

SUPERVISION IMPLEMENTATION TO IMPROVE EDUCATION QUALITY IN INTEGRATED PN MERANGIN VOCATIONAL SCHOOL

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Abstract: Education is said to be of quality if the education has an increase and results in the Human Resources themselves. The purpose of this research is to examine how the implementation of supervision in educational institutions at the Integrated PN Vocational High School level, precisely in the village of Ampun Baru, West Pamenang District, Merangi Regency, The province of Jambi. the role of supervision in educational institutions at the Integrated Merangin PN Vocational High School is very important, because it can have an impact on an institution's educational quality. This research method uses descriptive qualitative. data collection is done by observation, in-depth interviews and documentation. The learning process carried out by the instructor, as well as the teacher's lack of expertise and understanding, have a large effect on the high and bad quality of education. Therefore the researcher can formulate the problem that how is the effort to implement educational supervision carried out at educational institutions at the Merangin Integrated PN SMK. because at this SMK institution has a vocational in Animal Husbandry. This supervision is carried out by supervisors at the high school level.

Keywords: *Implementation, Supervision, SMK*

1. INTRODUCTION

Quality of learning This is an important factor for every educational institution, because the quality of education can produce the next generation of the nation who can confront life's difficulties future according to the changing times. Teacher performance is one of the main factors that determine the success of the educational process in schools (Shabir, 2015, pp.222-224).¹ And also the quality of teachers is an important variable that will affect the quality of education, where the quality of education is shown by student achievement (Elliot, 2015, p.102). As a result, educators play a critical role in the execution of teaching and learning activities in an institution.

To find out the performance of teacher quality and the quality of education in an institution can be assessed by an activity called academic supervision. The Supervisor is in charge of the supervision. The Principal's Supervisor is carried out to supervise teachers, while the Supervisor from Supervisors can be carried out to supervise the Principal. In accordance with the Regulation of the Minister of National Education Number 13 of 2017 concerning Standards for School/Madrasah Principals (Ministry of National Education of the Republic of Indonesia, 2007) states that a Principal must have five minimum personality, managerial, entrepreneurship, supervision, and social dimensions.

In the same way, supervision is also carried out by other institutions, both state institutions

and private institutions, such as the Merangin Integrated Vocational High School. at SMK level institutions, this supervision is carried out by supervisors from the Provincial level who are called Supervisors. Supervisors carried out by supervisors from the Province are carried out during student tri semester exams and student semester exams, and also around the beginning of the new school year.

As for a Supervisor supervising the Merangin Integrated PN SMK institution in order to foster the institution, both teachers and managers, to improve the quality of the learning process.

2. METHODOLOGY

This research uses a qualitative descriptive method, in which the researcher tries to describe directly according to the events that occurred at the Integrated PN SMK institution. According to Siyoto & Sodik (2015) is a process of research and understanding that investigates social phenomena and human problems.

3. DISCUSSION RESULT

3.1 Meaning of Supervision

According to Purwanto (2004:76), supervision is all assistance provided by the principal for the training of teachers and other educational employees order to achieve various educational goals.

Dalawi et al. (2013) stated that the focus of academic supervision is to evaluate, assess, improve, and expand the quality of teaching and learning activities carried out by teachers (individually or in groups) through a guidance and consultation approach in the nuances of professional dialogue.

According to Adam and Dickey in Soetopo & Soemanto (1984), supervision is a program that can be used to enhance performance. learning process. A program can be said to be successful if the program can be implemented properly, just as supervisors can work together with teachers in improving the quality of education.

Supervision carried out by supervisors at educational institutions at the high school/vocational school level at the Integrated PN SMK is carried out directly by supervisors from the Jambi Province level, namely by Mr. Asnaf S.Pd. Where with Supervision, Supervisors can find out the deficiencies that exist in an

institution in their area. so that with these deficiencies, Supervisors can provide guidance, in order to accomplish high-quality learning that meets the objectives.

Supervision is coaching for school stakeholders and teachers, especially so that the quality of learning improves well and so that they are able to master the material as well as possible (Nurmala, 2021; Abibullah, Mukhtar, Risnita, & Anwar, 2019). Salbiyah and Mahardhika (2017) explain supervision or supervision is an effort to assist teachers in teaching so that students learn better. According to Aniqiyah, Wilson, and Puspitasari (2014), academic supervision is a form of collaboration that is used to assist teachers and school administrators in carrying out their duties efficiently in order to improve student achievement. Therefore supervision is carried out as a guide for institutions to raise educational standards.as stated by Marmoah (2018, p.130) is the work of school administrators to guide teachers and other officers in enhancing teaching, including encouraging, choosing job growth, training instructors, modifying educational goals, materials - teaching materials, teaching methods and techniques, and so on. teaching evaluation.

3.2 Supervision Roles and Duties

Teachers are under to supervision. Integrated PN SMK institutions carried out by Supervisors, namely the School Principal, while Supervision is carried out for institutional management carried out by supervisors, namely supervisors from the province.

Sulastri (2019) explained that school principals are carried out in supervision activities, namely: 1) coordinator, where the principal must develop teacher expertise through coordinating education and teaching programs, coordinating different staff assignments between teachers, and coordinating all the activities of the school principal. 2) Consultant, where the principal develops teacher expertise by providing support including teacher extension, either independently or together. 3). leader groups, where school principals develop teacher expertise through skills training and providing advice to teachers working for groups (Work fr the group). 4) Evaluators, in the school faculty development process, can assist teachers in evaluating learning outcomes and processes, enabling them to evaluate what is being developed.

The role of the supervisor carried out at the Merangin Integrated PN Vocational High School includes, among others, 1). formulate a monitoring program that will be carried out in the region. 2) Carry out the duties of teachers and principals. 3). improve the implementation of the following standards: content, process, education and educational staff, facilities and infrastructure, management, financing, educational assessment. 4). carrying out the duties of teachers and principals. 5). do evaluation 6). compile guidance for teachers and school administrators.

3.3 Supervision Purpose

The purpose of supervision for supervision carried out in the Integrated PN SMK institution is nothing but: 1). to determine the performance teachers and institutional administrators. 2). to identify the institution's shortcomings in terms of facilities and infrastructure, as well as learning device equipment. 3). provide input in the form of directions or guidance to teachers and institutional managers.

According to Makawimbang (Jerry H, 2011) the objectives of supervision are: 1) Improving the quality of teacher performance. 2) Improving the effectiveness of the curriculum so that it is more useful and efficient. 3) Increase the usability and usability of available facilities and infrastructure to be developed and used in order to maximize employee productivity. 4) improve the quality of education in schools, especially in terms of promoting ideal work habits and enabling students to learn at their own pace. 5) Makawimbang (Jerry H, 2011), namely: a. Improve the quality of teacher performance. B. Improving the effectiveness of the curriculum so that it is more useful and efficient. C. Increasing the usability and usability of available facilities and infrastructure to be developed and used in order to maximize employee productivity. d. improving the overall condition of the school in order to produce a quiet, pleasant, and conducive environment that would increase the quality of learning and demonstrate the school's success graduates

The goal of monitoring in Islamic education is not just to ensure that individuals can carry out their duties in a safe and secure manner, but they must also be willing to work with their teachers to improve their learning and teaching process. With ukhuwah, it is hoped that the relationship between

humans and other humans can be harmony by increasing cooperation in the field of education.

The purpose of supervision in terms of cognition, psychology, and effectiveness is to help improve and increase school participation so that kids can take part in more challenging learning activities (Suryani, 2015).¹⁰ so that the objective of the supervision can increase teacher abilities in terms of knowledge and skills, as well as motivating teachers to carry out the process of teaching and learning activities in schools.

3.4 Supervision Benefits

With supervisors supervising the Merangin Integrated PN SMK institution, it can be used as a guide for educators and administrators to enhance and/or supplement the learning process. The benefits of supervision for the Merangin Integrated PN SMK include: 1) being able to determine the quality of the quality of educators and education staff. 2) help teachers to find out weaknesses and strengths in teaching. 3) help teachers to direct and make responsible for the administration of learning. 4) petrified teachers to become professional teachers. 5) assist managers in compiling a policy that exists in their institution.

Mukhlisin (2020) (2020) Supervisors have the opportunity to improve their performance and overcome existing problems. Supervision is for supervision to show accommodation to supervisors either alone or in groups in the context of education, according to Sahertian (2010). things you should do to improve your mental health.

3.5 The influence is supervision of the quality of education

Supervision is a collaborative activity used to assist teachers and other school workers in carrying out their duties. duties efficiently, according to Purwanto (2008; 23). Therefore, supervision is very influential in providing stimulation, guidance, guidance and even assistance to teachers and institutional managers. schools so that they have teachers who have professional skills and institutions that are developed and of good quality.

The influence of supervision at the Merangin Integrated PN SMK institution has brought changes to enhancing the standard of education both for educators and administrators, while the changes that occur after The following are examples of supervision: 1) the quality of

teachers has improved more than before in the learning process. 2) teachers collaborate more in providing learning using various methods 3) teachers complete their learning tools more. 4) teachers become more professional in carrying out their responsibilities as educators. 5) managers are wiser in making a policy in their institutional units.

A good supervision process has a long-term impact on increasing teacher productivity and professionalism as a teacher (April & Bouchamma, 2015; Chen, 2018) (Pujianto et al., 2020) said that the academic optimum of the supervising school principal will have a positive impact on teacher performance, a school principal must motivate teachers in their implementation so that they are better and focused. (Ginting, 2020) said that supervising school heads is necessary because it is very important to improve teacher professionalism and discipline in the education process so that schools are good and quality.¹⁴ because supervision will make the quality of the Integrated PN SMK institution better than before. In order to improve the quality of education since the enactment of PP No. 19 (2005) regarding education quality standards, the role of school/madrasah education unit supervisors is very important in improving the quality of education in the educational units it fosters.

4. CONCLUSION

Quality of learning This is an important factor for every educational institution because the quality of education can produce the next generation of the nation who can face the challenges of life in the future according to the changing times. According to Purwanto (2004:76), supervision is every action taken by the principal to encourage the development of teachers and other school personnel in order to achieve various educational goals.

Supervision is coaching for school stakeholders and teachers, especially so that the quality of learning improves well and so that they are able to master the material as well as possible (Nurmala, 2021; Abibullah, Mukhtar, Risnita, & Anwar, 2019).

The purpose of supervision for supervision carried out in the Integrated PN SMK institution is nothing but: 1). to determine the performance of teachers and institutional managers. 2). to identify the institution's shortcomings in terms of

facilities and infrastructure, as well as learning device equipment. 3). provide input in the form of directions or guidance to teachers and institutional managers.

The benefits of supervision for the Merangin Integrated PN SMK include: 1) being able to determine the quality of the quality of educators and education staff. 2) help teachers to find out weaknesses and strengths in teaching. 3) help teachers to direct and make responsible for the administration of learning. 4) petrified teachers to become professional teachers. 5) assist managers in compiling a policy that exists in their institution.

The influence of supervision at the Merangin Integrated PN SMK institution has brought changes to improving the quality of education both for educators and administrators, while the changes that occur after oversight include: 1) the quality of teachers has improved more than before in the learning process. 2) teachers collaborate more in providing learning using various methods 3) teachers complete their learning tools more. 4) teachers become more professional in carrying out their roles as educators. 5) managers are wiser in making a policy in their institutional units.

5. SUGGESTION

With supervision in an institution, it is hoped that the institution will be able to better and complement both the administration of the educators themselves, as well as the administration of school principals in managing their institutions, in order to develop better quality education in accordance with educational goals.

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