



The Quality of School Administration Reviewed From Implementation of First Middle Middle School Supervision in Montong Gading Subdistrict

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Abstract

This study aims to describe the implementation, and the problems faced by supervisors in carrying out their supervisory duties in the Public Middle School in Montong Gading District as well as strategic efforts made to solve the problems they face in the field. This study uses descriptive qualitative methods with case studies. The technique of collecting data uses in-depth interviews, participatory observation, and document studies. This study uses qualitative data collection techniques, namely Document Studies, Observations, and In-depth Interviews. Data analysis is done by reducing data, presenting data, and drawing conclusions, as well as the validity of the data using credibility, transferability, dependability, and confirmation. The results showed that: Supervisors at the Montong Gading District Middle School had taken measures to improve the quality of school administration such as arranging education planning, implementing guidance and assessment, and supervising educational administration. The school has prepared all school administration from the principal, curriculum, student affairs and school administration sections according to the programmed schedule. Efforts made by supervisors in improving the quality of school administration in the Montong Subdistrict Middle School, namely: 1) utilizing errors or administrative errors to be used as learning for further improvement. 2) the findings from the supervisor's report are input into the school. 3) together with supervisors conduct work meetings as a result of evaluation and supervision of school administration.

Keywords: School Administration; Supervision

Introduction

The existence of school supervisors is shaded by a number of legal grounds. Law of the Republic of Indonesia Number 20 of 2003 and Government Regulation Number 19 of 2005 are the latest legal basis which confirms the existence of the functional official. In addition, the Decree of the Minister of Administrative Reform Number 21 of 2010 stipulates supervisors as functional officials and credit figures. If judging from a number of regulations and legislation, the school supervisor can be legally said to have the function, authority and full responsibility to carry out educational administration and management activities legally.

The principal's position and strategic role as a functional official who oversees the running of school administration is apparently not fully understood correctly by some school supervisors and some other educational stakeholders (Sulaiman, 2017). When school supervisors do not understand their strategic position and role correctly, a number of problems will arise, including (1) the emergence of a number of problems understanding the roles and functions of supervisors after the decentralization of education handling; (2) the impression that the school supervisory office as a dumping ground for a number of teachers is no longer in use 3) there is an assumption that school supervisors are not professional in overseeing the management of education in districts and cities, (4) the low frequency of attendance of supervisors, (5) the appearance of cynicism that the presence of supervisors in schools is just a visit (6) there are many complaints from teachers towards school supervisors who seem to only look for their mistakes without providing solutions for good teaching and learning activities.

In line with the above, there are a number of negative views from stakeholders towards unprofessional school supervisors, including (1) the perception that their coaching does not receive a positive response from educators and education staff; (2) the presence of school supervisors is just a hassle or finding fault with the teacher; (3) the position of school supervisor is still used as a transition from the previous structural position so that this position is only for postponing retirement; (5) there is a presumption that supervisors' duties are merely formalities, without supervisors can also be successful.

The above description is generally quite dominant in the view of stakeholders in the East Lombok Regency. Based on interviews with a number of SMPN teachers in Montong Gading District, East Lombok, the situation of school supervision in their place can be described as follows: (1) school supervisors do not empower school principals in implementing school management standards; (2) school supervisors are less motivated to meet teacher expectations in solving problems faced by teachers at school; (3) school supervisors do not provide guidance in implementing management standards so that school supervision administration is not well planned (4) uneven frequency of visits by school supervisors in each school; (5) school supervisors often cancel planned meetings and; (8) visits by school supervisors still tend to be of an inspection nature and carry out administrative tasks only.

According to Sudjana (2006), the weak guidance of supervisors is related to limited resources. In addition, the low commitment of the education department in functioning the importance of the role of supervisors in improving the quality of education so that the supervision of the implementation of education in a number of high schools in the District of Montong Gading above seems less optimal. The above problems arise because the training program for supervisors has not yet become the priority of the education office. As a result, the work done by the supervisors has not significantly influenced the progress of the target schools.

Judging from the problems mentioned earlier, the position, role and existence of supervisors must be increased to encourage supervisors' professionalism in carrying out their duties at school as expected. Supervisors must have more values than teachers and principals in terms of education level, abilities, competencies, and other dimensions. Sehingga, kehadirannya di sekolah betul-betul dirasakan manfaatnya terutama oleh guru sekolah (Sumarna, 2010).

The explanation above also implies that the supervision of school supervisors needs to be designed and developed in a patterned and continuous manner so that their professional and career abilities can encourage improvement in the performance of school principals and teachers. When school supervisors have broad insights and deep understanding of their duties and responsibilities, in the long run they can encourage schools that excel both in quality and integrity. From the description above, the temporary conclusion is that currently supervision activities have not been carried out appropriately and continuously by school supervisors. In the introductory part of this paper, a number of factors are found that hinder the success of supervisors in carrying out their duties and functions. Based on the description

of this problem, researchers intend to uncover the above problems and submit this thesis with the title "Quality of School Administration Judging from the Implementation of State Junior High School Supervision in Montong Gading District."

Method

This research uses a qualitative approach by using a case study. Qualitative research often uses interviews, observations, document reviews, survey results, and any data that can describe a case in detail (Mulyasa, 2010). The background of this study were four state junior high schools in Montong Gading District, namely Montong Gading State 1 Junior High School, Montong Gading State 2 Junior High School, Montong Gading State 3 Junior High School, Montong Gading 1 Junior High School. The time of this study is from July 2018 to December 2018.

The data used in this study is qualitative. The data sources of this research are: 1) Primary data sources, i.e. data that are directly collected by the researcher (or his officer) from his first source. As for the primary data sources in this study were school principals, teachers and staff in state junior high schools in Montong Gading sub-district. 2) Secondary data sources, namely data directly collected by researchers as a support from the first source. It can also be said that the data is arranged in the form of documents. In this study, documentation and questionnaires are secondary data sources.

This study uses a mixture of data collection techniques namely qualitative data collection techniques to answer the first research question about how the role of supervisors in improving the quality of administration of state junior high schools and quantitative data collection techniques are needed to answer the second research question through a questionnaire. Qualitative data collection techniques carried out by: 1) Document Study, 2) Observation, 3) In-depth interviews.

Result and Discussion

Quality Planning for Implementation of Supervision in the State Junior High School in Montong Gading District

The quality planning of supervision implementation in the Montong Gading District Public Middle School is an effort to plan the implementation of supervision that can be carried out better with regard to the preparation of plans in the education unit, carrying out coaching, monitoring and evaluation of the implementation of education, and carrying out supervision. school benefits and progress.

Implementation of supervision carried out at SMPN in Montong Gading District must provide an annual program, semester program, RKA and RKM containing at least aspects: problems, objectives, indicators of success, strategies and work methods (supervision techniques), scenario of activities, required resources, assessment and supervisory instruments. Because, in the implementation of supervision is a systemic effort in achieving good and effective school administration in its implementation. Therefore, in planning the supervisor must have a plan in carrying out supervision in the school. This is consistent with what was revealed by the school Supervisor:

“As a supervisor at the Montong Gading District Public Middle School, I will see the duties and responsibilities as a supervisor namely; 1) identify problems in the learning process, 2) Become a

resource at school, and 3) Be able to make effective communication in establishing communication with the principal, teachers, and school administration staff”.

We realize through this insight, that the importance of supervisors' duties and responsibilities in providing input, suggestions and even increasing the motivation, performance and enthusiasm of teachers to apply their ideas, knowledge and skills in class including in this case is the courage to develop curriculum for the better, innovation and creativity at school. On the other hand, what was said by the supervisor was justified by the headmaster of Montong Gading Junior High School 1:

“As a principal I must understand the needs of school supervisors, where they have duties and responsibilities in the administration of school operations, namely the creation of the school environment and culture. With the help of these supervisors, the school will be assisted in planning the implementation of school programs”.

The pair above was strengthened by the principal of SMPN 3 Montong Gading:

“In the process of carrying out supervisory tasks, then as far as I know every supervisor must prepare a plan for the supervision program consisting of an annual program, a semester program, an academic supervision plan and a managerial supervisory plan. So that the availability of this administration will facilitate the work patterns of school supervisors”.

The information above shows the existence of supervisors in SMP Negeri Montong Gading running duties and responsibilities as supervisors; 1. identifying problems in the learning process, 2. Being a resource at school, and 3. Being able to carry out effective communication in establishing communication with the principal, teachers, and school administration staff. The process of administration supervision activities to ensure that all school activities are carried out as planned and at the same time also is an activity to correct and correct if any irregularities are found that will disrupt the achievement of school goals so that schools are able to improve for the purpose of schools having global competitiveness.

The implementation of academic and managerial supervision activities is carried out by conducting: coaching, monitoring the implementation of eight related National education standards which are activities that are of direct interaction between supervisors and principals, teachers and education personnel. Conduct face-to-face activities between supervisors and target schools, where activities related to processing the results of monitoring each standard of the eight National education standards. This is consistent with what was revealed by the school supervisor:

“I provide assistance in the promotion of progress, assessing teacher performance in teaching at Montong Gading Junior High School, communication skills and building good relationships with all school heads, teachers and staff are needed. The ability in this skill is very helpful in facilitating the performance and performance of professional supervisors.”

In line with the view of the supervisor, in the process of coaching, monitoring, and evaluating. A supervisor must be truly professional. As stated by the principal of SMPN 2 Montong Gading, that:

“Administratively carry out supervision, namely; general school administration, student affairs, staffing, educational equipment, finance, and school relations with the community. The Supervisor's task is to guide the teacher in compiling the syllabus for each subject, Core Competencies and basic competencies as well as the principles of curriculum development, guiding teachers in choosing teaching methods and materials and learning techniques, guiding teachers in developing Learning Implementation Plans, guiding teachers in managing classes, developing and use learning media and motivate teachers to use information technology for learning.”

The other side of the researcher's observation when at SMPN 1 Montong Gading was in the process of coaching, monitoring, and evaluating, i.e.:

“Supervisors check the school administration data in general. Accompanying the teacher in the classroom, evaluating the suitability of the lesson plan with the learning process, providing input, and directly monitoring the condition of the school.”

The information above shows that supervisors at the State Junior High School in Montong Gading District conducted in-depth supervision, focusing on the administration of 8 national breeding standards, namely; general school administration, student affairs, staffing, educational equipment, finance, and school relations with the community. As the task of supervising school administration data checking, skills in communication and good relations are needed, bearing in mind the various characters of teachers in the school.

More in-depth supervisors check curriculum data on core competencies and basic competencies and the principles of curriculum development, guide teachers in choosing teaching methods and teaching materials and techniques, guide teachers in developing Learning Implementation Plans, guide teachers in managing classes, develop and use media learning and motivating teachers to use information technology for learning. This is the core of the supervision process that is directed to develop teacher professionalism and student achievement and has good competitiveness.

Implementation of supervision has the aim of providing technical assistance and guidance to principals, teachers, and staff in order to be able to improve quality, structured, and professional performance in carrying out tasks and carrying out the learning process. This is consistent with what was revealed by the supervisor:

“In the process of conducting supervision, what I did was: 1) helping teacher performance to improve teacher quality, 2) helping well-programmed curriculum to smooth the wheels of school organization, 3) Increasing the use of appropriate facilities and infrastructure, 4) increasing school performance in an effective work atmosphere in an effort to improve student achievement, 5) help improve schools that are conducive to a comfortable learning process and the success of graduates.”

In line with what was conveyed by the school supervisor. The principal stated that:

“Supervision is carried out in the function of supervision, where supervisors have been able to provide a sense of comfort for teachers and staff, have done constructive support that builds motivation of teachers and staff, supervisors are able to see the conditions of reality and school conditions, and established good relations between supervisors and teachers, so many terms of school progress through a process of improvement from the results of supervision.”

The results of the interview with the head of the science teacher group about the supervision carried out by the supervisor, that is:

“Supervision is carried out by supervisors carried out democratically and cooperatively, creatively and constructively, scientifically and effectively, and can give teachers a sense of security. The other side of the supervisor is able to provide input based on reality, the situation of the existing conditions. Aside from input from supervisors, teachers are able to increase knowledge and insight due to the ease of technology and information access, for example the ease of internet available at schools, help junior teachers to senior teachers in technology, and vice versa senior teachers share experiences in classroom management with teachers junior.”

Quality planning for the implementation of supervision in the State Junior High School of Montong Gading District is carried out in an effort to compile an educational plan, carry out coaching and evaluation, and conduct supervision. Sergiovanni (1987) targets of academic supervision include to assist teachers in: (a) Planning learning activities and / or guidance. (b) Carry out learning / guidance activities. (c) Assess the process and results of learning / guidance. (d) Utilizing the results of the assessment to improve learning / guidance services. (e) Provide appropriate and regular feedback continuously to students. (f) Serve students who have learning difficulties. (g) Providing tutoring to students. (h) Creating a pleasant learning environment. (i) Developing and utilizing learning aids and media and / or guidance as well as utilizing learning resources. (j) Develop learning / guidance interactions (methods, strategies, techniques, models, approaches, etc.) that are appropriate and efficient. (k) Conduct practical research for improvement of learning / guidance, and (l) Develop innovative learning / guidance. As data obtained from school principals, supervisors, teachers, results of observation and documentation, along with conclusions:

- a. Planning for education units: As supervisors in the State Junior High School of Montong Gading District, the duties and responsibilities as supervisors are; 1. identifying problems in the learning process, 2. Being a resource at school, and 3. Being able to communicate effectively in establishing communication with the principal, teachers, and school administration staff.
- b. Implementing Education Monitoring and Evaluation Coaching: fostering progress, assessing teacher performance in teaching at Montong Gading Middle School, communication skills and building good relationships with all school heads, teachers and staff are needed. Administratively carry out supervision, namely; general school administration, student affairs, staffing, educational equipment, finance, and school relations with the community.

Carry out supervision: Supervision is carried out by supervisors carried out democratically and cooperatively, creatively and constructively, scientifically and effectively, and can give teachers a sense of security. The other side of the supervisor is able to provide input based on reality, the situation of the existing conditions. Aside from input from supervisors, teachers are able to increase knowledge and insight due to the ease of technology and information access, for example the ease of internet available at schools, help junior teachers to senior teachers in technology, and vice versa senior teachers share experiences in classroom management with teachers junior.

The Problem Was Faced by School Supervisors in Montong Gading District Public Middle School

The main function of supervision is not only to improve learning but to coordinate, stimulate, and encourage better growth of the teaching profession, improve and develop the skills, knowledge and abilities (SKA) of principals, teachers, and TU according to current and future needs future. school principals, teachers, and students at Montong Gading Middle School are required to meet the criteria of skills, knowledge and abilities (SKA). However, this is like the results of researchers' interviews with supervisors:

“I am aware of many things that must be improved and developed about the problem of potential, the principal, teachers, and staff in terms of supervision. Supervision in this case oversees the general situation and situation in education if it is not good or not satisfactory, it will immediately be corrected. In this case the principal, teachers, and TU have tried to prepare all the administration to be supervised, it does not mean there is no improvement, this is where the guidance and supervision functions are carried out.”

In line with this, as was the interview with the principal of the Montong Gading one-sided junior high school, that:

“Because everything related to supervision, has been planned and prior notice, our school has prepared all school administration from the school principal, curriculum, student affairs and the school management administration section. Although we admit that there are obstacles to the process, it does not mean we have to cover up, but an improvement effort through the assistance of the supervisor itself.”

The other side of the results of interviews with Montong Gading SMPN 2 teachers that:

“In an effort to improve and improve teaching quality. We always think positively and passionately with the guidance of supervisors. There is a clear and programmed schedule in the implementation of supervision, so we are busy in preparing for a better and innovative administration.”

The availability of facilities and infrastructure in schools is an effort to help facilitate school principals, teachers, staff and students in carrying out their respective tasks, both the availability of laboratories, LCDs, computers, internet, clean environment, comfortable classrooms, and others. This is like the results of the researchers interview with the principal:

“We are well aware that the readiness of school facilities and infrastructure is very helpful for school residents in implementing their main tasks and functions, so with the BOS funds, we are able to provide and improve existing ones. Alhamdulillah the availability of laboratories, LCDs, computers, internet, clean environment, comfortable classrooms, and others have become part of the mission of improving school quality.”

Researchers observations on the availability of facilities and infrastructure in schools, as follows:

“Observing conducted by researchers to the four schools, all facilities and infrastructure are sufficient in accordance with the needs of each school. Good with the internet, computer, laboratory, environment and buildings that are clean and comfortable.”

Likewise the results of the interview with the teacher, who in carrying out their teaching assignments, ie:

“If we need teaching aids, we can propose schools to provide them, because as far as I know with the help of BOS funds, it is easy for schools to provide education items, plus books through the school library, and coupled with scheduled student picket activities in the sustainability of the school environment. efforts to instill school cleanliness character.”

Even in the Montong Gading District Junior High School, even though it is in a school area where the memorandum of the school is in a rural area with a variety of other activities, teachers in their attendance are required to be disciplined, to fill in school hours on time. Every rule that is made is obeyed by the teachers because it is guaranteed with the teacher's allowance. However, in this case the researchers based interviews with the principal:

“The teachers of SMPN 2 are active teachers who have always planted the value of awareness of their duties, which has become a hallmark of my leadership. Regarding the compliance and discipline of the teacher's attendance based on the teacher absentee recap, I believe and see that the teacher's discipline has gone well, although sometimes there are some teachers who still have

problems in their administration. This does not mean that we continue to remain silent, we send teachers to participate in training and workshops in order to bind teacher insights in an effort to improve better learning administration.”

In line with what was conveyed by the school principal, waka curriculum at SMPN 3 Montong Gading, said that:

“We collaborate (teamwork) in the preparation of annual programs. Syllabus, and RPP through MGMP at school, because this preparation will facilitate the work of teachers, invite resource persons to refresh their knowledge, and guide teachers through school principals and school supervisors, and easy access to information via the internet greatly helps us to gain knowledge that continues to develop towards kamajuan.”

Teachers in schools conduct administrative training training workshops through MGMP activities or other professionalism improvement activities, while researchers interview with the principal:

“Yes, I send teachers in the context of improving teacher professionalism, both seminars and workshops, because I have provided funds, and also our school always gets an invitation to the event. However, even if the activity is still being followed, it does not mean there are no problems in implementing the learning process. On this side, I sincerely hope that all teachers will be able to innovate and be creative in adjusting the results obtained in training with the real conditions at school, especially building student motivation in rural areas.”

In line with what was conveyed by the principal of Satap Middle School. The results of an interview with the principal of SMPN 3, that:

“I try to monitor and motivate the teachers to work together in the MGMP forum in accordance with the class of lessons to foster each other, so it really helps professionalism. Therefore, teacher teaching performance is the spearhead of achievement that students will achieve. I realize that and it has become a school mission.”

The teacher's knowledge about managing the learning process is an obligation that continues to be developed, such as the results of an interview with a teacher at SMPN 2 Montong Gading:

“Because it has become a daily basic task, which becomes a habit, the salt and salt faces the condition of students, we realize we need motivation and the best performance with the refreshment of knowledge so as not to be left behind. Every effort and process is good and the dynamics of our problems are required to remain professional.”

Supervisors at Montong Gading Middle School overcome the problems faced by the school supervision process in the State Junior High School of Montong Gading District, both in terms of the indicators in the supervision component. Indicators of improving the quality of education in schools are seen in each component of education, among others: the quality of graduates, the quality of teachers, principals, school staff (Administrative Staff, Laboratory Staff and Technicians, Library Staff), the learning process, facilities and infrastructure, school management, curriculum implementation, assessment system and other components. Then from the information of supervisors, principals, teachers, staff, observations and documentation, the results are obtained, i.e.:

- a. Lack of preparation from school principals, teachers, and supervised TU: aware of many things that must be improved and developed about the problem of potential, principals, teachers, and staff in the supervision process. Our school has prepared all school administrators from the school principal,

curriculum, students and the school management administration department. There is a clear and programmed schedule in the implementation of supervision, so we are busy in preparing for a better and innovative administration.

- b. Sarana dan prasarana yang terbatas: kesiapan sarana dan prasarana sekolah sangat membantu school residents in carrying out their main tasks and functions, so with the BOS funds we can help to provide and improve existing ones. All facilities and infrastructure are sufficient in accordance with the needs of each school. Good with the internet, computer, laboratory, environment and buildings that are clean and comfortable.
- c. Lack of teacher discipline: Regarding compliance and discipline of teacher attendance based on teacher absences, I believe and see that teacher discipline has gone well, although sometimes there are some teachers who still have problems in their administration. Doing cooperation (teamwork) in the preparation of annual programs. Syllabus, and RPP through MGMP at school, because this preparation will facilitate the work of teachers, invite resource persons to refresh their knowledge, and guide teachers through school principals and school supervisors, and easy access to information via the internet greatly helps us to gain knowledge that continues to develop towards kamajuan.
- d. There is still a lack of teacher knowledge about managing the learning process: in the context of increasing teacher professionalism, both seminars and workshops, because I have provided funds, and also our school always gets an invitation to the event. The other side tries to monitor and motivate teachers to work together in the MGMP container in accordance with the class of lessons to foster each other, so it is very helpful for professionalism. Therefore, teacher teaching performance is the spearhead of achievement that students will achieve. I realize that and it has become a school mission.

Gait supervisors become an integral part in improving the quality of education in schools, namely: (1) Support, (2) Trust, (3) Challenge, and (4) Networking and Collaboration. The first dimension, which is the Support dimension, refers to the nature of the supervisory activities carried out by the supervisor that must be able to support (support to) the school to evaluate its existing conditions. Therefore, the supervisor together with the school can analyze the strengths, weaknesses and potentials and opportunities of the school to support the improvement and development of the quality of education in schools in the future. Secondly, the nature of supervision is the Trust dimension. This dimension refers to the nature of the supervisory activities carried out by the supervisor that must be able to foster the trust of education stakeholders by describing a better and more promising future school dynamics profile.

Third of the nature of supervision is the Challenge dimension. This dimension refers to the nature of the supervisory activities carried out by the supervisor must be able to provide challenges (challenges) school development to educational stakeholders in the school. This challenge must be made as realistic as possible in order to be able to be achieved by the school, based on the situation and condition of the school at this time. Thus stakeholders are challenged to collaborate collaboratively in the framework of developing school quality. The fourth of the nature of supervision is the Networking and Collaboration dimension. This dimension refers to the nature of supervisory activities carried out by supervisors that must be able to develop networks and collaborate among educational stakeholders in order to increase productivity, effectiveness and efficiency of education in schools.

Conclusion

Supervisors at the Montong Gading District Junior High School have taken actions to improve the quality of school administration such as compiling educational plans, carrying out coaching and evaluation, and supervising education administration. The school has prepared all school administration from the school principal, curriculum, students and school administration section according to the programmed schedule. The efforts made by the supervisors in improving the quality of school administration in SMP Negeri Montong, namely: 1) make use of administrative errors or mistakes to be used as learning for further improvement. 2) the findings from the supervisor report are used as input to the school. 3) together with supervisors conduct work meeting results of evaluation and supervision of school administration.

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