands of the provincial government as of January 1, 2017 based on Law No. 23 of 2014, but of course before January 1, 2017, the North Sumatra Provincial Education Office had never make plans for the recruitment of school supervisors for Batubara District.

The techniques used for data collection in this research by observation, interview and documentation study. The techniques of collecting data are carried out in natural settings, primary data sources, and more techniques collection data on observation involving participant observation, in depth interviews and documentation.

The technique analysis data used in this research is qualitative analysis. That is, after the data have been collected further classified and processed. Data processing more use phrases of a sentence as the interpretation of the data processed. According to Miles and Huberman in Sugiyono: "activity in the analysis of qualitative data is done interactively and lasted continuously until it has been completed, so that data saturation" [5]

The data obtained were then analyzed through qualitative data analysis techniques from Miles and Huberman consisting of: (1) data reduction, (2) the presentation of the data, and (3) the withdrawal of the conclusion.

3 Result and Discussion

The results of this research are described based on the formulation of a problem in Chapter 1, namely: (1) The total ideal of school supervisors needed based on the ratio of education unit supervisors at the Vocational High School level in Batubara District, (2) the total ideal of school supervisors required based on teacher clusters of subjects at the Vocational High School level in Batubara District, (3) Comparison of the total ideal of needs with the actual total of Vocational High School supervisors in the Batubara District.

The total of supervisors in Batubara District Vocational High School is 9 people. Whether this total has been ideal or not, it is necessary to analyze the total ideal. Analysis of the total ideal of supervisors is based on the total of schools and the total of subject matter teachers. KPS in an interview on July 20, 2018 stated that the number of secondary education supervisors in North Sumatra Province, especially in Batubara Districts, was sufficient, even exceeding the needs (appendix 6). In line with AMP, JDL, stated that this matter had been discussed in a meeting with supervision, in the report it meant I thought it was enough. (appendix 5). The second statement the speaker needs to be compared with the prevailing regulation. This comparison to get a proportion of the total of ideal supervisors based on the total of schools. In accordance with article 6 paragraph 2 of the Regulation of the Minister for Doubling State Apparatur and Bureaucratic Reform (*Permen PAN / RB*) Number 21 of 2010 concerning the target of supervision or the ratio of Vocational High School supervisors, a supervisor is at least for seven education units. The ratio between supervisors and target schools is 1: 7.

The results of interviews with AMP obtained information that the total of Vocational High School in the Batubara District was 22 (appendix 6). KPS confirms the total in (appendix 5). The statements of the two informants are in accordance with the release of data from the Education Quality Assurance Institute (*LPMP*) of North Sumatra Province, specifically the Batubara District, namely the number of Vocational High School is 22 schools.

Based on the supervisory ratio and the total of schools 1: 7, it can be stated that the total ideal of Vocational High School supervisors based on the number of schools in Batubara Districts is 3 people. Whereas the remaining 6 supervisors again use the supervisory ratio and 1:40 subjects. Then it can be stated the ideal number of supervisors based on the total of subject teachers is $511: 40 = 13$, meaning there are 4 supervisors lacking supervisors for subject matter teachers.

Based on the comparison between resource statements and comparison ratios between supervisors and the number of schools, it was concluded that Vocational High School supervisors based on the total of schools were not ideal. The results of calculations based on a 1: 7 ratio of 22 divided by 7 are 3. The ideal is that there are 3 school supervisor teams. Each team ideally consists of 6 subject matter teacher supervisors. The ideal calculation of supervisors still needs to take into account the total ideal of supervisors based on the total of teacher subjects. The ideal number of supervisors is not yet based on the ratio of the number of schools that can affect the efforts to improve the quality of teachers in Batubara District in general.

3.1 Based on Clumps of Subjects

In addition to the supervisory needs analysis based on the total of schools is necessary also needs analysis based on the total of teachers or subjects. Analyzing is carried out based on the Minister of Administrative Reform and Bureaucratic Reform Regulation No. 21 of 2010 which states that the ratio of supervisors and teachers to subject families is 1:40. Needs analysis needs to be done even though HTY says that the number of supervisors in the Batubara District has reached 9 people (appendix 7). The JLD also stated the same thing, but a needs analysis was also needed.

The Batubara District currently has 9 Vocational School supervisors with a total of 22 schools. Based on the results of the interviews, the informants' answers were almost the same that with the number of nine vocational supervisors already sufficient supervision of Vocational High Schools in the District Education Office of Batubara. The following are the results of interviews with the General Head of the Batubara District Education Office stating that Vocational Supervisors in the Batubara District are adequate and scattered throughout the areas of the Batubara District Vocational High School. Although not all subjects in vocational schools have supervisors, especially productive subjects (appendix 5). Next, AH interviews with the Vocational High School in Batubara District Vocational High School about the distribution of Vocational High School supervisors in the Batubara District said that, the Vocational High School Supervisor was sufficient, with 22 Vocational Schools and 9 supervisors (appendix 6). Based on the interview results, it can be concluded that actually the number of Vocational High School 22 and 9 Vocational High School supervisors is not sufficient. This can be seen from not all subjects in Vocational High School have supervisors, especially productive subjects. However, according to the General Head of the North Sumatra Province Education Agency.

Vocational Supervisors in the Batubara District are sufficient. Until now the supervisors of Vocational High Schools in Batubara District have been sufficient. Even if there is a replacement later, it is because the supervisor has entered retirement (appendix 5). The same

question was also asked to AMP Vocational High School of North Sumatra Province Education Office which explained that. Vocational Supervisors in the Batubara District are sufficient, although for some fields of study are still lacking. But these deficiencies have been attempted by empowering existing supervisors. Therefore, the number of supervisors is sufficient. In addition, the performance of the Vocational High School supervisor is also good (appendix 5). The results of interviews with the KSP Vocational High School of the Provincial Education Office of Batubara District also produced the same answer, namely. The number of Vocational Supervisors in the District is sufficient. However, of course with the conditions of each region (appendix 6). Based on the results of the interviews above, it can be concluded that the needs of Vocational High Schools supervisors in Batubara District have not been fulfilled even though the informants said the ratio of Vocational High School supervisors in Batubara District was sufficient. In line with the Determination of the Minister of Empowerment of State Apparatus and Bureaucratic Reform No. 21 of 2010 has been explained in Article 6 paragraph (2) that the supervisor's target or the ratio of Senior High School/Vocational High School supervisors is 1: 7 in each subject and is included with 40 teachers. Because the number of Vocational Schools in Batubara was only 22, the Batubara District education office advised that the Vocational High School supervisors did not follow the supervisory ratio of 1: 7, but made the supervisory team based on the Vocational High School with the same majors. However, based on data obtained from the North Sumatra Provincial Education Office, the total of supervisors with the assisted teachers is still not ideal because there are still supervisors who foster teachers who are not as familiar as their subjects. For example, a supervisor who fosters a computer network engineering department (TKJ) but also fosters an agricultural department. In addition, supervisors for BK teachers do not even exist at all. The ideal number of supervisors based on the number of teachers needed can be explained as in table 4.3 below.

It can be concluded that ideally there are 3 school supervisor teams needed for the vocational level in the Batubara District. Team 1 Vocational Supervisor consists of 13 supervisors for Normative subjects (5 subjects with 1 supervisor each), Adaptive 4 people (4 subjects with 1 supervisor each), Earning 3 people, and BK 1 supervisors and team 2 consisted of 13 VOC supervisors for Normative subjects (5 subjects with 1 supervisor from team 1). Adaptive 4 people (4 subjects with 1 supervisor from team 1), and 1 person productive, plus BK supervisor (from team 1).

4 Conclusion

Based on research conducted in the North Sumatra Province Education Office and the Batubara District Education Service, can be drawn the following conclusions. (1). The total ideal of school supervisors based on the ratio of education unit supervisors at the vocational level in Batubara District if using a ratio of 1: 7 that the total of supervisors is currently sufficient. (2). The total ideal based on the required subjects is 13 people, while there are 9 supervisors. Thus this total ideal has not been achieved. Such conditions result in a lack of supervision services to teachers and principals. The implication of this condition is the need for needs analysis, as well as supervisory recruitment to meet the total ideal of supervisors. (3). Comparison of total ideal and actual based on a ratio of 1: 7, Vocational High School supervisors in Batubara District have been fulfilled with the number of 22 Vocational High Schools. While using regulation 1:40 has not been fulfilled because the total of supervisors is

currently 9 supervisors, while the total ideal is based on clumps of subjects what is needed is 13 people.

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