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Supervision of Vocational High School Education in Padang City (Point of View)

Elfi Tasrif[1,*], Hadi Kurnia Saputra[2], Syukhri[3], Akrimullah Mubai[4]

[1234] *Faculty of Engineering, Universitas Negeri Padang*
[*] *Corresponding author. Email: elfitasrif@ft.unp.ac.id*

ABSTRACT
Supervision plays an important role in efforts to deal with the dynamics and demands of teacher competence. For this reason, this study aims to examine the supervision of Vocational High Schools (SMK) in the city of Padang, Sumatera Barat, Indonesia. Descriptive qualitative method is used in this study with the Mile and Huberman model which has the stages of collection, reduction, display and verification. Data were obtained through document analysis and interviews with the Head of the SMK Development Division and a SMK supervisor in the city of Padang. The results of the study found that the recruitment of supervisors had not fully followed the recommendations of LPPKSPS. Then the supervisory ratio that is over is 1/70 teachers, where most of the scientific fields are ambivalent to supervisees. The implementation of supervision is still conventional for 37.5 hours/week/supervisor with monitoring that is not yet comprehensive. So that the implementation of this supervision can be concluded that it is not optimal and needs to be optimized. Optimization can be with legal certainty, regulation and transparency as well as the use of appropriate technology. Finally, this effort is expected to have implications for the optimum vocational school supervision system in Padang City.

Keywords: *Supervision, Vocational High School, Point of View.*

1. INTRODUCTION

Education is an indicator of the progress of a nation which is very important in supporting the development of civilization. Education is inseparable from efforts to form competent human resources, [1], [2]. By carrying out human education, people can change the potential that exists in themselves into competencies to face and solve problems in life [3]. So, it is very necessary quality education.

The quality of education is a reference in improving the achievement of educational goals in Indonesia [2]. There are many components that are part of influencing the quality of educators, one of which is a supervisor or supervisor [4], [5]. Supervisors become educational staff who play a strategic role in improving the quality of education [6]–[8]. Supervisors in their duties carry out supervision (supervision) in the field, it can be said that they are not fully in accordance with the expected conditions.

Many factors cause the supervisory function to not work properly. Among them are the imbalance in the number of supervisors with the number of schools in an area [9]. The imbalance in the number of supervisors with the number of schools referring to the number of teachers, makes supervisors overwhelmed in the implementation of supervision. This will also have implications for the quality of the supervision itself not being maximized.

In addition, the problem of geographical conditions is also an obstacle in the implementation of supervision. Extreme geographical conditions make it difficult for supervisors to visit the object of supervision [7], [8]. The wide distribution of schools also makes the distance, time and cost increase in the implementation of supervision.

Then there are also limitations on the communication media that bridges between the supervisor and the school, this makes supervision carried out only when the supervisor goes to school [10], [11]. Therefore, this study aims to examine the implementation of vocational high school education supervision in the city of Padang and try to provide solutions and alternatives to the problems encountered and conveyed through this paper.

2. METHODS

This study uses descriptive qualitative research methods. Descriptive qualitative method is a method that describes or explains data and facts obtained from a series of data collection methods used to make conclusions, solutions, suggestions and others[12].

The data obtained will be processed using data analysis of the Mile and Huberman model which has stages, namely collection, reduction, display and verification [13]. The collection stage is intended to collect data using interview methods and document analysis.

Analysis of the documents used, comes from documents in the form of articles, books, laws, government regulations and ministerial regulations. Meanwhile, interviews were conducted to obtain data that were not obtained from the document. Respondents who were interviewed amounted to 2 resource persons namely the Head of the West Sumatra Vocational School Development Division and a supervisor for the Padang city area.

The reduction stage is aimed at sorting out the required data. Then the data that has been sorted will be displayed (presented) in the form of descriptive text which is then drawn a conclusion (conclusion) [13]. Drawing this conclusion is based on a comparison between the data that has been obtained with the ideal conditions that have been stipulated in the documents of Laws, Government Regulations, Ministerial Regulations and others. So that with the results of measurable conclusions, it will be able to produce appropriate suggestions and solutions.

3. RESULTS AND DISCUSSION

The results of this study are presented based on the aspects studied, namely the recruitment of supervisors, the number of supervisors, scientific studies of supervisors, the supervisory process and the performance of supervisors. The following is a description of the research results based on these aspects.

3.1. Result

3.1.1. Supervisor Recruitment

The recruitment of supervisors is carried out in accordance with the needs of the implementation of the supervision itself. In the regulation of the Minister of Education and Culture of the Republic of Indonesia number 143 of 2014 a supervisor must supervise 40 teachers and or 7 schools [14]. Problems that occur in the field, based on the results of interviews, the recruitment of supervisors is very small, even since the last 3 years there has been no appointment of new supervisors. This has negative implications for various aspects of the current supervision implementation.

In addition, supervisory recruitment problems also occur in the supervisor recruitment process itself. The Institute for the Development and Empowerment of School Principals and School Supervisors (LPPKSPS) instructs that supervisors should come from school principals who are successful and excel in 2 terms of office. However, in its implementation there are still many deviations from this instruction due to various reasons and interests.

Therefore, it is necessary to strengthen the implementation of supervisory recruitment by the Education Office through the Supervisory Coordinator (Korwas) who is chaired directly by the Secretary of the Education Office. This strengthening can be started from the rules, requirements, procedures, and transparency of the selection process itself. This is considered important because if the supervisor himself has less competence, how will he be able to monitor the performance of teachers and principals properly. For this reason, this strengthening is very important and urgent to be realized intensively.

3.1.2. Number of Supervisors

Supervisors are the main actors in the implementation of supervision [5]. Based on the results of interviews, the number of vocational supervisors in the city of Padang is 12 people. These 12 supervisors carry out supervision of Padang city vocational school teachers, totaling 873 people from 43 vocational schools [15].

Referring to the regulation of the Minister of Education and Culture of the Republic of Indonesia number 143 of 2014 the workload and task arrangements of school supervisors for SMP/MTs, SMA/MA, and SMK/MAK are at least 7 (seven) education units and/or at least 40 (forty) teacher [14]. So, when it compared, the ratio of supervisor to teacher is 1 supervisor for 70 teachers. This of course far exceeds the minimum limit that has been set in PermenDikBud no. 143 year 2014.

3.1.3. Supervisory Scientific Studies

Based on the results of interviews, there are still many scientific supervisors who are not the same as supervisees. There are even supervisors who are not from engineering teachers who are in charge of supervising technical/vocational teachers. This of

course will most likely not be optimal and the implementation of the supervision itself.

However, this can be minimized by increasing programs for strengthening and empowering school supervisors, especially from LPPKSPS as a technical implementing unit in the field of development and empowerment of prospective school principals, principals, prospective school supervisors, and school supervisors. [16].

3.1.4. Supervision Process

Based on the results of interviews, the implementation of the supervision process was carried out directly and manually. Supervisors visit schools to carry out monitoring of the performance of teachers and principals. The main task in the implementation of supervision is to supervise, escort and guide.

Supervisors will oversee 8 educational standards and 3 additional standards namely literacy, hygiene and character. In the implementation of this standard by teachers and school principals, supervisors must continue to oversee from preparation to implementation of these standards. If there are deficiencies, it is the supervisor's job to guide and correct the things that are not right.

The results of the supervision will be reported by the supervisor to the Korwas which is chaired by the Regional Secretary. Reporting is carried out 2 times a year or every semester. This gives a difficult task for supervisors apart from the standard number of supervised, but the excess number of teachers being supervised and the problem of the Corona pandemic hampering the activities of the supervision itself. So, it needs to be a solution for this problem.

3.1.5. Supervisor Performance

The supervisor's performance is seen from the supervisor's report given to Korwas and the head of the Education Office through the secretary of the Education Office. This supervisor report is a sign that the supervisor has worked or not. Unfortunately, however, further studies and studies for each supervisory task report are very minimal. The school supervisor's workload in carrying out supervisory duties is 37,50 hours per week [14]. Whether this target has been achieved or even exceeded, there is no study that has been carried out. This provides an opportunity for supervisory performance that is less than optimal or there is no more reward for supervisors who work more.

3.2. DISCUSSION

Based on the problems described, the first thing that needs to be addressed in this supervision optimization is the certainty of rules, regulations and transparency of the implementation of the supervision system. After that the development and empowerment of supervisors with LPPKSPS and optimization of physical and non-physical resources.

Physical resources in the implementation of supervision are of course the supervisors themselves. The recruitment of supervisors is currently decreasing due to the realization of PP No. 57 of 2021 article 30 which contains that there are no more school supervisors who only serve as school supervisors, but will be carried out by school committees and school principals for internal schools. Meanwhile, externally, the school will be carried out by the head of the education unit, local government and central government [4].

However, the problem is that this PP has just been issued, while the reduction and even termination of the recruitment of supervisors has been carried out for the last 3 years. This needs to be rushed for the recruitment and empowerment of school committees and school principals as education supervisors. For this reason, in this case, it is necessary to have intense and expedited cooperation from the school, district/city, provincial, national and LPPKSPS education offices in preparing school committees and school principals as substitutes for supervisors who are still on duty at this time to be improved by districts/cities/provinces.

Then the use of communication technology as a physical resource that can be optimized in its utilization. Utilization of communication technology can minimize the problems of distance, time and cost in the implementation of supervision. As in Agil's research (2020) which utilizes desktop application technology [17] in the implementation of the supervision of the improvement of the National Education Standards (SNP). Aditya (2020) which utilizes web application technology [18] for academic supervision. As well as a supervisor application on the Samsu (2017) research that utilizes internet technology [19].

All of this can be used to optimize the implementation of educational supervision. Then from non-physical aspects, such as the use of various models in the implementation of supervision. Like the mentoring model by Pallawagau (2017), the managerial model of Susilowati (2017), Septio (2017) uses a clinical supervision model combined with communication media in the form of WhatsApp and video recordings [20]–[22].

Of course, the use of these models is very helpful in the implementation of supervision. However, in using the model, the most important thing is conformity to the needs, conditions and effective patterns in the implementation of the supervision of vocational schools in the area. For this reason, a model of Electronic Supervision (e-Supervision) is proposed which will also be the next research to accommodate an effective supervision pattern by utilizing technology with a Decision Support System (DSS).

4. CONCLUSION

The implementation of SMK supervision in Padang City needs to be optimized. Starting from the recruitment of supervisors, the number of supervisors, scientific studies of supervisors, the supervisory process and the performance of supervisors. This optimization starts from making sure rules, regulations and transparency of the supervision system. Furthermore, the development and empowerment of supervisors with LPPKSPS and utilizing various appropriate physical and non-physical resources in optimizing this supervision. Physical resources by empowering school committees and principals as well as utilizing communication technology that is able to minimize distance, time and cost problems in the implementation of supervision. Meanwhile, non-physical resources can be in the form of using a supervision model that is in accordance with the needs, conditions and effective patterns in the implementation of supervision of vocational schools in Padang City.

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