

## **The Analysis of Headmaster of Sma's Supervision Competence Guidance By Supervisor in Aceh Tengah District**

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**Abstract:** *This study aims to determine the principal academic supervision of teachers and supervision of competence of high school principal supervision by school supervisors in Central Aceh district. The type of research used is descriptive analysis with qualitative approach. The analysis is done by the description of the academic supervision and supervision by the supervisor on the principal. This research was carried out in three schools of SMA Negeri 6, 10, and 12 Takengon from April to August 2017. Data collection technique used interview method, documentation study, observation. Validation is done by triangulation. Techniques Data analysis using qualitative analysis that refers to the theory of Miles and Huberman. The results show that the academic supervision is still low (26%). This is caused by the lack of ability of the headmaster through supervision. Therefore it is necessary to supervise by the supervisor. As a form of coaching, an academic supervision workshop was conducted to the principal by the supervisor. As a follow up of the workshop, the principal supervises his teachers. The results of supervision indicate that the average teacher grade is moderate, ie 73.20. Based on the results of the research, the supervisor is advised to be more varied in carrying out guidance in the future. Workshop method is only one way of doing guidance. This is to improve the competence of the principal's supervision.*

**Keywords:** *Analysis, Managerial Supervision, School Supervisor, Academic Supervision, Senior High School*

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### **I. Introduction**

One of the tasks of school supervisors in conducting managerial supervision is to supervise the principal's supervision competence. This is done so that the implementation of the learning process undertaken by teachers can be effective and efficient. The ultimate goal is to improve the quality of education in schools. The purpose of guiding supervisors against principals is to increase understanding and implementation of the competencies held by the principal in performing their daily duties. This is necessary to achieve the National Education Standards [1].

During this time there is little or no training at all for the principal in conducting academic supervision to teachers at his school. Most teachers argue about principals who rarely supervise them. Principals often can not attend classes to supervise the teachers. The principal only makes sporadic class visits and then delays giving feedback to teachers [2].

Supervision or supervision of education is none other than providing services to education stakeholders, especially to teachers, both individually and in groups in an effort to improve the quality of the learning process and outcomes [3].

Managerial supervision is a series of professional activities undertaken by supervisors in order to assist principals, teachers and other education personnel. The aim is to improve the quality and effectiveness of education and learning. Managerial supervision focuses on observing aspects of school management and administration. Others argue that managerial supervision is an activity of monitoring, fostering and assessing principals and other school elements in managing, administering and implementing all school activities [4].

Based on these opinions, it can be concluded that managerial supervision is a professional activity that must be performed by a school supervisor through the activities of coaching, monitoring, and assessment. These activities are conducted in order to assist principals, teachers, and other education personnel in the implementation of education. Managerial supervision in schools focuses on observing aspects of management and administration.

The managerial aspects of managerial supervision are regulated in Minister of National Education Regulation No. 19 of 2007 on Education Management Standards [6]. While the management aspect is contained in the annual work plan of the school. This plan becomes the basic reference in managing the school. Management aspects that exist in the annual work plan, are: 1) student; 2) curriculum and learning activities; 3)

educators and education personnel and their development; 4) facilities and infrastructure; 5) finance and financing; 6) school culture and environment; 7) community participation and partnership; 8) other work plans that lead to improvement and development of quality.

While the essence of managerial supervision are: (1) monitoring activities, (2) coaching, and (3) supervision of the principal and all other school elements. The third activity is focused on managing, administering and implementing all school activities so that it can run effectively and efficiently. All in order to achieve the goals of the school and meet national education standards [5].

Implementation of supervision by the principal against teachers is rarely done in high schools in the district of Central Aceh. The results of pre-observation of 86 teachers in SMA Negeri 6, SMA Negeri 10, and SMA Negeri 12 Takengon Central Aceh district as many as 64 teachers (74%) were not supervised by the principal in 2016/2017.

## **II. Methods**

This research was conducted for 7 months in SMA Negeri in Kabupaten Aceh Tengah. This study uses descriptive analysis method to see the implementation of supervisory supervisory supervisory supervision of schools in the guidance of supervision of high school principals akedemik in Central Aceh District. In this research, the analyzed things are: (1) the implementation of academic supervision of teachers by the principal and (2) the supervision of the principal academic supervision competence by the school supervisor in the district of Central Aceh.

Data collection techniques in this study using interviews, documentation studies, and observation. Interviews were conducted with school supervisors, principals, and teachers in Central Aceh District. Documentation studies are conducted on various documents in the form of workshop invitations, academic supervision instruments, academic supervision schedules, meeting notes, activity photos, etc. that are relevant to support and enrich the information or data required. Observation is done by observing and directly involved in supervisory activities related to the implementation of managerial supervision of school supervisor in the guidance of principal academic supervision competence. Techniques Data analysis using qualitative analysis that refers to the theory of Miles and Huberman namely through data reduction, data presentation, and conclusion.

## **III. Discussion**

The implementation of academic supervision by the principal to high school teachers in Central Aceh District is still low. In the academic year 2016/2017 the level of pelaksanaannya barumencapai ie 26%. The absence of academic supervision reached 74%. The reason for the low level of implementation of the academic supervision is the lack of ability in the supervision and preoccupation of the school principal. The principal's lack of supervision can be overcome by attending the supervision workshop and implementing it as a follow-up. While the principal's busyness factor can be overcome by creating a year-long supervision schedule every Saturday and the use of senior teachers and vice principals as a substitute for the principal in supervising teachers. The supervision of academic supervision of the principal to teachers by supervisors in the district of Central Aceh is still minimal. The principal stated that special coaching should be done in terms of academic supervision. Supervisor states that the headmaster should have supervision competence. This research bridges the difference with the implementation of academic supervision workshop with high school principals and supervisors as the resource persons. The use of workshop method is considered more effective and efficient. Effective in terms of place and guidance as well as efficient in terms of time. The principal implements academic supervision in the school as a follow-up form of the workshop.

Documents on the results of the assessment of academic supervision in three high schools in Central Aceh obtained an average of 73.20. This figure is included in the medium category. This indicates that teachers still need to improve themselves to improve teacher competence in learning. Meanwhile, the competence of headmaster also need to increase kompetensi in giving teacher assessment through academic supervision. The series of supervisor guidance to the principal in the form of academic supervision workshops and follow-up in the implementation of academic supervision by the principal to the teacher, it can be said that the workshop is useful in improving the principal's competence in terms of academic supervision.

## **IV. Conclusion**

Based on the explanation of the results of research and discussion of supervisory supervisory supervisory school supervision in the guidance of the principal's principal supervisory competence, it can be concluded that: (1) Implementation of akademik supervision by principal to high school teacher in Central Aceh Regency is still low. In the academic year 2016/2017 the level of pelaksanaannya barumencapai ie 26%. The absence of academic supervision reached 74%. The reason for the low level of implementation of the academic supervision is the lack of ability in the supervision and preoccupation of the school principal. The workshop

method is carried out by supervisors to assist the school principal in supervising his teachers. (2) The supervision of academic supervision of the principal to teachers by supervisors in the district of Central Aceh is still minimal. Conducted supervisor worksopies for principals as a form of classical coaching. The use of workshop method is considered more effective and efficient. The principal implements academic supervision in the school as a follow-up form of the workshop. The results of supervision of principals obtained data on average teacher average of 73.20. This figure is included in the medium category.

### **V. Recommendations**

Based on the above conclusions and implications, recommendations may be made for various parties, including:

- (1) For school supervisors, the results of this study can be used as input in carrying out guidance to the principal, especially in an effort to improve the principal's supervision competence. Supervisors are advised to be more varied in carrying out guidance in the future. Workshop method is only one way of doing guidance.
- (2) For headmaster, data and information of this research result can be used as input to improve and improve supervision competence that is in supervise to teacher by varied.
- (3) For the Head of the Aceh Provincial Education Office, the data and information on the results of this research can be used as input in determining kepengawas policy in Central Aceh District.

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