

Analysis of School Supervisor Planning in Kutai Kartanegara

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Abstract—The purpose of this study was to analyze the policies used in planning the needs of school supervisors in Kutai Kartanegara, to analyze the school supervisors' needs planning process implemented in Kutai Kartanegara and to analyze the process of recruiting School Supervisors in Kutai Kartanegara. The place of research was conducted in the Education Office area of Kutai Kartanegara, the time of the study began in March 2017 until June 2018. The technique of data collection was carried out by observation, documentation and interactive interviews until the data became saturated. Analysis of the data used in this study used qualitative data analysis methods and SWOT analysis to produce strategies from problem focus. The results showed that the policies used as the basis for the planning and recruitment of school supervisors had not been socialized and implemented thoroughly, the school supervisory needs planning process had not been carried out in the Kutai Kartanegara and the process of recruiting school supervisors in Kutai Kartanegara without process of selection and selection process.

Keywords: *policy, planning, recruitment*

I. INTRODUCTION

The strategic position and role as a functional official possessed by school supervisors is apparently not fully understood correctly by some of the school supervisors themselves or by some other educational stakeholders [8]. When school supervisors do not understand their strategic position and role correctly, it is possible that there are some problems their arise, including the fact that school supervisor institutions are increasingly troubled after the decentralization of education management, these institutions are often used as a dumping ground and a place to store a number of apparatus that are not used anymore, school supervisors have not functioned optimally by education management in districts and cities, the frequency of supervisor attendance is felt to very lacking, the supervisor attendance function tends to only meet school principals and not accompany or facilitate educators / education personnel, teachers feel the absence of supervisors assistance to teacher difficulties in carry out its main tasks.

The results of the competency test conducted by the Ministry of Education and Culture in 2012 showed that supervisors had the lowest competency compared to the teachers they supervised [9]. Supervisor competency test is a measurement of the mastery of science supervisors as a basis for carrying out their duties. If the level of mastery of

knowledge that underlies work is low, there is no need to assess its performance because it is certainly low. Furthermore, the studies conducted stated that teachers' performance is influenced by the school management roles such as leadership role, managerial role, curriculum and instructional role. In this case, teachers' performance is influenced by school management, regulations and the function of the supervisor [7].

In the synchronization of school supervisor activities, it was revealed that one of the causes of the poor quality of supervisors was recruitment system. Program preparation, appointment, empowerment, and dismissal of a position is part of the planning aspects for an organization to meet the needs of certain positions including the position of school supervisor. Ideally, the process of recruiting supervisors is through selective stages and good preparation. At present the recruitment of supervisors has not been through the proper selection and training process. With this, the procurement of school supervisors must be planned in advance according to needs. It is necessary to calculate the workload of supervisors in order to obtain the number of supervisors who are truly in line with the needs in the area. The Department of Education and Culture can apply this in planning needs before recruiting someone to become a supervisor [16].

Based on the problems that have been described, a careful planning analysis must be prepared to meet the needs of school supervisors because supervisors so far have not been appointed based on planning, so it is hoped that the results of the analysis can be used as a basis for preparing the school supervisors preparation program. For this reason, research needs to be conducted an Analysis of Planning Needs of School Supervisors in Kutai Kartanegara.

II. METHOD

This research uses a qualitative approach. The place of research was conducted in the area of the Kutai Kartanegara, the time of the study began in March 2017 to June 2019. The data collection technique was carried out by means of observation, documentation and interactive interviews until the data became saturated.

Data analysis was performed using qualitative data analysis methods in a descriptive manner, comparing the results of interviews with reviews and verification results as well as existing theories. In this way, the final goal of data analysis can be clearly described [15].

The validity of the data in the form of boundaries relates to a certainty that what is measured is really the variable that is to be measured. This validity can also be achieved with the right data collection process. One way is by the process of triangulation, which is a technique for checking the validity of data that utilizes something other than the data for checking or comparison purposes [15].

The data analysis method is using the SWOT method which consists of strengths, weakness, opportunities and threats. From the understanding of the SWOT will be explained one by one. The systematic method used in research has several factors that influence among others [19]:

1. Internal factors: Factors originating from the internal will be selected to be factors that are empowering and factors that are debilitating to the activity.
2. External factors: Factors originating from outside which can come from the community, the local department and others. External factors will be selected to be factors that provide opportunities and pose a threat to the activity.
3. Strengths-Opportunities Strategy: Is a favorable situation. Companies or governments have opportunities and strengths so they can take advantage of existing opportunities. The strategy that must be applied in this condition is to support an aggressive growth policy.
4. Strengths-Threat Strategy: In this situation the company or government faces various threats, but still has internal strength. The strategy that must be applied in this condition is to use force to take advantage of long-term opportunities by means of a verified strategy (product or market).
5. Weaknesses-Opportunities Strategy: In this situation the company or government faces a large market opportunity, but also faces some internal obstacles or weaknesses. The focus of this strategy is to minimize internal problems so as to regain better market opportunities.
6. Weaknesses-Threat Strategy: Is an unfavorable situation, so companies or governments must face various internal threats and weaknesses.

III. RESULTS AND DISCUSSION

Recruitment is a process of finding, finding, inviting and determining a number of people from within and from outside the position as prospective employees with certain characteristics as specified in human resource planning. The results obtained from the recruitment process are a number of employees who will enter the selection process, namely the process to determine which candidates are most suitable to fill certain positions available in that section or field.

A. Policies used in planning the needs of School Supervisors in Kutai Kartanegara abbreviations and Acronyms

The policy used in planning the needs of School Supervisors in Kutai Kartanegara shows that not all supervisors, the Unit Head of the Education and school principals know about the policies that underlie the planning and recruitment of school supervisors, this is because the Education and Culture of the Kutai Kartanegara has not yet carried out socialization correctly and thoroughly in all Unit Education and Culture in Kutai Kartanegara.

Based on observations, the Permen PAN/RB document No.21/2010 and Permendikbud No.143 of 2014 Kutai Kartanegara Regulation No.15 of 2010 Article 91 and Perbup Kutai Kartanegara No.39 of 2013, Strategic Planning Documents, Planning Documents, Mapping Documents, Staff Study Documents and SOP for Planning and recruiting school supervisors as the basis for policies in the planning and recruitment of school supervisors is only available and owned by supervisors in Marangkayu District and the staff of the Kutai Kartanegara Education and Culture.

In implementing the policy in the form of PAN-RB Regulation No.21 of 2010, Joint Regulation of the Minister of National Education and Head of the State Personnel Agency No.01/III/PB/2011 and Permendikbud No.143 of 2014 starting from vertical agencies to implementing agencies as illustrated in the Fig. 2.

The picture it states that the implementation of the Permen PAN-RB No.21 of 2010, the Joint Regulation of the Minister of National Education and the Head of the State Civil Service Agency No.01/III/PB/2011 and Permendikbud No.143 of 2014 should have been socialized and conveyed to teachers and principals. After that, it will be implemented in full according to the applicable regulations by the Head of the Education Office of the of Kutai Kartanegara as the executor of the activities instructed by the Regent of the Kutai Kartanegara through the Secretary of the Kutai Kartanegara. Reached the Principal and teacher. In reality this was not conveyed to all supervisors and principals and teachers.

Stated that there are several factors that become obstacles in the implementation of policies, first is political obstacles [16]. Political obstacles can occur when there are various "interests" of the actors in it so that the planned policies are not on target.

Strengths (Internal Analysis)	Weaknesses (Internal Analysis)
Opportunities (External Analysis)	Threat (External Analysis)

Fig. 1. SWOT Analysis

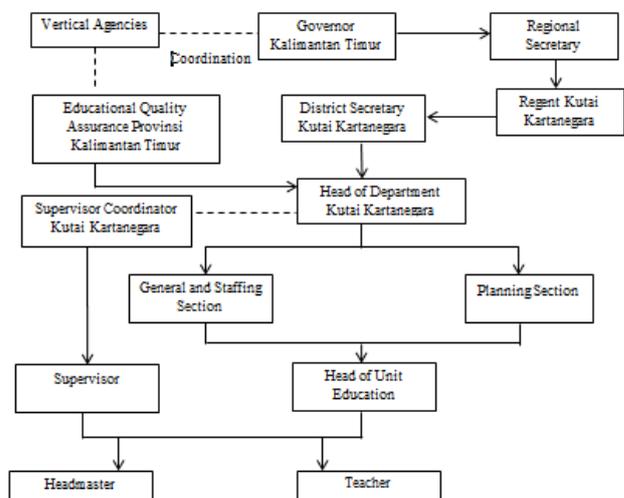


Fig. 2. Flowchart of implementation of education policy in the regions

Second is weakness of the institute. An institution is a deciding implementing organization that directly touches the community. This means that there are various activities, both policy socialization, policy knowledge and the implementation of the policy itself. But sometimes this becomes an obstacle when the implementers do not fully understand the policies to be implemented.

Third is inability of human resources. The inability of human resources to implement policies can be categorized in the technical and administrative fields which sometime make people confused when there are new policies, which are very closely related to the notification of policies and new programs which will cause disappointment to the community. Fourth is difference in the actors' agenda. Often when the policy is formulated, various policy actors have their respective goals to fulfill the policy, so what happens is not a policy aimed at the interests of the community, but "only" the interests of the various actors involved in the preparation [17].

This is what makes a policy experience difficulties in the implementation process, where the process of policy implementation is interactive from the process of activities that preceded it, so that between the formulation of policy and its implementation have interrelated relationships with one another that cannot be separated. Of course the implementation of community policies always support the programs and targets to be achieved by the government, which is closely related to how the government works, but only for one reason, as long as it is truly "for" the interests of the wider community of the entire archipelago, not just the interests of various implementing actors [23].

Public policy implementation model with the terms Direct and Indirect Impact on Implementation, in the approach theorized by Edward III, there are four variables that determine the successful implementation of a policy, namely: (i) communication; (ii) resources; (iii) disposition; and (iv) bureaucracy structure [11].

The success of implementation is influenced by two large variables, namely the content of policy and the context of implementation. The contents of this policy include: (1) the extent to which the interests of the target groups or target groups are contained in the policy content; (2) types of benefits received by the target group; (3) the extent of desired changes in a policy. A program that aims to change the attitudes and behavior of the target group is relatively more difficult to implement than a program that merely provides credit assistance to poor communities; (4) whether the location of a program is correct [20].

While the policy environment variables include: (1) how much power, interests and strategies possessed by the actors involved in implementing the policy; (2) characteristics of institutions and regimes in power; (3) the level of compliance and responsiveness of the target group [22].

Through these various strategies it is hoped that the policies that have been made can become guidelines in acting, directing activities in the organization to achieve the goals set, more importantly the policy can be implemented properly and comprehensively to obtain solutions to problems in planning and recruiting school supervisors.

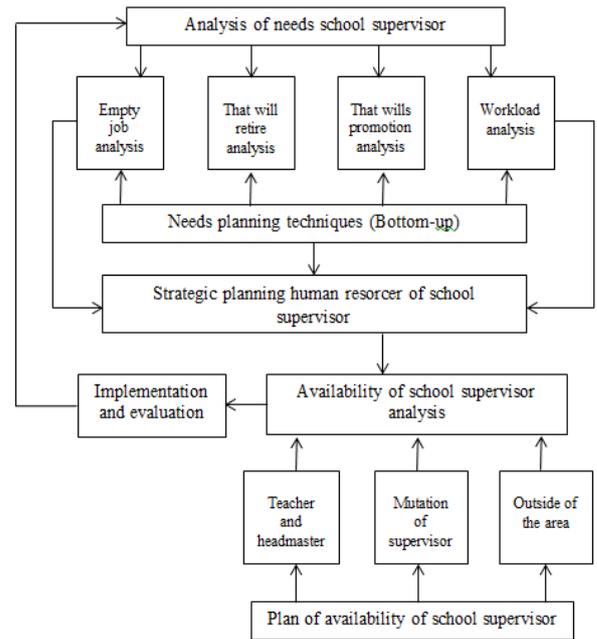


Fig. 3. School supervisor human resources planning patterns

B. The process of planning the needs of school supervisors implemented in Kutai Kartanegara

The planning process for supervisors needs should be the basis and reference for recruiting school supervisors in Kutai Kartanegara. All steps and requirements in the recruitment process must be passed and fulfilled by prospective supervisors.

The School Supervisory Needs Planning Process implemented in Kutai Kartanegara shows that there is no supervisory planning process because it is more needs dominated by the politicization of positions without considering the performance and basis of staff needs analysis and analysis. Planning documents, including requirements analysis documents and mapping of school supervisors availability, Staff Study Documents, POA Documents (Plan of Action), Planning Meeting Minutes, Needs planning matrix, Projection of school supervisors' needs in the Strategic Plan (Strategic Plan), Activity budget document, DPA, RKT and RKA regarding the planning needs of school supervisors are not yet available and have not been stated in the planning documents in the Education Office of the Kutai Kartanegara.

Human Resources planning is workforce planning can be interpreted as a process of determining the need for labor based on forecasting the development, implementation, and control of these needs that are integrated with organizational planning in order to create the right number of employees, the right placement of employees and economically useful. Human resource strategies are tools that are used to help organizations anticipate and manage the supply and demand of human resources. This human resource strategy provides overall direction regarding how human resource activities will be developed and managed. The development of a human resource plan is a long-term plan [13].

The involvement of supervisors in improving the quality of education can be optimally needs to be supported by a conducive system. A dynamic and quality-oriented supervision system is a necessity to improve the quality of education. The need for professional supervisory functions is increasingly felt by teachers in connection with their role in organizing the teaching and learning process and demands for improving the quality of education [10]. Efforts to improve the quality of education as explained above, among others, need to be supported by a supervisory quality improvement program.

Fig. 3 states that in order to fill jobs or vacant positions in the future both in 1-5 years it is necessary to make an HR planning contained in the strategic plan, whether the vacancy will be filled from teachers and principals from within the sub-district, from rotation/mutation supervisors between sub-districts or from teachers and school principals outside the sub-district area. For job vacancies or jobs filled by prospective school supervisors from teachers and school principals, it means that recruitment, selection and placement need to be done. Ideally a plan must go through an analysis of needs and availability [12].

Human Resources planning is closely related to internal factors and external factors that influence human resources planning. Internal factors consist of various strengths and weaknesses owned by the organization. Among others, human resources, information systems and organizational management and coordination between fields and the budget. While external factors are all things that are outside the organization that influence directly or indirectly on the achievement of organizational goals. In this case the influential external factors are Technology and Politics and legislation [13].

Human resource planning consists of several components of activities that are continuous and integrated. There are four important stages in the human resources planning process, namely: 1) Gathering, Analyzing, and Forecasting Supply and Demand Data, 2) Establishing Human Resource Objectives and Policies, 3) Human Resource Programming, and 4) Human Resource-Planning-Control and Evaluation [3].

In its essence, Planning is a series of processes of preparing activities for planning education and training that is needed by the future community is planning that is driven by market mechanisms. Planning is not an approximate problem, manipulation or theoretical without concrete facts or data. Planning preparation must really be assessed [13].

Human resources systems can support competitive advantage continuously through the development of Human Resources competencies in organizations. Human Resource Management is a factor that will determine the organization's performance, the accuracy of utilizing and developing Human Resources and integrating them in a unified movement and direction of the organization will be important for improving organizational capability in achieving its objectives [21]. To better understand how the position of HR Management in an organizational context requires an understanding of the meaning of human resources management itself, in order to position human resources management's role in the dynamics of organizational motion [10].

Human resource planning is the core of a human resource management, because it will be a standard document for recruiting and organizing the composition of resources in the organization. Without a clear plan about the human resources needs of an organization will experience difficulties, especially in determining the direction if one day requires additional employees [8].

Planning is needed to anticipate and utilize resources effectively, bearing in mind that resources are always limited accompanied by goals to be achieved are always unlimited. HR planning is basically a selection of policies and strategies regarding manpower and analysis of future workforce need both in quantity and quality, so as to be able to anticipate both the shortcomings and advantages of human resources for the achievement of the organization effectively and efficiently [18]. While the system is related to processes, steps and activities consisting of interrelated and mutually sustainable components. So, the civil service HR planning system aims to find a comprehensive picture of whether or not the proportion between supply and demand or the needs with the availability of civil servants [14].

C. The process of recruiting school supervisors in the Kutai Kartanegara

The process of recruiting school supervisors in Kutai Kartanegara should have referred to a national policy, namely Permen PAN/RB No. 21/2010 and Permendikbud number 143 of 2014 Kutai Kartanegara Regulation No.15 of 2010 Article 91 and Regulation of the Regent of Kutai Kartanegara No.39 of 2013 which is the basis and reference in the recruitment of school supervisors in Indonesia. All steps and requirements in the recruitment process must be passed and fulfilled by prospective school supervisors.

Based on the results of the study indicate that this has not been implemented optimally. Existing regulations have not been conveyed thoroughly and have not been implemented. PAN and RB Permen No.21/2010 and Minister of National Education Joint Regulation and Head of BKN No.01/III/PB/2011, Minister of Education and Culture Regulation No.143 of 2014 concerning Technical Guidelines for the Implementation of the Functional Position of School Supervisors and Credit Scores, has been stipulated in Kutai Kartanegara Regulation No.15 of 2010 Article 91 and Regulation of Kutai Kartanegara No.39 of 2013. This states there has been a follow-up of regulations made by the central government for the regions. This is not accompanied by an understanding from the Office of Education and Culture along with other ranks below, they even tend not to know that there is a regional regulation that oversees the planning and recruitment process of school supervisors.

This situation if further analyzed states that there are still bottlenecks in management in the area. Regional regulations that have not been well socialized have not even been implemented optimally in the regions up to the school level. This tends to be done carelessly and without a clear recruitment process and selection process. Anyone who proposes to become a supervisor and gets a recommendation from the Education and Culture of Kutai Kartanegara may become a school supervisor.

The findings of the study that so far the implementation of recruitment of prospective school supervisors has not been

referring to regulations set by the government, the recruitment of supervisors has not been equipped with evidence of attendance and minutes of socialization on PAN No.21 of 2010 and Permendikbud No.143 of 2014, the process of recruiting school supervisors so far has not been in accordance with the existing stages and regulations, the delivery was only verbally at the meeting, without a special agenda for the socialization of school supervisors recruitment, the stages carried out now are only through the administrative process of ranking adjustments without going through other stages [5].

Recruitment includes efforts to find a number of prospective employees who qualify in a certain number so that from them the company can select the most appropriate people to fill existing job openings. In addition, recruitment must be able to meet the needs of the candidates. As a result, recruitment not only attracts someone to work for the company, but also increases the likelihood of retaining them after work. So, recruitment is a series of activities used to get a pool of qualified job applicants [18].

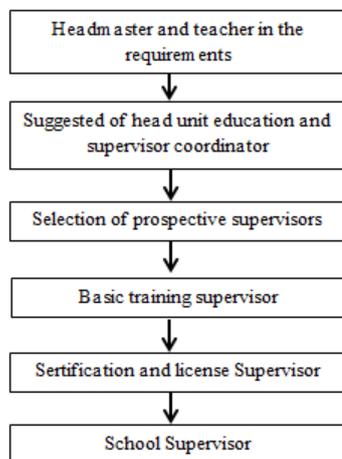


Fig. 4. The flow of school supervisor recruitment

The education supervisory guidance system that is oriented towards the quality of education should ideally be carried out since the recruitment process, with the aim of capturing potential workers who have the potential and commitment in their functions. The supervisory selection system so far, which prioritizes former principals or to extend the retirement of certain officials, needs to be re-evaluated its effectiveness. It is said so because education supervisors need people who are energetic and have innovative ideas to be developed in the teaching and learning process at school [4].

Effective recruitment requires the availability of accurate and continuous information about the number and qualifications of individuals needed to carry out various jobs in the organization. Recruitment activities will eliminate inappropriate applicants and focus their efforts on candidates who will be called back. Recruitment activities can build favorable public opinion by influencing the attitude of applicants in such a way whether they are appointed or not [1].

Many factors can influence the effectiveness of supervisors in carrying out their functions. Among these are

the system used in recruiting prospective supervisors, the readiness of supervisors to carry out their duties, and the commitment of the education office as an organization that manages supervisors to foster education supervisors in carrying out their duties. The last mentioned factor, namely the commitment of the education office, has a big influence in realizing supervisors with competencies that are in line with the demands of their work. One of the obstacles that has occurred in the development program of education supervisors is the selection system of candidates for education supervisors. There is an impression that the supervisor's job is a job to extend the service period of a civil servant or slow down the retirement period of employees in the ranks of the education service by ignoring the expected performance of job [2].

IV. CONCLUSIONS

The conclusions from the results of the study are as follows is policy used in planning the needs of school supervisors in the of Kutai Kartanegara shows that it has not been implemented optimally, both central and regional regulations and all other policy instruments. The school supervisory planning process that has so far been implemented in Kutai Kartanegara Regency has not been optimally implemented in accordance with applicable policies. The process of recruiting and selecting school supervisors in Kutai Kartanegara Regency has not been optimally carried out in accordance with applicable policies. After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your conference for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar.

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