

# Academic Supervision Mechanism by Vocational High School Supervisor

Elfi Tasrif

Jurusan Teknik Elektronika  
Universitas Negeri Padang  
Padang, Indonesia  
elfitasrif@ft.unp.ac.id

**Abstract**—Academic supervision activities are activities of school supervisors related to the process of fostering and assisting teachers in improving the quality of learning process / guidance and quality of student learning outcomes. This article reveals a number of aspects that are portraits of the conditions or problems, especially about the implementation of academic supervision by supervisors of Vocational High School (VHS). This article also offer an alternative pattern that can be done in optimizing the function of the supervisor of the upcoming VHS. Comprehensive analysis indicates that the portrait of supervisory implementation is conducted without proper planning, recruitment of VHS school supervisor is done without proceeded by requirement analysis, and control mechanism of implementation of supervision also not running optimally.

**Keywords**—vocational high school supervisor; supervision; control mechanism

## I. INTRODUCTION

The success of an education that might be reflected from the success of a school might be viewed from the quality of the graduates whereas the quality of the graduates is heavily related to the standards of educators and educational staffs. School Supervisors, in this case especially, serves is part of the educators and educational staffs and is a functional title that has the task coverage, the responsibility and the authority for conducting the activities of academic and managerial supervision in the educational units.

The process of monitoring or supervision basically includes two main activities namely: (1) academic supervision; and (2) managerial supervision. The activities of academic supervision are related to the process of developing and assisting the teachers in improving the learning/guiding quality and the students' learning results. On the other hand, the activities of managerial supervision are related to the aspects of school management that have direct relationship toward the improvement of the school's efficiency and effectiveness. The main tasks of the supervisors are elaborated in details according to the different coverage between the academic supervision and the managerial supervisor. In general, the detail of these tasks might be categorized into five groups namely inspecting, advising, monitoring, coordinating and reporting [1].

As the frontline in the quality control and development, school supervisors might not separate themselves from their

attitudes toward multiple conditions within the domain of education because the performance of the principals and their employees has been an integral part of the supervision. Therefore, the role of school supervisors should be revitalized [2]. Education supervisors refer to the people who are in the frontline of educational development and who are responsible for controlling the educational quality. Supervision is a way to advise, guide, refresh, encourage, stimulate, improve and oversee teachers in the hope of seeking their cooperation in order that they may be successful in the task of teaching and classroom management [3].

A noble and quite heavy task that the education supervisors have will have implications toward the quality of the domain of education. The theoretical reviews supported by the comparison of facts in the field (the empirical comparisons) through the preliminary study toward the state Vocational High Schools (VHS) in the City of Padang show the unpleasant facts. The results of the observation show that the supervisors' attendance in the schools has shown a tendency to be less expected; instead, their attendance has merely been a routine for the supervisors' own interest. Ironically, the supervisors' attendance in the schools is not well-scheduled and even is not under agreement between the supervisors and the school caretakers. These facts are in contrary to the expectation and the mandate that have been given in the laws, as Caspi states that the process of supervision should be conducted in well-planned, scheduled, consistent and wholeheartedly manner [4].

VHS are schools that have multiple study programs whereas the school supervisors are expected to develop the VHS students especially in relation to their core competence. As a result, there is a question that should be answered: Is it possible for the school supervisors to develop the core competences of the VHS teachers? The question has arisen due to the wide coverage and the diverse study programs that the supervisors should review. The main element in such supervision is the relationship pattern between the supervisors and the object under supervision [4]. An effective educational supervisor should provide contributions for the development of professionalism and confidence as well as the decrease toward the stress-related jobs. The school supervisors should also evaluate the management and the learning process of the schools under their supervision.

A number of data show that the existing regulations related to the supervision have been very good and very complete but

the quality of the supervision has not been satisfying. The low quality of supervision is not merely caused by the weakness or the incapability of the supervisors; instead, the low quality might be caused by the ill-professionalism of the supervisors in performing their tasks. The low professionalism of the supervisors might be caused by an overload in their tasks; ideally, one supervisors should supervise 40 teachers but it turns out recently that one supervisor has been supervising 134 teachers. The total supervisors in the City of Padang is 104 people. In details, the supervisors for the junior high schools, the senior high schools and the VHS are 48 people. For the VHS only, there are 15 supervisors with one person specializing in the English and one person specializing in the Sports. Then, the number of supervisors for the kindergartens and the elementary schools are 56 people. Unfortunately, the number of teachers in the City of Padang are 14,361 people and this number consists of 8,521 governmental teachers and 5,840 non-governmental teachers including the teachers from the foundations (the private teachers). In terms of school numbers in the City of Padang, there are 47 state and private senior high schools, 39 state and private vocational high schools, 83 state and private senior high schools, 416 state and private VHS and 270 state and elementary kindergartens.

The study is to: (1) attain the aspects that influence the implementation and the process of academic supervision by the VHS supervisors in the Office of Education for the City of Padang; and (2) improve the functions of VHS supervisors in the Office of Education for the City of Padang based on the elaboration toward the problems that have been found.

## II. THE IMPLEMENTATION OF SUPERVISION

The monitoring program of supervision contains specific programs, their achievement can be measured, according to the conditions of the target schools, not making it up, clearly the time of implementation, can be assessed objectively, and can be reviewed according to the needs of various conditions in the school, or in this work guide called SMARTER that abbreviation of Specific and Motivated, Measureable, Achievable, Realistic, Time bound, Evaluated, Reviewed [5].

A group of opinions provided by the experts show that supervision includes a number of aspects that in general has been a process of professional assistance provision for multiple aspects of supervision as a control in order that each element that has been planned will run in accordance with the standards that have been agreed or that have been stipulated. Kaufman states that supervision in the domain of education is a process of developing and maintaining the professional competence and the school functions [6]. Supervision is a process of collaboration between the supervisors and the school caretakers (the principals and the teachers) that has been conducted continuously. The collaboration or the cooperation is directed toward the development and the improvement of the school capacity, both in terms of academic capacity and in terms of managerial capacity, so that through the process of supervision the program continuity and the program development might be pursued well.

## III. METHOD

The study was a qualitative research that had been designed in the form of case study. The main target of the study was the vocational high school supervisors in the City of Padang and they were investigated carefully in terms of supervision activities and supervision process; the results of the study would be explained in the descriptive qualitative form. The results of the study would be developed based on the mozaik of phenomenon that had been packaged into several categories; then, these results would be synthesized inductively in order to reach a conclusion.

### A. Research Setting

The background of the study was the supervision toward the VHS under the region of the Office of Education for the City of Padang. Just like the qualitative study, the research setting was determined naturally (natural setting) through the in-depth interview, the passive observation and the participatory observation. The City of Padang was selected as the research site because the city had location similarity to the researcher's hometown so that automatically the dynamics that occurred around the researcher, especially in the domain of education, had been an interesting object to observe.

There were many possibilities that might cause the low educational quality; however, the school supervisors as the front line of educational bureaucracy were interesting figures to observe. Supervision has been an inseparable part of education. The abundant evidence and studies that had been found showed important meaning of supervision. School supervisors were the avant garde of the educational office bureaucrats; thereby, the fluctuation in the educational quality indirectly became the responsibility of the school supervisors.

The study was conducted in January – July 2014. However, just like the qualitative study and in order to assure the data credibility, there should be extension on the observation. As a result, the observation should be extended until November 2015 according to the data condition or the data completeness as well as the data saturation had been found in the field.

### B. Units of Analysis

The units of analysis or the subjects of the study were the vocational high school supervisors in the City of Padang. Then, the object of the study was the professionalism of the school supervisors in performing the supervision especially in the academic supervision. All of the informants were involved in the in-depth interview in accordance with the topic of the study, namely the professionalism of the school supervisors in conducting the academic supervision.

The supervision process, especially the academic supervision process, actually had been overloaded and had been concerning as having been displayed in table 1. During the study, the number of active study programs was 19 units and the number of vocational high school supervisors was 13 people. These school supervisors were distributed into 7 study programs while there were 12 remaining study programs that had not been accompanied by the school supervisors.

TABLE I. THE NUMBER OF STUDY PROGRAMS, TEACHERS AND VHS SUPERVISORS IN THE CITY OF PADANG YEAR 2015

No	Study Program	Number of Teacher	Number of Supervision
1	Building Engineering	33	3
2	Electrical Engineering	43	2
3	Machine Engineering	46	3
4	Aeroplane Technology	9	0
5	Automotive Engineering	96	0
6	Electronic Engineering	49	1
7	Computer and Informatics Engineering	71	1
8	Broadcasting Engineering	7	0
9	Fishery and Maritime	37	2
10	Administration	42	1
11	Finance	58	0
12	Trading	28	0
13	Tourism	24	0
14	Culinary	30	0
15	Beauty	10	0
16	Fashion	26	0
17	Art	19	0
18	Art Design and Production	52	0
19	Art Performance	31	0
	Total	711	13

Source: Manipulated from the data of the Office of Education for the City of Padang, 2015

C. Data Source

The data source in the study consisted of the primary data source, namely the data source that directly provided the data to the data gatherer, and the secondary data source that had been attained through the document investigation. The primary data source was attained through the key informants namely two vocational high school supervisors (P1 and P2). In addition, in order to enrich the information and to perform the crosscheck or the data triangulation, the researcher involved two stakeholders from the teachers and the principals (S1 and S2). The informant selection was conducted purposively.

D. Data Gathering Technique

The primary data were gathered from the informants by interviewing the parties related to the supervision in the Office of Education for the City of Padang; in the schools, these parties were the principals, the teachers and the school supervisors. On the other hand, the secondary data were gathered by looking for the archives, the documents that had been related to the supervisors' professionalism in conducting the academic supervision, the schools' condition and alike. The data gathering activities were also conducted directly by the researcher through the in-depth observation toward the subjects and the object of the study.

The interview toward the informants were conducted repetitively until the researcher considered that the data had been saturated, namely that the consistency of the informants' answer had been considered good or had been considered relatively similar to the previous one, so that the additional data would only be repetitive. The same pattern of interview was also applied to the other key informants and the key informants did not know one to another and even they did not recognized that they had been selected as the subjects for the same study. The location of the interview was not set at all and the

interview was conducted in accordance to the possible chance and opportunity.

E. Data Gathering Instrument

Within the qualitative study, the key instrument was the researcher himself (human instrument). As the human instrument, the researcher held the key role in determining the number of research aspects. The main functions of the human instrument, then, were determining the focus of the study, selecting the informants fo the data source, assessing the data quality, analyzing the data, interpreting the data and concluding the data upon the findings [7].

As the key instrument in the study, the researcher prepared the principles that the researcher would adopt. The elaboration toward the characteristics of the researcher as the key instrument was conducted toward the in-depth review toward the regulations and the methods in the qualitative study within numerous references. In addition, the researcher also developed the interview guidelines and the research design in overall.

F. Data Validity

The test of data validity was conducted through four stages or criteria and the test included the credibility test, the transferability test, the dependability test and the confirmability test [8].

G. Data Analysis

The steps in the data analysis were performed by applying the qualitative data analysis method by means of Creswell Model as having been displayed in figure 1.

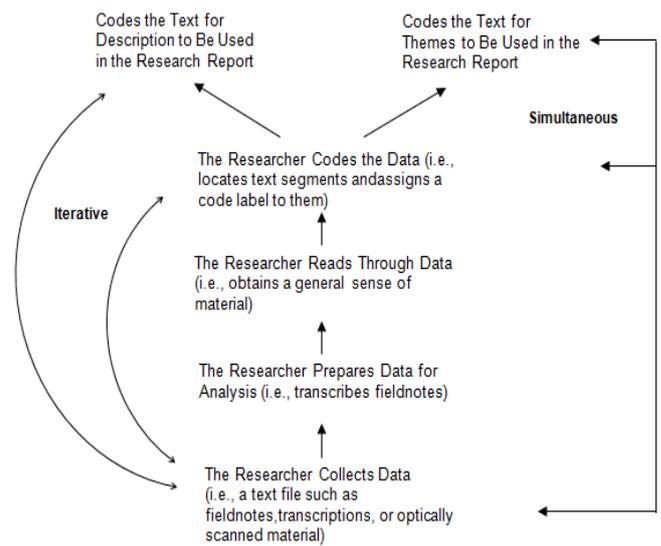


Fig. 1. Data analysis [9].

The model had been an illustration inductive approach starting from: (1) data gathering; (2) data manipulating and data preparing; (3) overall data reading; (4) coding; (5) setting describing in order to attain the themes and the categories; and (6) theme interpreting in the form of narratives. Although the process of analysis started from the bottom part of the diagram,

several parts in the process were conducted simultaneously for example: the data classifying and the data reading.

### H. Data Gathering

At the initial steps on the data gathering process, the researcher gathered the extensively detailed data. The data gathering activities were performed by the researcher as the key instrument by directly involving himself into the field study. The data gathering was conducted first by visiting the Office of Education for the City of Padang and by stating the intention and the objectives of the study that would be conducted in the Office of Education. The visitation was also intended to attain the permission and to approach several key figures in the Office of Education for the City of Padang.

Then, the researcher approached and had informal discussions with several elements in relation to the study, both directly and indirectly, such as the school supervisors, the supervisor coordinators and the employees in the Office of Education. The initial visitation was also benefitted to consider the selection of the key informants from the available school supervisors. During the data gathering process, the process of reading and analyzing the data had been started and had been conducted simultaneously. After the informants had been selected, the data gathering process ran normally in which the researcher performed the formal and informal discussion, the field observation and the school visitation with the key informants. The meeting were held with the qualitative naturalistic approach by reading the facial expressions, the gestures, the behaviors, the feelings and the values of the respondents. Then, the data that had been attained would be analyzed by means of descriptive method. All of the information that had been attained from the discussion or the interview, the observation and the documentation study would be described in the meaningful narratives.

### I. Coding

The data that had been analyzed in the in-depth manner would be classified, be provided with special notes and be coded (code and verify) in accordance with the data type. The code that would be applied was the combination of letter and number, for example WMD1P1 in which W = *wawancara* (interview), MD = *kode informan* (informant code, in this study there were four informants namely MD, MJ, DM and FZ), P = *pengawas* (supervisor) and S = stakeholder; meanwhile, the code number (1, 2, 3 etc.) referred to the "1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> process etc.). Based on the code, the data then would be classified and be grouped so that the researcher attained 15 themes.

### J. Theme Association

The data analysis and interpretation had been the most decisive part in the process of category formation. In this stage, the process was often conducted recursively. McMillan stated, "the recursive process involves the repeated application of category to fit codes and data segments." [10]. Furthermore, the process of data analysis might be viewed in figure 2.

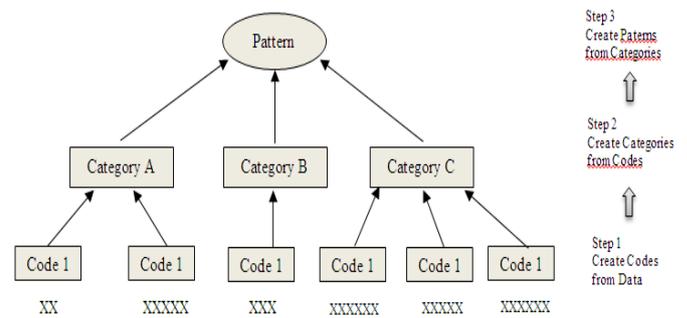


Fig. 2. The qualitative data analysis and interpretation [10].

### K. Theme Interpretation

The conclusion that had been drawn from the results of data reduction and presentation on the results of the study was temporary. The temporary conclusion would change if the researcher found other strong evidence during the process of data verification in the study field. So, the process of data verification was conducted by performing direct involvement in order to re-gather the other strong evidence that might change the temporary conclusion. The conclusions of this study indicate that the mechanism for implementing supervision needs to be improved.

## IV. RESULTS AND DISCUSSIONS

The results of the study toward the description of supervision conduct showed that the supervision conduct had not been in accordance with the main tasks and the main functions of the supervisors. The supervisors did not have satisfying performance. In relation to the professional improvement of the school supervisors, the supervisors were deemed to expect and to wait for the progress that had been made by other offices or departments while the mechanism of control exerted by the offices had not been good and complete.

The ideas that had been the findings in the study were as follows. There should be an arrangement toward the mechanism of supervision and of reporting the process of supervisor activities as having been displayed in figure 3.

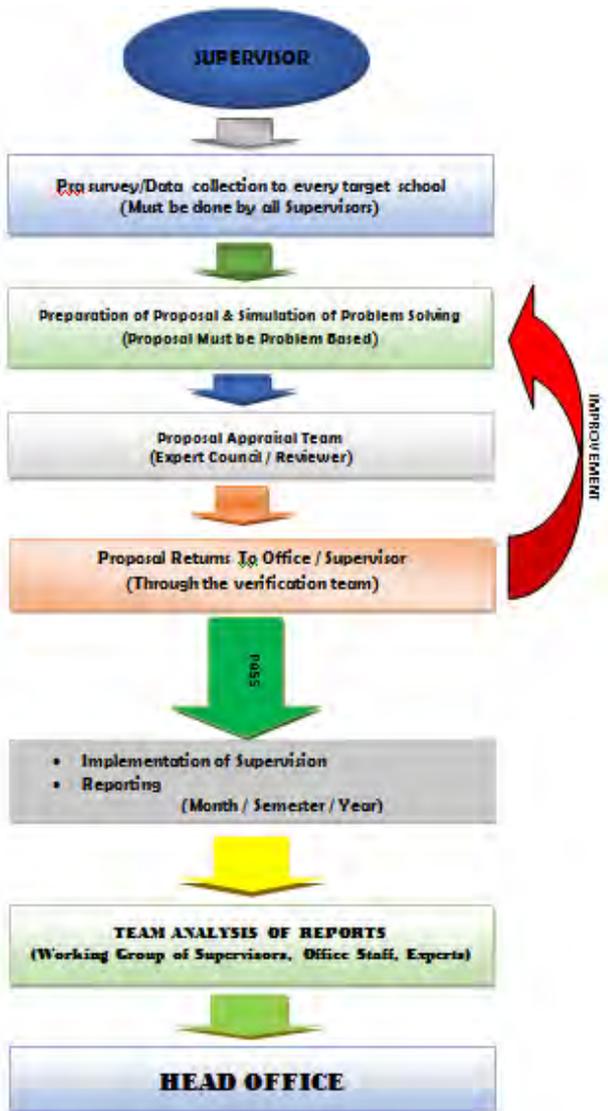


Fig. 3. The mechanism of supervision and reporting.

## V. CONCLUSIONS

Based on the findings in the study regarding the mechanism of control toward a more measurable process of supervision and report should be developed in order that each process that the school supervisors perform might be measured and be evaluated. In addition, the results of assessment toward the report should be actual matter of feedback for all parties in the preparing the educational improvement.

## REFERENCES

- [1] Depdiknas, Metode dan teknik supervisi. Jakarta: Direktorat Tenaga Kependidikan, Direktorat Jenderal Peningkatan Mutu Pendidik Dan Tenaga Kependidikan, 2008.
- [2] N. Cooper, and K. Forrest, Essential guide to educational supervision in postgraduate medical education, Chichester: A John Wiley and Sons, Ltd, 2009.
- [3] I.Y. Kotirde, and J.B.M. Yunos, The Processes of Supervisions in Secondary Schools Educational System in Nigeria. Johor: Elsevier, 2014.
- [4] J. Caspi, and W.J. Reid, Educational supervision in social work-a task-centered model for field instruction and staff development. New York: Columbia University Press, 2002.
- [5] J. Kaufman, T.L. Hughes, and C.A. Riccio, Hand book of education, training, and supervision of school psychologists in school and community, volume II. New York: Routledge Taylor and Francis Group, 2010.
- [6] Sugiyono, Metode penelitian pendidikan, pendekatan kuantitatif, kualitatif, dan R & D, Cetakan ke 12. Bandung: Penerbit Alfabeta, 2012.
- [7] L.J. Moleong, Metodologi penelitian kualitatif, edisi revisi. Bandung: Penerbit PT Remaja Rosdakarya, 2013.
- [8] J.W. Creswell, Educational research: planning, conducting, and evaluating quantitative and qualitative research.4th ed. Boston: Pearson Education, Inc, 2012.
- [9] J.H. McMillan, Educational research: Fundamental for the consumer, 6th ed. Boston: Pearson, 2013.
- [10] Kemendikbud, Panduan Kerja Pengawas Sekolah Pendidikan Dasar dan Menengah. Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah, 2017.