

Effect of Leadership of School Supervisors and Existence in Improving Quality of Education (Case Study Performance Of Basic School Supervisor RokanHilir)

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Abstract - School Supervisors as functional technical executives in the field of academic and managerial supervision in a number of education units established by authorized officials in accordance with applicable provisions. Effective schools are schools that are able to follow rapid social change until the end of the industrial economy era and the advancement of science and technology. Therefore, school management must develop creative, innovative, and focused on education. In achieving quality education graduates as a discourse to achieve the expected human resources, school quality are choices or alternatives that are expected to make it happen. According to Syafaruddin (2002), the steps that must be taken by schools to achieve the Activities above are as follows: (1) improving management of school education, (2) inventory of professional education personnel; (3) changes in school culture related to vision, mission, values, (4) improving education funding, and (5) optimizing community support for education. So to create excellent schools or effective schools, the principal as a school manager must definitely involve teaching / curriculum, student affairs, finance, facilities and infrastructure, and public relations. School supervisor duties include academic supervision, managerial supervision, and professional guidance and training of teachers / principals. Academic supervision is a supervisory function related to the implementation of the task of coaching, assessment, and guidance and professional training of teachers on aspects of teacher competence and basic tasks of the teacher.

Keywords—School Supervisor, School, Concept supervisor

I. INTRODUCTION

School Supervisor is located as a functional technical executive in the field of academic and managerial supervision on a number of educational units established by Official authorized in accordance with the provisions of legislation. The principal task of the School Supervisor is set forth in Article 5 of the Permeneg PAN and RB Number 21 of 2010, and is technically explained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 143 of 2014 on the Technical Guidelines for the Functional Position of School Supervisor and Credit Score.

The school supervisor's duties include academic supervision, managerial oversight, and professional tutoring and training of teachers / principals. Academic supervision is a supervisory function related to the implementation of the task of guidance, assessment and professional training of teachers on aspects of teacher competence and basic tasks of the

teacher. Managerial oversight is the main task of school supervisors including coaching activities, monitoring, assessment, as well as guidance and professional training of school principals and other education personnel on aspects of school management and administration that are directly related to improving the efficiency and effectiveness of schools in support of the implementation of the learning process. Referring to PAN and RB Regulators number 14 Year 2016 About Amendment of Regulation of State Minister of Administrative Reform and Bureaucratic Reform Number 21 Year 2010 stipulates that the institution of functional supervisor of School Supervisor is Ministry of National Education. For that reason, in the context of mapping the competence of school supervisors, by 2015 the Ministry of Education and Culture has conducted a competency test for school supervisors, followed by 24,293 school supervisors of varying types, levels and working periods. The average value of school supervisor's competence is 39.64 for the evaluation dimension of education; 38.24 for research and development dimension; 41.87 for academic supervision dimension; and 44.52 for management supervision dimensions. The data shows that school supervisors need more serious attention in improving competence for each competency dimension.

In connection with the task of school supervisors of the Ministry of Education and Culture through the Directorate General of Teachers and Education Personnel conduct guidance of school supervisors with various strategies. One of them is the improvement or strengthening of school supervisor's competence. One of the efforts to strengthen the competence of school supervisors is to issue norms, standards, procedures, and criteria (NSPK) of school supervisors Legal Basis Implementation of the guidance of teachers and principals is implemented by referring to the legal basis or applicable provisions, namely:

1. Law of the Republic of Indonesia Number: 20 Year 2003 regarding National Education System;
2. Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers;
3. Government Regulation No. 74/2008 concerning Teachers;
4. Government Regulation of the Republic of Indonesia Number 19 Year 2005 regarding National Education Standards as has been amended several times, most recently by Government Regulation No. 13 of 2015 on

- Second Amendment to Government Regulation Number 19 Year 2005 on National Education Standards;
- 5. Regulation of the Minister of National Education Number 12 Year 2007 on Standards of School Supervisors / Madrasahs;
- 6. Regulation of the Minister of National Education No. 13 of 2007 on Standards of Principals / Madrasahs;
- 7. Regulation of the Minister of National Education Number 16 Year 2007 on Academic Qualification and Teacher Competency Standards;
- 8. Ministerial Regulation for Administrative Reform Number 16 of 2009 on Teacher Functional Position and Credit Score
- 9. Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 21 of 2010 on the functional position of the School Supervisor and Credit Score,
- 10. Joint Decree of the Minister of National Education and the Head of BKN Number 01 / III / PB / 2011 and Number 6 Year 2011 on the Guideline for the Implementation of Functional Position of School Supervisor.
- 11. Regulation of the Minister of Education and Culture No. 143 of 2014 on the Technical Guidance of Functional Position of School Supervisor.
- 12. School Supervisor's Workbook.

Problem Formulation

From the background above it can be formulated issues that will be in detail as follows:

1. Is there any influence of the school supervisor's leadership on improving the performance of principals and teachers in performing their duties?
2. Is there any influence of the school supervisor on improving the quality of education?
3. Is it appropriate to the quality of the current school supervisor in carrying out his supervisory duties?

Research Objectives

From the description above, the purpose of This mini research is to coaching teachers and principals conducted with the following objectives:

1. To find out the extent to which the presence of influential school supervisors in improving teacher competence includes competence: pedagogy Personality, social and professional which is proven by the increasing of teacher performance.
2. To know erase that the existence of school supervisors can be the quality of education through improving the competence of school principals and educational personnel as evidenced by increased performance.
3. To assess the existence of school supervisors in appointment whether has been through the procedures and good skills so that the task supervision can bring influence in improving the quality of teachers and Principals.

Research benefits

The following are practical and academic uses of research:

1. Practical usefulness is expected to be input or information materials for further researchers or any other students who want to deepen the study of the leadership of the Superintendent School.
2. Academic usefulness is expected to be a reference about good leadership style and as an information material about the leadership of school supervisors.

II. LITERATURE REVIEW

A. Concept of Supervision

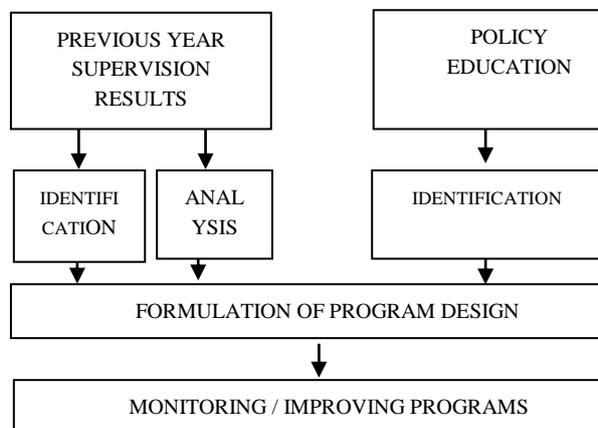
The school supervisor is a Civil Servant who is given full duty, responsibility and authority by authorized officers to carry out academic and managerial supervision on the educational unit. School supervisors demanded to have adequate qualifications and competenceto be able to carry out supervisory dutiesthe deepening of understanding of the essential task is very important for a school supervisor. To meet these needs, the Main Management and Duties of School Supervisors are designed to improve the competence of School Supervisors to be more comprehensive in understanding the scope of the principal tasks and ethics of school inspectors.

Functional of prospective school supervisor and obtain STTPP ". While in point 3 letter K states that "to increase the competence of school supervisors as referred to in letter J, Ministry of Religious Affairs / other ministries / provincial / regency / municipal governments shall coordinate with the supervisory institution to strengthen the competence of the school supervisor".

B. Competence

The competence that will be achieved through the material management of the main tasks and function of school supervisor on functional training of the school supervisor is to have the comprehension of the main duties of supervisor, supervisory program, supervision program implementation, evaluation of supervision and supervision result and training professional teacher / principal.

Image Flow Of Annual Program



- Academic supervision
Teacher monitoring, guidance and assessment of performance in planning, implementation, assessment of learning outcomes and mentoring and training of learners.
- Managerial oversight
 - Monitoring, guidance of principals' assessment in improving school efficiency and effectiveness in the process of planning, coordination and development of school quality.
 - Facilitate the principal in conducting school self-evaluation and reflect on the results to ensure the quality of education.

The role of supervisors in supporting GLN:

- As a coach in the planning and development of literacy programs.
- monitor and evaluator in the implementation of literacy activities
- As a partner and motivator in improving the performance of the Principal
- As an example of good practice of literacy actors for MGMP / KKG

III. APPROACH AND METHOD

A. Approach

The approach used in the development of teachers and principals consists of 3 types, namely directive, collaborative and non-directive.

1. A directive, a supervisory approach that gives more responsibility to the supervisor.
2. Collaborative, ie supervisory approach that gives the same relative responsibility to the supervisor or teacher.
3. Non-directive, ie supervisory approach which gives more responsibility to the teacher.

These three approaches are applied to this supervision, by looking at the characteristics of teachers and principals.

B. Method

The method used in this captivity consists of:

1. Direct observation, ie supervisors directly observe the object of supervision. The method by the supervisor is used to conduct classroom visit supervision to observe the performance of the teacher in the implementation of the lesson.
2. Interviews either directly or based on ICT intended to obtain data / information more accurate. The method is

used to extract data from several school stakeholders on the fulfillment of eight national education standards (SNP). And the data is for cross check with data obtained from closed questionnaire filling.

3. Class visits are conducted by supervisors in particular to obtain a clear picture of the learning process, either through classroom or clinical supervisions.
4. Modeling is done by the supervisor to give a real picture or direct example. The model can be taken from one of the teachers, the head of another school, or even the school supervisor.
5. Hearings are needed when faced with certain problems in the target schools. Intended to get more complete and accurate feedback on the issues being discussed / faced.
6. Workshops are held according to the needs of the target schools, intended to improve the skills and skills of human resources in the target schools.
7. Sharing is almost similar to opinion, only emphasis is more on sharing experiences and opinions, there should be no special case in school. Sharing bias is done anytime and with a wider media.
8. Document study is intended to obtain a real picture and physical / authentic proof of the implementation of an activity. So documenter study does not simply collect and write or report in the form of quotations about the number of documents reported in the research is the result of the analysis of the documents. The method is used for RPP research to be analyzed in comparison with standard process rules.

1. Place of time research (one Semester)

Day : Monday

Date : March 12, 2018

Place : Primary supervisory office, Disdikbud district RokanHilir.

2. Object of research

This study is the influence of school supervisor's leadership and its existence in improving the quality of education, case study performance of elementary school supervisors in the RokanHilir district, Riau province.

Research subjects in this study were 22 elementary school supervisors with other sources are elementary schools in the capital district of RokanHilir as many as 25 primary schools.

The reasons for choosing this location are as follows:

- Supervisory data in the research in this study is relatively easy to obtain because it is new in last two years.
- The sample office and school locations are affordable for researchers, making it profitable for researchers to maximize the data they get.

3. Research methods.

In a scientific work the method of research is a way to obtain solutions to various problems. Research method is needed to expect purpose and usefulness of research can be used and in doing research, method which used must be right so can get good result.

The type of research used in this research is descriptive research and verification research, namely:

a. Descriptive research

Descriptive research according to Sugiono (2011: 147) is used to analyze data by way of describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public and generalization. The data obtained will be analyzed and interpreted in accordance with the objectives of the study: the influence of school supervisor leadership and its existence in improving the quality of education, case study of the performance of primary school supervisors in the RokanHilir district, Riau province.

A. Data

Data source by SuharsimiArikunto (2010: 172), subject where can be obtained. Sources of data used in this study are as follows:

1. Primary data

Primary data is data collected by direct research directly from the first source or where the object of research conducted. Primary data obtained from the interview and observation to the research site.

2. Secondary data.

To complement the primary data, secondary data is used, according to SyorfianSireger (2012: 128) secondary data is data published or used by non-processing organization, by reading journal and print and electronic media

B. Data collection techniques

In this study, data collection techniques used are as follows:

1. Observation technique

Observation technique is one of the data collection technique where the researcher holds observation and recording to the object in the careful, either in artificial situation which is specially held (laboratory) or in natural situation or actual (field), while the observation implementation using direct observation ,observations made by researchers to the object researchers directly (without intermediaries).

2. Interview technique

Interview technique is one of the data collection techniques that perform by holding question and answer, either directly or indirectly face to face (personal face to face interview) with data source (respondent).

IV. IMPLEMENTATION AND RESULT

A. Important Condition of Supervisor

From the description above can be seen that in fact the State in this case the ministry of education undertaken by the

Director General GTK actually to become a supervisor is very good based on the provisions of the ministerial laws and regulations, and if it is implemented in the area of course produces a qualified and capable of running school supervisors task with kind, so that will be able to improve the quality of education in school.

In determining a teacher who is granted additional duties as a school supervisor should be required to pass or have a certification of supervisor candidates whose education is conducted for three (3) months in solo, with the pattern of In and On Job Learning in accordance with the provisions of the Rule above and also must be through a tiered career process in which one will be promoted as a supervisor must be an experienced teacher, once a school manage in an effort to improve the quality of education in educational units. But the reality that occurs in many areas of the status of school supervisors is no more as a place of teachers who are in the process of non-standard which is appointed as a supervisor of them:

1. Because teachers have a certain emotional closeness with local leaders
2. Teachers are often problematic both because of discipline and attitude
3. An old teacher who will be retired
4. Teacher who was having sanction the law
5. The principal is in trouble
6. Etc

Thus, it is impossible to create a reliable and responsible school supervisor because to sit as a supervisor is not because of an achievement and has the academic competence that should be owned by a supervisor in accordance with the provisions of the prevailing laws, so it is natural that the presence of the Supervisor in the eyes of the principal and the teacher is not in the presence of a proud profession so that more tends only as a ceremonial and only in fear of being reported in all kinds of things, it tends to be where the school supervisors come to school instead of proud school reports that in show even just a meal in school cafeteria and SPPD signatures only, ultimately not even improve the quality of education that will occur even its presence as a normal activity and ceremonial. this pat seen the results of a mini research study on the existence of school supervisors in RokanHilir district from the results of the case study below.

Data on the number of primary school supervisors
RokanHilir District

No	NamaPengawas	NUPTK/PEG ID	Sekolah
1	YuniSumayanti	7944748650300080	Pengawas SD Wil.1
2	MinakMertah	9355739641300030	Pengawas SD Wil.1
3	Sri Indrayati	1742738640300050	Pengawas SD Wil.1
4	EkoDefrianto	-	Pengawas SD Wil.1
5	Rita Yustina	5046761663300050	Pengawas SD Wil.2
6	Sri Hartani	6939758659300060	Pengawas SD Wil.2
7	Paryani	7443749652300030	Pengawas SD Wil.2

8	MeiliaYusita	4837760661300050	Pengawas SD Wil.3
9	NurMuh. Farid	10804892189001	Pengawas SD Wil.3
10	RiaPrastiwi	0560765666300082	Pengawas SD Wil.3
11	FuadHamim	2453760661200000	Pengawas SD Wil.3
12	EkaKurniawati	-	Pengawas SD Wil.3
13	TitinYulianti	4036758660300000	Pengawas SD Wil.4
14	Agus Indri Yanti	6151761663300030	Pengawas SD Wil.4
15	Mas'udAbdillah	10814689190001	Pengawas SD Wil.4
16	Kurniawati	10814689187004	Pengawas SD Wil.4
17	TatiRosmawati	6542748649300010	Pengawas SD Wil.5
18	Sujarwono	4357744647200020	Pengawas SD Wil.5
19	Nina Inaba	10810875189001	Pengawas SD Wil.5
20	YunitaRiyani	5937763664220002	Pengawas SD Wil.5
21	Purwanti	1749745652300000	Pengawas SD Wil.5
22	LailaYunita	-	Pengawas SD Wil.5

The results of complete guidance are given in the description below, most of the elementary school supervisors in RokanHilir Regency do not have the ability to cultivate teachers and principals in schools, and this is evident in the still low authority compulsory material in the supervisor understand in carrying out observe task:

Guidance teacher guidance in implementation of coaching:

- whether the assisted teacher has made the administration of the learning program.
- Fostering teachers in program improvement and improvement.
- Assess the results of coaching by looking at conformity with process standards

The learning planning that is monitored, nurtured and assessed consists of:

- Annual Program
- Semester Program
- Syllabus
- RPP
- Gender Education
- Face Schedule
- Daily Agenda
- Score list
- List of KKM
- Student Presentation Book

Table Ability of Primary School Supervision in Supervision materials

No	Nama Guru	Pr ota	Pro sem	Sil abu s	R P P	Kal dik	Jd wl	Ag nda	Dafn il
1	YuniSu mayanti	A B	AB	AB	A B	AB	AB	B	AB
2	MinakM ertah	B	AB	AB	A B	AB	AB	AB	AB
3	Sri Indrayati	B	B	AB	B	B	B	B	B
4	EkoDefr ianto	B	B	B	B	B	B	B	B
5	Rita Yustina	B	AB	AB	B	B	B	B	B
6	Sri Hartani	B	B	K	B	B	B	B	B
7	Paryani	B	B	K	K	B	B	B	B
8	MeiliaY usita	B	B	AB	A B	AB	AB	AB	AB
9	NurMuh. Farid	B	B	B	B	AB	C	B	B

1 0	RiaPrasti wi	B	B	B	A B	B	B	B	C
1 1	FuadHa mim	B	B	K	B	B	B	B	B
1 2	EkaKurn iawati	B	B	B	B	AB	AB	B	AB
1 3	TitinYul iarti	B	B	B	A B	C	C	AB	B
1 4	Agus Indri Yanti	B	B	B	B	B	C	C	B
1 5	M Mas'udA bd	B	B	B	B	C	C	K	B
1 6	Kurniaw ati	B	B	B	B	AB	C	B	K
1 7	TatiRos mawati	B	B	C	B	B	C	K	C
1 8	Sujarwo no	C	C	K	B	B	B	B	B
1 9	Nina Inaba	B	C	C	C	B	B	B	AB
2 0	YunitaRi yani	C	B	AB	K	B	B	AB	B
2 1	Purwanti	C	B	B	C	C	C	B	B
2 2	LailaYu nita	K	C	B	C	C	C	B	B

Table of Ability of Primary School Supervisors in Supervision tasks

No	JenisKegiatan	JumlahPencapaian Guru				Capai anper kegiat an
		Ama tBai k	Bai k	Cuk up	Kuran g	
1	PenguasanTugas Pokok	9	29	5	2	78%
3	PenguasaanTuga sManejerial	7	19	14	5	69%
4	PenguasaanTuga sSupervisi	6	19	18	2	69%
5	PenguasaanTuga sPembimbingan	21	19	4	1	87%
6	PenguasaanKerja sama	27	13	2	3	90%
	Capaianperkateg ori	31%	44 %	19%	6%	100%

From the above data it can be seen that the elementary school supervisor is actually in the RokanHilir district. A small number still exist that have not competence in performing their duties so there are still many schools that have not felt the presence of Supervisors in his school as an activity in waiting.

In the future, it is expected that the local government through the Education and Culture Office is expected to really show that the school supervisor must be a teacher who really has the capability in terms of scientific supervision that has passed and has the skills required for a school supervisor, one of which must already have a Candidate Certificate Supervisor.

So the future is expected to education in RokanHilir better bias and school supervisors can be more effective and efficient

in carrying out their duties and existence into an additional task of pride because of the ability and achievement.

V. CONCLUSIONS

Based on the findings and the results of the discussion, this research can be summarized as follows:

1. Implementation of supervisory function is intended as a monitoring process on the readiness of teachers to prepare syllabus and RPP at the beginning of the semester, attendance of teachers and staff come to school, monitor the implementation of the learning process in the classroom, cleanliness of the toilet and the school environment with the intention that all work being done running in accordance with the specified plan.
2. Implementation of evolutions or fraud function is carried out through evolution system activities by reporting, and supervising principals in classes that are performing remedial enrichment of students' extra hours, extracurricular, and strengthening of religious exercises and supervising the use of time, funds and resources. The findings of this evaluation process are in line with the accountability principles developed in School Based Management (SBM).

In general, the implementation of the Supervision function has not gone well. However, there are suggestions that can be recommended:

1. In connection with the implementation of the School Supervisory function, it is recommended that principals and all citizens must always coordinate, work together and organize effective communication between them for the future.
2. Researchers are aware of the many limitations in this study, both in determining the focus of the study, the time of data collection, limitations in data collection techniques, still lack of knowledge in data analysis, and limitations in the construction of research construction is expected that further research develops and deepens the study in background research another back.
3. Researchers recommend that schools and their staff be involved in paying more attention to the implementation of the School Supervisory function, especially in terms of Managerial supervision and Class Supervision and evaluation or evaluation.

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