

Power Divergence Performance Supervisor as Oase Improving Quality of School

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Abstract—The study was conducted in the Department of Education and Culture, aiming to obtain an in-depth analysis of the performance of primary school supervisors, the rules of enacted legislation, obtaining the ideal school supervisor model formulation in improving the quality of schools. The task of the quality assurance team: to coordinate coaching, supervision, quality mapping, monitoring and evaluation, and recommendation of quality improvement strategy. The Association of Indonesian School Supervisors as a supervisory profession organization is expected to continuously accommodate various scientific forums in answering global challenges without losing from the root of local potential. Qualitative research approach with case study method at 3 from 26 primary school supervisors. Findings and implications: there are a direct significant impact on the performance of primary school supervisors on improving the quality of school, Weak transparency of IT recruitment and mastery; Rational comparison of supervisors (1: 11/13); Low attendance, only 35%; Duty picket has not been well implemented; Produce a model of government policy in the career development of school supervisors.

Keywords—power divergence; performance supervisor of school; oase; quality of school

I. INTRODUCTION

Governments are authorized to monitor and promote education in their respective areas, primarily in terms of oversight. The authority of Department of Education and Culture in the revitalization and empowerment of school supervisors is as follows: (1) Recruitment of supervisors must be in accordance with applicable law. The government should designate a clear and competent body by issuing an educational audit certificate (2) Needing re-establishment within the supervised school's work area. (3) The governments should prioritize the increased competence of school superintendents than principals and teachers. (4) The government shall formulate the activities academic supervision and managerial supervision on the implementation of education standards that apply. (5) Supervisors are given great authority in providing recommendations for prospective principals and teacher career improvement. (6) Provided adequate operational and allowances for supervisors. (7) There is a need for a policy of strict appreciation and punishment by the government on the performance of supervisors in the context of improving the

quality of education in schools. The effect of professional help on teachers can be seen in Figure 1 below.

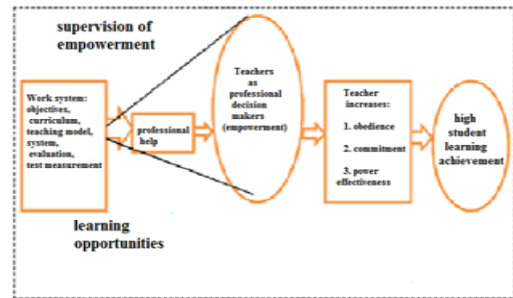


Fig. 1. Effects of professional aid on teachers [1].

Supervision of school supervisors conducted by school supervisors is an element that affects the professionalism of teachers related to their work or duties [2]. Employee is the main asset of the company that becomes the planner and the active agent of every organizational activity. Education system responsible: (1) Ensuring alignment in the implementation of supervision (2) Strengthening school supervisory capacity in the form of academic and managerial. (3) Facilitating the Department of Education and Culture as well as school supervisors as a reference in planning, implementation, follow-up. (4) Preparing information system to manage data (5) issuing an educational audit certificate. The comparison of the school supervisor availability ratio of Early Childhood Education, Kindergarten, Elementary School, Middle School, in figure 2 below:

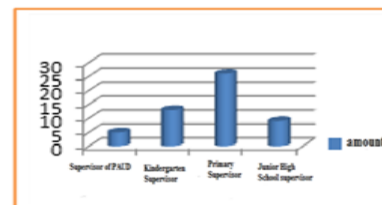


Fig. 2. School supervisor availability ratio of early childhood education, kindergarten, elementary school, middle school in 2017.

Job Analysis is to analyze and design what work to do, how to do it and why this work should be done.

TABLE I. NUMBER OF ELEMENTARY SCHOOL SUPERVISORS BY GENDER AND AGE AT THE DEPARTMENT OF EDUCATION AND CULTURE IN 2017

TYPES OF GENDER		AGE	
Male	Female	(50 - 55) years old	(56 - 60) years old
17	9	12	14

In table 1, a comparison of female supervisors: men, more men around 65%, and who entered the retirement age more about 54%. Evaluation of school supervisor's performance is a process of changing employee's behavior in such a way that they are able to show the progress of competence and optimal performance in carrying out their various tasks. The current supervisory function is mostly faced with a paradigm shift, including "from administrative oversight to professional assistance in enhancing the role of teachers" [3].

TABLE II. NUMBER OF ELEMENTARY SCHOOL SUPERVISORS BASED ON EDUCATION STRATA AND WORKING PERIOD IN THE DEPARTMENT OF EDUCATION AND CULTURE IN 2017

EDUCATIONAL STRATA			YEARS OF SERVICE	
Non S1	S1	S2	(20 - 30) years old	(30 - 40) years old
8	8	10	9	17

In table 2, there are still those who have not met the qualification of standard supervisory education (S1/ S2) according to Permendiknas 2012 about 31%. Not all school supervisors trained in educational institutions are well trained and qualified. The ratio of educational quality supervisor qualification in Figure 3 below.

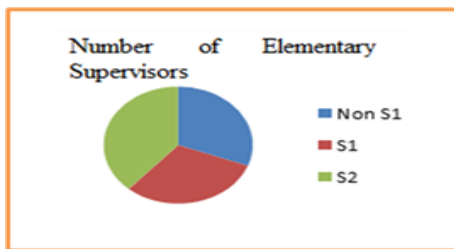
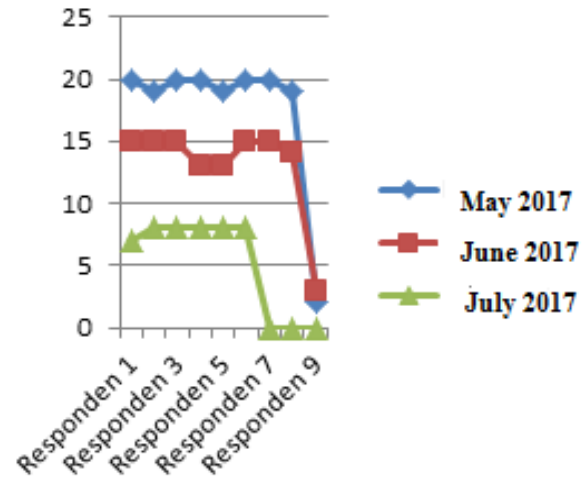


Fig. 3. The ratio of educational quality supervisor qualification in 2017.

According to the Minister of Education and Culture of the Republic of Indonesia Number 143 of 2014:

"The principal task of the Supervisor is to carry out academic and managerial oversight tasks in the education unit covering the preparation of supervisory programs, the implementation of guidance, monitoring the implementation of the National Education Standards, assessment, guidance and professional training of teachers, evaluation of the results of the supervisory program implementation, and the implementation of supervisory duties in the regions special".

TABLE III. ATTENDANCE TABLE OF STATE ELEMENTARY SCHOOL OF MAY, JUNE, AND JULY 2017



In table 3, seen a decrease in attendance within a period of three months. The school supervisor is a profession that has the character of always growing and developing which is determined by internal and external factors.

TABLE IV. PICKET SCHEDULE TABLE OF PRIMARY SCHOOL SUPERVISOR OF THE DEPARTMENT OF EDUCATION AND CULTURE 2017

No.	Respondent Number	Day Picket
1.	7, 10, 11, 14, 19	Monday
2.	3, 6, 9, 13, 18	Tuesday
3.	1, 5, 8, 12, 17	Wednesday
4.	2, 4, 15, 16, 25	Thursday
5.	20, 22, 23	Friday

In table 4, there has been disciplining efforts of school supervisors through routine daily picketing activities in rotation, so that monitoring needs to be followed up.

II. THEORITICAL REVIEW

A. The Quality Concept in Education

1) *Quality of education:* The quality of education is determined by the ability of a professional teacher to serve the learners. Quality is assumed as the final estuary accompanied by the desire and hope to give satisfaction to the customer, so that the quality of learning can be interpreted as something desired by learners who are clients at the time KBM process takes place to get everything to the maximum achievement.

Permendikbud RI No. 28 years 2016 mentioned that: "The quality assurance team of education as referred to in paragraph (3) shall at least consist of: a. field in the education office; b. school supervisor; and c. education board. The education quality assurance team as referred to in paragraph (1) letter e shall at least consist of: a. representatives of heads of education units; b. teacher representation; c. representatives of education personnel; and d. representative of the school committee" [4].

Quality assurance program implemented by the school is through the development of vision, mission and curriculum used at that time, then do the evaluation or assessment of learning outcomes including school exams and performance evaluation respectively.

2) *School quality*: The quality of the school is always intersect and has momentum with all the components and dimensions of education governance in schools, not only focused on the quality of the academic community and the quality of its graduates only, but closely related to various aspects of administrative management with the quality of service, the process of KBM and evaluation and assessment.

Service quality is based on five aspects: Tangible, Empathy, Reliability, Responsiveness, and Assurance (TERRA). On the other head, student's satisfaction is a condition in which their needs, wants, and expectations can be achieved through the services of institution they receive [5].

Divergent Power of school supervisors in the form of competence, soft skills and hard skills, scientific and social literacy can be disseminated to all components of the school in order to increase and expand the school's achievement Oase and school residents. After experienced a special training, school staffs have been given responsibility to pull up the other school staffs in improving school quality [6].

B. The Concept of Educational Supervision and Educational Supervision

1) Educational supervision

a) *Definition of educational supervision*: Supervision is literally interpreted as "an advantage people have for looking ahead" [7]. Supervision of education oriented on the main mission of educational organization that is improvement effort and improvement of academic quality so as to produce learners of quality.

Supervision activities have several main activities, namely planning, continuous development, professional development, improvement of teaching and learning situation, so as to achieve educational goals and personal growth of learners. "A service technique whose main purpose is to study and improve together, the factors that affect the growth and development of children" [7]. The relationship can be seen clearly in the Figure 4 below.

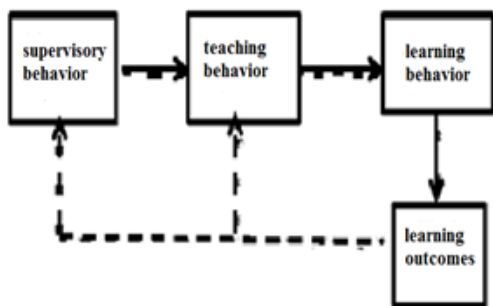


Fig. 4. The relationship between supervisory behavior, teaching behavior, learning behavior, and learning outcomes [7].

Supervision is a conscious action undertaken in cultivate various competencies and professional skills of teachers in an effort to achieve better and meaningful learning success through ways of teaching a more creative, innovative positive implications for improving learning outcomes of learners who leads to the end of school quality improvement.

2) *Purpose and Principles of Educational Supervision*: The purpose of educational supervision is to improve teaching skills and develop teacher quality. "Supervision activities aim to create working conditions and shape the behavior of members of the organization in accordance with organizational norms and culture for the purposes and purposes of the organization [7].

a) *Role of supervisor*: The sequence of the technical supervisory material is evident in Figure 5 below.

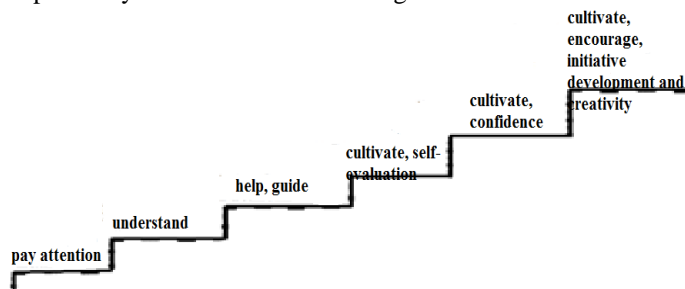


Fig. 5. The material of supervision techniques [7].

How to carry out supervision in the school environment is most important for autocratic and corrective mindset to be a constructive and creative attitude. For that purpose, supervision should be conducted based on data, objective facts. The interconnectedness of each other can be seen clearly in Figure 6 below.

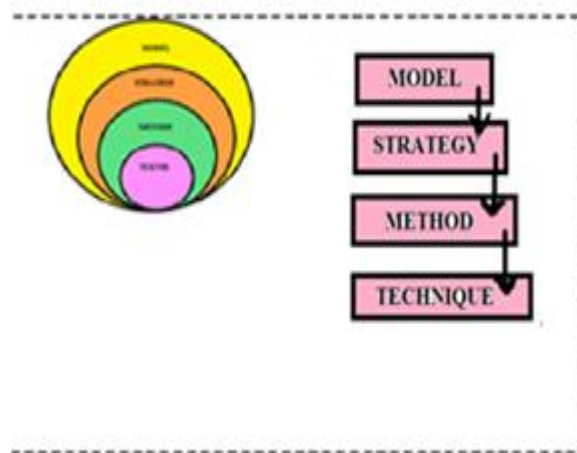


Fig. 6. Illustration of model differences, approaches, strategies, methods, and techniques schematically [7].

Supervision activities always exist in every agency or institution both government and private. The Relationship can be seen clearly in Figure 7 below.

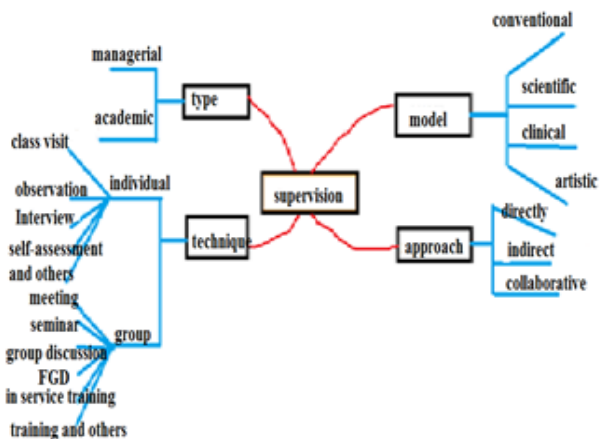


Fig. 7. Division of supervision by type, model, technique and approach [7].

b) Supervision of education in Indonesia: "Supervision is an observation activity for the work done in accordance with the provisions that have been set" [7].

The supervisor should improve in the form of syllabus and RPP guidance and grain analysis system, and capable in terms of school and IT management; supervisors need to be upgraded professionally; supervisor should be more intelligent than in the guidance, it will be able to effect on improving the quality of education. Multinational organizations need to learn to integrate diverse value systems and support the sharing of global work values to create an environment, where workers can communicate and coordinate their activities to achieve common goals [8].

C. Concept Performance

1) *Good monitoring performance indicators:* There are 3 elements of educational supervision that will strengthen the performance of an organization and education actors namely, "legal compliance, managerial compliance, and professional compliance" [9].

The supervisory functions are: (1). research (2). assessment (3). repair (4). Enhancement [9]. The importance of the school supervisor role is mandated in the Regulation of the Minister of State Apparatus Empowerment and RB Number 21 of 2010 on the Functional Position of Supervisor and Credit Score. Global staffing and management of a workforce diverse in culture and language skills, and dispersed in different nations are the key goals of global human resources.

The school supervisory function is to work with people, both academic, functional and administrative staff to carry out school improvement improvements according to new demands [3].

The target of school supervision can be directed based on three units of analysis, as follows: (1) supervision of the quality of learning services; (2) Effectiveness and efficiency of school management; (3) Education management performance in the local education provider's office [9].

D. Learning Community

There are significant differences between a learning environment and learning organization: Focus Learning environment: a) Staff not motivated; b) Staff lack some important, necessary skills; c) Help staff to do their job better; d) Increase openness professional relationships between senior and middle managers e) Improvement in staff/student self-esteem [10]

Focus Learning organization: (1) Staff see openness to learning as important for them as well as students; (2) See school development as a cyclical, on-going process of organizational learning; (3) Protect, as far as possible, professional development work being interrupted by other issues/events; (4) Examine effectiveness of the school as a learning organization, including review of preferred/alternative learning styles. (5) Ensure free flow of information from courses, inspection, research and self-evaluation [11]. How management can get started in result-drive programs: 1) Ask each unit to set and achieve a few ambitious short-term performance goals; 2) Periodically review progress, capture the essential learning, and reformulate strategy; 3) Institutionalize the changes that work-and discard the rest; 4) Create the context and identify the crucial business challenges.

The Relationship of Lifelong Learning, Leadership Skills, and the capacity to succeed in the Figure 8 below.

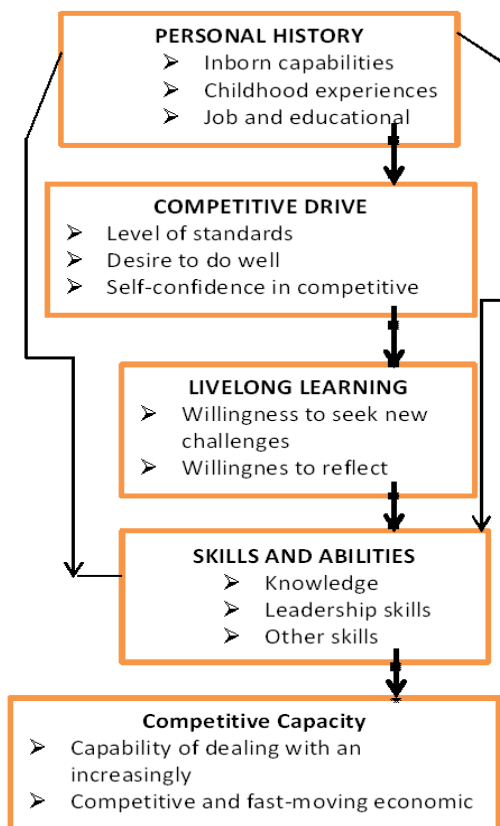


Fig. 8. From the new rules: how to succeed in today's post-corporate world by John P.Kotter. Copyright © 1995 by John P.Kotter. Adapted with permission of The Free Press, a division of Simon & Schuster [12].

Human resources in education: (1) Human capital theory. Human capital is produced skills and/or knowledge. Individual are motivated to increase qualifications and experience, because this will most likely increase their future earnings. (2) Neo-liberalism. The state's responsibility to create markets in all areas of life. (3) Managerialism. New Public Management is characterized by: 1) A sharp focus on increasing revenue and efficiency; 2) Preoccupation with quantitative targets and outcomes 3) Adoption of new technologies; 4) Emphasis on competition between individuals and organizations. (4) Performativity [13].

E. Mental Habits That Support Lifelong Learning

Risk taking: Willingness to push oneself out of comfort zones; humble self-reflection: Honest assessment of successes and failures, especially the latter; solicitation of opinions: aggressive collection of information and ideas from others; careful listening: Propensity to listen to others; openness to new ideas: Willingness to view life with an open mind [12]. The conformity of the conceptual model of educational supervision is outlined in the following Figure 9 below.

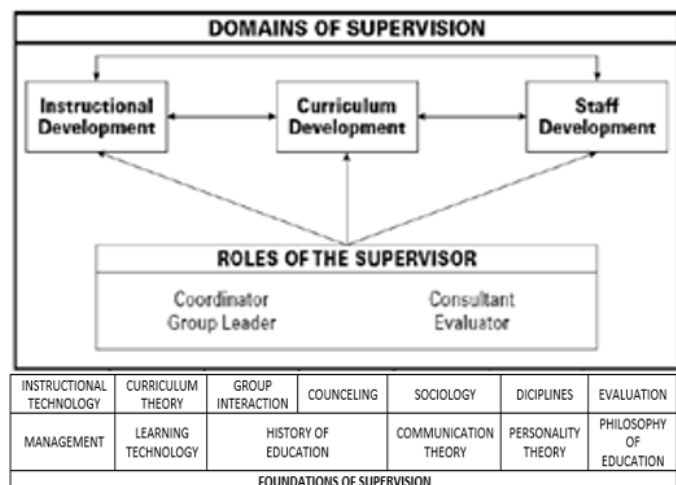


Fig. 9. Conceptual model of educational supervision [14].

F. Concept Development of School Supervisors

The conceptual model cycle current supervision is one of the symbolic interactionism where the school superintendent involving principals and teachers in the techniques of observation, conversation, and actions that actually lead to the improvement of supervision practices, and thus bring a significant impact on improving student learning outcomes [15].

The model of clinical supervision with the Lesson Study approach has a cycle consisting of: (a) pre-observation; (b) observation; (c) the conference; and (d) follow up. c. The result concluded can be generalized its effectiveness. d. Response of English teacher to clinical supervision with 63 respondents' approach after the trial of 78%, so that increased 11% [16].

That supervision allows for professional growth, improving the teachers' performance and the quality of teaching-learning practices. The supervisor should promote reflection on

practices, among peers and in the educational community, so as to promote a socio-constructivist process of professional development [17].

If a person is not satisfied with his personal life, it may greatly affect his professional life. Based on their respective types of supervision, will apply individual and group surveillance forms. Teachers working under the setting of inclusive education form a group whose psychological oversight is urgently needed [18].

III. METHODOLOGY

The research was conducted by using qualitative approach with case study method at Education Department.

IV. FINDINGS AND DISCUSSIONS

Based on observations and interviews with Korwas in the Education Office of South Tangerang City, the reasons for the selection of topics are: 1) There is still a qualification of supervisory education that has not fulfilled the standard of Permendikbud Number 143 of 2014 on Technical Guidance of Functional Program Implementation of School Supervisor and Credit Score, i.e. minimum DIV / S1 30,77%; 2) Weak transparency of recruitment of school supervisors; 3) Comparison of rational supervisor (1: 11/13); 4) Weak IT mastery of supervisors; 5) The low attendance of supervisors in the Dinas Pendidikan, only 35% of the number of supervisors available, and of the 35% who have met the attendance there are only 67% who meet the maximum attendance; 6) Distribution of supervisors who are still uneven, and many are given the duty of picket but not well implemented, meaning that it is not biased to provide excellent service to the principals, teachers and communities who need their services well; 7) There is no official institution that accommodate the school supervisor (ex: teachers: there PGRI etc.); 8) Generate models of government policy in career development of school supervisors ranging from primary to secondary education. The result of interview and field observation with Supervisory Coordinator is poured in fish bone diagram in Figure 10 below.

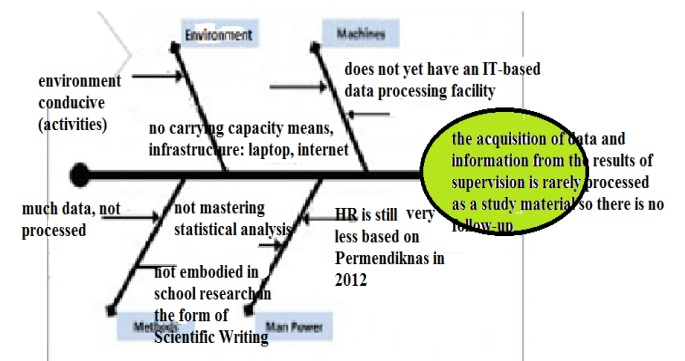


Fig. 10. Fishbone diagram of field observation from supervisor coordinator education authorities in 2017.

V. CONCLUSIONS AND RECOMMENDATIONS

The performance evaluation of teachers is divergent action in professional roles enable the sharing of supervisory be oasis

for improving the quality of the performance and competence of teachers overall. Teachers can carry out various peer-to-peer surveillance activities, monitor and vibrate potentials in the educational cycle, carry out various reflections through a series of research projects jointly in order to improve the quality of education.

The success of coaching and career development of school / school supervisors should be seen in the following indicators: a) Increasing the minimum supervisory educated to degree level qualification (SI), especially for educated supervisors Diploma; b) Increased work motivation of supervisors in carrying out their duties and responsibilities as professional supervisors; c) Increased performance and results of supervisory work demonstrated by the progress of education quality in the target schools.

If all expectations cannot be implemented then the teacher at the same time can act as "evaluator" and "self-supporting" for himself and is expected to develop and sharpen its performance so that it becomes Oase for its surroundings, oriented to the quality of students and the quality of school.

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