

Effectiveness of Managerial Supervision In Improving the Performance of The Head Sma Negeri 1 Gunung Meriah in Aceh Singkil

Syahrul¹, Paningkat Siburian², Biner Ambarita³

^{1,2,3}(Education Administration, State University of Medan (UNIMED), Indonesia)

Corresponding Author: Syahrul

Abstract: *The formulation of this research problem are: (1) how the implementation of managerial supervision by school supervisor in curriculum and learning management; (2) How the implementation of managerial supervision by school supervisors in student management; (3) how the implementation of managerial supervision by school supervisor in facilities and infrastructure management; (4) How the implementation of managerial supervision by school supervisors in the management of personnel; (5) How the implementation of managerial supervision by school supervisors in financial management; (6) How the implementation of managerial supervision by school supervisors in school management with the community; (7) How the implementation of managerial supervision by school supervisors in the management of special services. This research design using qualitative descriptive with case study method. The sampling technique of social situation used is purposive sampling. As the key informant is the Head of SMA Negeri 1 Gunung Meriah and the managerial supervisor assigned to the school. Data collection techniques are: interview, document study, and triangulation. Data analysis is done through data reduction, data presentation, data discussion, and conclusion. For the validity of the data taken four criteria: (1) the credibility of the data, (2) transferabilitas of data, (3) depedibilitas the data, (4) confirmability data. The results showed that the effectiveness of supervision managerial by the superintendent of schools in improving the performance of the head of SMAN 1 Gunung Meriah in Aceh Singkil have not been able to contribute to improved performance of the principal, because of the work program of the school and work program of the Department of Education has not integrated and synergies with the implementation of supervision Managerial work carried out by school superintendents. Results of managerial supervision has not become part of the reference in the preparation of work plans of the school and work plans Singkil District Education Office.*

Keywords: *Managerial Supervision, Improving Performance, School Management*

Date of Submission: 23-10-2017

Date of acceptance: 04-11-2017

I. Introduction

Education in Indonesia experienced have many problems, among other things quality of education, equitable education, education management, and management of education funds that are less effective. The use of education budget is less useful in ensuring the implementation of programs in improving the quality of education. The main elements which have an important role in improving the quality of education is a school superintendent, principals and teachers. Three elements are the main actors in the implementation of school education. Of the three elements, the teachers are educators dominant interact directly with students in the classroom, the school principal as a manager helps teachers in carrying out duties as a lecturer and educator at the school, while the school superintendent to supervise the administration of education in school, both academically as well as the field of managerial oversight.

The school as a learning organization, the role of the principal is very central and dominant in the management of school operations. Agung (2013: 95) said that the role is (1) a managerial role, (2) the role of motivator, (3) the role of facilitator, (4) the role of the administrator, (5) the role of supervisors, (6) the role of evaluator, (7) the role educator, (8) the role of the creator of the school climate, (9) the role of entrepreneurship. On the managerial role more pronounced principals in Government Regulation No. 66 of 2010 on Education Management and Implementation of Article 58A, paragraph 1 points a declared "Principal / Madrasah education unit management function".

Events Calendar (2008: 11) states that the methods and techniques of supervision³, the cultivated fields of school management, which include the following: (a) management of curriculum and learning, (b) management of student, (c) management of facilities and infrastructure, (d) management energy, (e) financial management, (f) management of schools with community relations, and (g) the management of special services.

According to experts one of the functions that are always present in the management function is a function of supervision. Ula (2013: 14-23) that the management function consists of 1) planning, 2) organization, 3) directing, 4) supervision. Newman in Wau (2013: 85) classifies management functions on five activities: 1) planning, 2) organization, 3) the collection of resources, 4) control, 5) supervision. More George R Terry in the same page classifies management functionality as 1) planning, 2) organizing, 3) leading, 4) controlling. School management operations need supervision or supervision for the purpose of running the school as determined, considering the school superintendent also comes from the teacher, and in carrying out supervisory tasks have the same objectives with teachers and principals namely the achievement of school goals. As stated in the Book of Job Supervisor of Schools, Ministry of National Education (2010: 13) targeted supervision of managerial by the superintendent of schools is to foster the managerial role principals of at least ten schools for kindergarten and elementary school, seven schools for the SMP / SMA / SMK, five schools for SLB and a minimum of five schools for special areas. On the implementation of managerial supervision, the school superintendent is essentially a teacher and principal partner in achieving common goals. Partnership in this case because both the principal and superintendent of schools are working together to advance school under Work Units (SKPD) the same for district / city level, namely the Department of Education. The working relationship between the principal with the school superintendent is parallel to and not a hierarchical relationship. Both of these positions are functional. The principal office is an additional office for a teacher while his main office remains as a teacher by the National Education Minister Regulation No. 28 of 2007 on Assignment of Teachers as Principal. While the post of superintendent of schools removed from the teacher with the status of Civil Servants Regulation of the Minister of Administrative Reform and Bureaucratic Reform No. 21 of 2010 on Functional Supervisors and credit figures, Article 4, paragraph 2 states that the office of Supervisors is the office of a career that can only be occupied by the teacher's status as Civil Servants.

According to Sagala, the school superintendent (2012: 138) is the official office of education in Indonesia to monitor the implementation of school management and the implementation of learning in the classroom. In other words, the school superintendent is to keep education, teaching and learning in schools continues to run in accordance with the school's objectives. The school superintendent is the educational staff a very important role in fostering the professional ability of educators. Furthermore Sagala (2013: 89) states that supervision has a special meaning to help and participate in efforts to repair and improve the quality of both personnel and institutions. In the world of education looked at the teacher as an important part of management is expected to carry out duties in accordance with management functions properly and measurable.

According Sudjana (2012: 2) The school superintendent serves as a good supervisor such as supervisor academic and managerial. As an academic supervisor, superintendent of the school is committed to helping improve the professionalism of teachers so that teachers can improve the quality of the learning process. Meanwhile, as the managerial supervisor, superintendent of the school is obliged to assist the principal in order to achieve an effective school in teaching and learning. This means the existence of school supervisors directly or indirectly affect the performance of teachers and principals.

The school superintendent, whose status as educational personnel and organizational structure are outside the school structure, but it is the only element of their duties outside the school who may at any time guiding principals and teachers directly. The school superintendent has a direct relationship with the teachers and principals in order to improve the quality of teaching and school management run by the principal. In this relationship the school superintendent as stated in the Regulation of the Minister of State for Administrative Aparatur State Reform and Bureaucratic No. 21 of 2010 on the Position of School Supervisors and credit figures, article 1, paragraph 2 states that the School Supervisor is a Civil Servant (PNS) were given the task, responsibility and fully authorized by the competent authority to carry out academic and managerial supervision of the educational unit. With the authority that exist in their school supervisors can assist, monitor, develop, evaluate the performance of duties of teachers and principals. In addition, the school superintendent also authorized to issue recommendations based on the results of the evaluation of the performance of teachers and principals to be addressed to the Head Office and Regional Government as a builder of employees in the district /municipality. The school superintendent is not authorized to execute the recommendations resulting from the performance appraisal of teachers and principals, school supervisors thus serves as a teacher and principal partner in improving the quality of learning.

In the organizational structure according to Government Regulation No. 41 No. 2007 on the Organizational Structure of the Region, the school superintendent are in work units (SKPD) District Education Office / City. As functional personnel superintendent of schools, in the execution of supervisory tasks directly responsible to the Head of the Department of Education. So that between the Head of Education and Culture of the school superintendent to serve as a mediator between the teachers and the principals and the principals with the Head of Education and district / city at the same time can also be a partner for the Head of Education, District / City. In performing its duties, the school superintendent as well as the extension of the District Education Office / City, Barnawi and Arifin (2014: 26).

In the qualification and competence of the school superintendent position appointed by the Minister of National Education Regulation No. 12 of 2007 on the Standard Qualification and Competency Standards for School / Madrasah. Duties and functions and authority of school supervisors based on Government Regulation No. 19 Year 2005 on National Education Standards, article 29 paragraph 1 states oversight on formal education implemented by educational unit supervisor. According to the Regulation of the Minister of Administrative Reform and Bureaucratic Reform No. 21 of 2010 on Functional Master and credit figures, the general task of school inspectors are carrying out academic supervision, managerial supervision and monitoring of the achievement of the eight National Education Standards.

Control can be defined as the process of monitoring activities to ensure that all activities of the organization carried out as planned and as well as an activity to correct and improve if found any irregularities that would interfere with the achievement of objectives. Good Carter in Sahertian (2010: 17) defines that supervision is an attempt of officers school in leading and guiding teachers and other firefighters, in improving the teaching, including stimulating, selecting growth positions the development of teachers and revising the purpose of education, teaching materials and methods of teaching and evaluation of teaching.

By paying attention to the position of school superintendent, the principal task of school inspectors, target academic supervision, managerial supervision target, then superintendent of schools is the teacher partners in the implementation of the task of teachers and teacher getting additional duties as principal. Teachers, principals, and school superintendent is the triad of the main actors of education. If one of them does not work or is not enabled, helpless or not empowered, it can be ascertained education in schools will experience problems. Given the size of the role of school inspectors under the rules stating his position, duties and responsibilities, supervisors are equal partners of teachers, principals, and can serve as a mediator with the Head of Education, District / City. Seeing target managerial supervision, school inspectors more aware of the performance of heads of elementary schools, school management and the level of achievement of national standards of education in schools. Seeing target academic supervision, school inspectors more aware of surrogate teacher competence. No school without supervisory managerial builder, no teachers without academic adviser. Supervision records covering all aspects of the school, and then poured into recommendation school inspectors, sufficient information needed in order to establish the Local Government fostering policies and education in the area. Based on these descriptions, the school superintendent has the responsibility to empower and develop all the components and the school community. But in reality the supervisor does not function effectively, to provide assistance to the administration and management of the school. Coaching and development has been done academically but has not touched the managerial problems. Especially on the administration and management of the school.

According Sofian (2004: 18-19) says monitoring is retrospective and anticipation. The process to anticipate problems and take preventive measures. With the corrective action, the process also follows, based on the problems of implementation of managerial supervision has been implemented, only the completion of the administration alone. This happens due to several factors, including: the competency of supervision, preparation of supervision programs, and considers the principal already understand about management. The implementation of the supervision is not effective to improve the performance of the principal, school supervisors managerial supervision programs do not run as it should. In fact, the regulatory process is a cycle mean that was never completed, direct supervision identification of new problems which in turn needs to be devoted to the establishment of performance standards.

Based on preliminary interviews with 12 head of SMA / SMK consisting of 7 Head High School and 5 Head of SMK on 8th February, 2017, they declared that it has several times supervised by the superintendent of schools, but has yet to feel the real contribution of the implementation of supervision with regard to coaching school, This condition shows that the school superintendent has not carry out supervisory duties to the fullest. Not maximum supervisory implementation illustrates that the surveillance program has not been compiled based on the needs of the school. Instead of the superintendent's high school Singkil district, stating that the school inspector has carried out supervision to schools both academic supervision and supervision of managerial although there are still many shortcomings in terms of both the surveillance program as well as the frequency of visits to the school (interview dated 9 February 2017),

Based on the above background can be identified several problems, namely how the effectiveness of the implementation of the supervision of managerial performance improvement head of SMA in carrying out managerial duties principals include: (a) management of curriculum and learning, (b) management of student, (c) management of facilities and infrastructure, (d) the management of workforce, (e) financial management, (f) management of schools with community relations, (g) the management of special services. The research problems are how the effectiveness of the implementation of managerial supervision by the school superintendent to the improved performance of SMA Chief Singkil district in managerial duties principal?

Based on the formulation of the problem above, the purpose of this study are as follows: 1) describe the implementation of managerial supervision by school supervisors; 2) in the management of curriculum and

learning in SMAN 1 Gunung Meriah, Aceh Singkil regency; 3) describe the implementation of managerial supervision by school supervisors; 4) in the management of student at SMAN 1 Gunung Meriah, Aceh Singkil regency; 5) describe the implementation of managerial supervision by school supervisors in the management of facilities and infrastructure in SMAN 1 Gunung Meriah, Aceh Singkil regency; 6) describe the implementation of managerial supervision by a school supervisor in the workforce management SMAN 1 Gunung Meriah, Aceh Singkil regency; 7) describes the implementation of managerial supervision by school supervisors in financial management at SMA Neger 1 Gunung Meriah, Aceh Singkil regency; 8) describe the implementation of managerial supervision by school supervisors in the management relationship with the public school SMAN 1 Gunung Meriah, Aceh Singkil regency; 9) describe the implementation of managerial supervision by school supervisors in the management of special services at SMAN 1 Gunung Meriah regency, Aceh Singkil.

Theoretically, this research is expected to provide useful input in the development of science and technology in the field of managerial supervision particularly in assessing the various techniques and effective approach to assist the principal in the management and implementation of school management in accordance with the standards set by the government. In practical terms this research will be useful for various parties, namely: 1) as input information to determine the policy to improve the competence of the school superintendent for the Dept. of Education, especially in Aceh Singkil; 2) as an input to improve the strategy guidance to principals through managerial supervision for high school superintendent in Aceh Singkil; 3) as inputs to carry out management so as to improve the professionalism of all the citizens of the school for principals; 4) as reference material or reference in conducting relevant research on the effectiveness of supervisors in performing managerial supervision of other researchers

II. Methods

The method used in this research is descriptive qualitative. This research was conducted in Aceh Singkil is at SMAN 1 Gunung Meriah under Aceh Singkil District Education Office. Subjects in the study were determined by purposive sampling and snowball sampling (Sugiyono, 2010: 218-219) that are the subject of this study is the school superintendent and the principal managerial SMAN 1 Gunung Meriah Singkil district in the academic year 2017/2018. Reasons for the selection of research subjects is because they play an important role in the organization of learning in school so that they can become informants to get the data in this study. Data collection techniques used in this study are as follows: (1) interview, (2) Study Documents, remarks field, and (3) data triangulation. The data obtained are recorded as field observations. The results will be analyzed and interpreted in order to obtain a conclusion to build a series of relatively complete description of the results of the effectiveness of the implementation of managerial supervision by the improved performance of the principal measures of SMA. The researchers used data triangulation is combined triangulation methods and sources that aims to test the validity of the data between the subject of research and research informants.

Data analysis techniques in the study in accordance with the opinion of Miles and Huberman stated that in qualitative research, data analysis involves three main steps: 1) data reduction, 2) data, 3) conclusion or verification.

III. Results And Discussion

Management Supervision of Curriculum.

Based document management supervision of curriculum and learning, school inspectors make an assessment that consists of items (1) Document Curriculum, (2) Learning Tool, (3) Teaching and Learning, (4) Learning Outcomes. In this case considered is the availability of documents from these items. The findings indicate that the curriculum field that runs on all high school Singkil district is Unit Level Curriculum (SBC), since the school year 2016/2017 are already using the curriculum in 2013, although there are still many shortcomings in the implementation. To anticipate this Singkil district government under the Department of Education Singkil district training curriculum in 2013 to guide teachers every field of study of each school on the 2103 curriculum understanding gradually.

Supervision Management of Student

Based on the documents supervision of student, school superintendent assessment by filling out an assessment instrument consisting of items (1) Administration of Students, (2) Attendance and Discipline, (3) Continuity of Learning, (4) OSIS, (5) development. In this case considered is the availability of documents of these items. The findings in the field indicate that the administration still found students who are less complete and valid so that principals are required to complete deficiency in documents as listed in the student management supervision instrument.

Supervision of management infrastructures

Based document management supervision of facilities and infrastructures, school superintendent assessment by filling out an assessment instrument consisting of items (1) ownership of infrastructure, (2) study, (3) space supporting facilities, and (4) other means. In this case assessed the availability facilities and infrastructure. The findings in the field indicate that the inventory data recorded in the inventory of facilities and infrastructure but have not followed their control cards in each unit of goods facilities and infrastructure. Many tools - electronic tools that government assistance is not well preserved because no expert technicians. Therefore, the principal in this case are asked to complete lack of school facilities and infrastructure as well as documents.

Labor Management Supervision

Based on the supervisory documents of labor management, the school supervisor performs the assessment by completing an assessment instrument consisting of items (1) organizational structure, (2) the division of duties, (3) evaluation of the utilization of teachers and in conformity assignment. In this case, the assessment is the availability of the labor management document.

The findings in the field indicate that the working relationship between the principals with some less harmonious teacher. The condition is influenced by management run by the principal. Therefore, principals were asked to implement an open management and implement effective communication.

Supervision of Financial Management

Based on the document supervision of financial management, school inspectors to assess the completeness of documents by filling in an assessment instrument consisting of items (1) financial books, (2) financial books maid, (3) record receipt finance, (4) SPJ / evidence of expenditure , In this assessment document assessed the availability of financial management.

The findings show that the financial management field is still open. It can be seen from the preparation of RABS involving only representatives of the principal and school treasurer formulation. Therefore, principals were asked to involve stakeholders in the preparation of RABS.

Supervision Management of Public Relations

Based document management supervision of public relations which consists of items (1) the management of information management systems are adequate to support educational administration effective and efficient, (2) provision of facilities easily accessible information, (3) develop a system of information between citizens school.

The findings indicate that the field of public relations management principals have a good relationship with the surrounding community. It can be seen from the school's participation in community activities.

Supervision Management Special Services

Based document management supervision specialty services consisting of item (1) library, (2) laboratory, (3) Counseling, (4) UKS, (5) bathroom / wc, (6) the place of worship, (7) sports facilities (8) cafeteria, and (9) internet network.

The findings show that the management field a special service has been good. It can be seen from the library were neatly arranged, the space laboratory, counseling, UKS, bathroom / wc, a place of worship in accordance with educational standards. However, the management of the canteen is still far from the standard because the management is less attention to elements of hygiene. In addition, Internet access is still limited in the interests of the administration alone. Therefore, principals were asked to improve the management of the canteen and add internet access for residents of the school.

IV. Conclusion

Based on the results of research is conducted and discussions are outlined in chapter IV, the researcher can load a conclusion as follows: 1) the results of the implementation of the supervision of the managerial aspects of curriculum management conducted by the school inspector has not been able to contribute in improving the performance of school principals on management arrangements curriculum because (a) supervision is carried out not by the analysis of the results of the supervision of the previous year which is poured into supervision programs managerial, (b) the evaluation of curriculum management which do not based on the analysis of the problem so that the results are less than the target, (c) the lack of synchronization programs between school inspectors, principals and head of Education in program planning, implementation, evaluation and follow-up; 2) the results of the implementation of the supervision of the managerial aspects of management of student conducted by school inspectors have not been able to contribute in improving the performance of school principals on management arrangements student because (a) supervision is carried out

not by the analysis of the results of the supervision of the previous year which is poured into supervision programs managerial, (b) evaluation of student management is done not based on problem analysis so that result also less about target, (c) the lack of synchronization between the programs of the school superintendent, principal and head of the Department of Education in program planning, implementation, evaluation and follow-up on the issue of student management; (d) Management student at SMAN 1 Gunung Meriah has a few problems, especially the administration of students who are not complete and valid; 3) the results of the implementation of the supervision of the managerial aspects of the management of facilities and infrastructure which is done by the school inspector has not been able to contribute in improving the performance of school principals in the management of facilities management and infrastructure for (a) supervision is carried out not by the analysis of the results of the supervision of the previous year which is poured into a program of supervision managerial infrastructure, (b) the evaluation of the management of facilities and infrastructure that do not based on the analysis of the problems that that result also less about target, (c) the lack of synchronization programs between school supervisors, principals and head of Education in program planning, implementation, evaluation and follow-up of facilities and infrastructure management issues; 4) the results of the implementation of the supervision of the managerial aspects of management workforce conducted by the school inspector has not been able to contribute in improving the performance of school principals on management arrangements workforce because (a) supervision is carried out not by the analysis of the results of the supervision of the previous year which is poured into supervision programs managerial workforce, (b) evaluation of workforce management which do not based on analysis of the issue so that that result also less about target, (c) the lack of synchronization between the programs of the school superintendent, principal and head of the Department of Education in program planning, implementation, evaluation and follow-up on the issue of workforce management; (5) The supervision of the management workforce by school supervisors basically is needed by the principal because the principal many obstacles in this regard, but because school inspectors do not carry out the supervision of the managerial aspects of management workforce based work program oversight was made based on the analysis of the problem, then the managerial suspension carried out can not contribute greatly to the principal in the face of labor issues in schools.

The school superintendent has not been able to play its role as a motivator, facilitator, evaluators and group leader; 6) the results of the implementation of the supervision of the managerial aspects of financial management conducted by the school inspector has not been able to contribute in improving the performance of school principals in the management of financial management because (a) supervision is carried out not by the analysis of the results of the supervision of the previous year which is poured into a program of supervision of managerial finance, (b) evaluation of financial management which do not based on analysis of the issue so that result also less on target, (c) the lack of synchronization between the programs of the school superintendent, principal and head of the Department of Education in program planning, implementation, evaluation and follow-up on financial management issues; 7) the results of the implementation of the supervision of the managerial aspects of the management of relations with the public conducted by the school inspector has not been able to contribute in improving the performance of school principals in the management of relationship management with the community because (a) supervision is carried out not by the analysis of the results of the supervision of the previous year which is poured into a program of supervision managerial finance, (b) evaluation of the management of relationships with people who do not is based on the analysis of the problems that result also less on target, (c) the lack of synchronization programs between school supervisors, principals and head of Education in program planning, implementation, evaluation and follow-up on the subject of community relations management, (d) the school superintendent can not perform its role as a mediator and facilitator in coaching principals relationship with another party or relationships with fellow citizens headmaster of the school; 7) the results of the implementation of the supervision of the managerial aspects of the management of special services conducted by the school inspector has not been able to contribute in improving the performance of school principals in the management of service management specially because (a) supervision is carried out not by the analysis of the results of the supervision of the previous year which is poured into a program of supervision of managerial finance, (b) management's special services which do not based on the analysis of the problems that result also less on target, (c) the lack of synchronization programs between school supervisors, principals and head of Education in program planning, implementation, evaluation and follow-up on management issues specialized services.

References

Books:

- [1]. Agung, Iskandar dan Yufriawati. 2013. Pengembangan Pola Kerja Harmonis dan Sinergis Antara Guru, Kepala Sekolah dan Pengawas. Jakarta: Bestari Buana Murni
- [2]. Ula, S. Shoimatul. 2013. Buku Pintar Teori Manajemen Eektif. Yogyakarta: Berlian.
- [3]. Wau, Yasaratodo. 2013. Profesi Kependidikan. Medan: Percetakan Unimed.

- [4]. Kemendiknas, 2010. Metode dan Teknik Supervisi. Jakarta : Kemendiknas
- [5]. Sagala, Syaiful, 2012. Supervisi Pembelajaran. Bandung: Alfabeta
- [6]. Sagala, Syaiful. 2013. Administrasi Pendidikan Kontemporer. Bandung: Alfabeta
- [7]. Sudjana,Nana, 2012. supervisi pendidikan konsep dan aplikasinya bagi pengawas sekolah. Bekasi : Bina Mitra Publisng.
- [8]. Barnawi,dan Arifin, Mohammad. 2014. Meningkatkan Kinerja Pengawas Sekolah. Yogyakarta: Arr-Ruzz Media
- [9]. Sahertian, P. A. 2010. Konsep Dasar & Teknik Supervisi Pendidikan. Jakarta: Bineka Cipta
- [10]. Sugiono. 2010. metode penelitian kuantitatif kualitatif dan r&d. Rajawali.Jakarta

Syahrul Effectiveness of Managerial Supervision In Improving the Performance of The Head Sma Negeri 1 Gunung Meriah in Aceh Singkil.” IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 7, no. 5, 2017, pp. 69-75.