

## **Implementation Follow Up and the Impact of Supervision School Supervisor in the Subject Productive In SMK PP Negeri 1 Kualuh Selatan District Labuhanbatu Utara**

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**Abstrack.** *This study attempts to know: supervisi plan, the implementation of, the problems and solutions, and the impact of a follow-up from the supervision supervisi academic subjects in SMK PP Negeri 1 Kualuh Selatan. The kind of research that is used is descriptive method with a qualitative approach. Research carried out in SMK PP Negeri 1 Kualuh Selatan District Labuhanbatu Utara from April to August 2017 . The subject of study is determined by sampling method of technique SMK from some, the head of vocational high schools, and all the teacher in SMK PP Negeri 1 Kualuh Selatan. Collecting data uses the interview, the study documentation, observation and triangulation. Analysis techniques data using qualitative analysis reference to theory miles and huberman . The result showed that : ( 1 ) planning follow up by a pretty good with involving the school; ( 2 ) the follow up less well because the feasibility was only 27 %; ( 3 ) the problems faced by superintendent is a lack of competence teachers and lack of infrastructure and problem for teachers is a lack of facilities and infrastructure as well as a lack of interest student learning, a solution that it is hoped that the school and equip infrastructure, ( 4 ) super intendent states have not seen a significant impact of follow up on increasing a teacher, while teachers said impact on its performance. Data and information research results is expected to be used decision makers in Sumatera Utara generally and District Labuhanbatu Utara especially.*

**Keywords:** *implementation, follow up, the impact, as academic, subjects productive, schools.*

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### **I. Introduction**

The provision of human resources) of high quality in the era of globalization is a necessity. Competition in the era of globalization already feels this time. The era of free trade, as the community of the asean economic mea ) that have already been imposed demanding the workers having the quality of human resources who equivalent to other asean countries. The effort to improve the quality of human resources starts from the improvement of quality of education in schools. Improvement of the quality of human resources, then must originated from the improvement of quality of education in schools. Improvement of the quality of education could be done through rehabilitation and expansion of school buildings, provision of equipment practices, improvement of the curriculum, and increased professionalism of teachers and staff, both in do locally, regional and national. Vocational high school has strategic role in improving the quality of human resources because SMK produce of them who ready dabbles in the world of work. Hence, increase the quality of education in SMK must continue to efforts should be made at any time.

Any effort that has been done by the government to improve the quality of education if they do not acted upon with coaching against teachers , so the will not have any significant impact on learning in class . Coaching against teachers and principals are done by inspectors subjects productive professionally will increase the quality of education in vocational schools. With increasing quality of education in vocational schools, hence the quality of human resources would be increased.

The super intendent of a unit of education, including the super intendent of productive subjects is one of triangular component in the quality of education has the important strategy in terms of increasing the quality of education in that schools. In an effort to increase the quality of education, an overseer is required to be professional in carrying out the tasks and functions of that aligns with 6 education supervisi competence . It equired the ability of a having professional knowledge to reach out to function of supervision it self<sup>[2]</sup>.

The SMK is one of variables that affect the quality of education in school, including in the District Labuhanbatu Utara. A professionalism will have strategic role in education in school. Known as a guarantee of the quality of education in schools. A supervisor of subjects productive has a role and the task of monitoring as

the way of the implementation in of education. In addition, he also asked to control all things related to the tasks and functions of teachers and have the ability in the management to the principal school.

The academic supervision should be implemented to give a significant impact to increase professionalism teachers. The impact is expected to real stakeholders in the community and <sup>[1]</sup>. Supervision academic subjects have been made by a supervisor productive to teachers *SMK PP Negeri 1 Kualuh Selatan* District Labuhanbatu Utara. It should also be followed up to positive impact felt by teachers, students, schools and communities near the *SMK PP Negeri 1 Kualuh Selatan* District Labuhanbatu Utara. Increase professional teachers in learning would have an impact on the quality of learning increased as well. Increasing the quality of learning have an impact on the quality of the outcome teaching . Lessons students that rises is one of indicators improve the quality of education in the schools. The quality of education that rises in school is yearning the community as users education services. Thus function school supervisor as the insurer the quality of education in school can be achieved. A follow-up from the appraisal supervision academic can be strengthen and award for teachers who had meeting minimal standards, reproofs of discipline for teachers who has not reached standards and teachers be given the opportunity to undertake training / refresher courses further. Studies of supervision academic have are mostly done, especially one carried by the school principal.

A pressman and wildavsky explicitly employed the concept of the implementation of to explain the phenomena failure a policy in achieving the targets <sup>[3]</sup>. The implementation research its reference to the meaning of the implementation in a dictionary large Indonesian language, namely the application of or the implementation of a follow-up the results of supervision academic to teachers subjects productive in *SMK PP Negeri 1 Kualuh Selatan* District Labuhanbatu Utara. More specifically, the implementation this research oriented to the influence of the impact of a program, the result for supervision academic <sup>[4]</sup>.

The process of the implementation in this research includes four stages. This fourth stage (1 ) the planning stage , (2) in the implementation stage , (3 ) identification stage the alternatives and solutions, and (4 ) phase the implementation of a variety of different impacts caused by the. Stepswas discussed in a row.

## **II. Method**

The kind of research used is the method descriptive with a qualitative approach. This study was conducted for five months from April to August 2017 in *SMK PP Negeri 1 Kualuh Selatan*, District Labuhanbatu Utara. This research uses the method the implementation of a follow-up and the impact supervision academic school supervisor on the subjects of productive in SMK. The implementation done is conducted in four stages, that is planning stages: , the implementation of the, the problems and solution, and the impacts.

Data collection techniques used namely interview, the study documentation, and observation. Interviews were conducted with superintendent, the school principal, and teachers in *SMK PP Negeri 1 Kualuh Selatan*. The study was conducted on documentation various documents in the form of supervision reports, planning a follow-up, reports on the implementation of the follow-up to the, a device of learning, notulen meeting , a photograph activities, the structure of the organization , and many more that relevant to support and enrich the information or data needed. Observation carried out by observing or were directly involved in the activity of a superintendent deals the implementation of the follow-up to the results of supervision. Data analysis technique qualitative analysis that refers to theory Miles and Huberman namely by the reduction of the data, presentation of data, and the withdrawal of conclusion.

## **III. Discussion**

The planning activities follow-up by a proctor has gone very well. Inspectors have involved schools in the process of formulating and preparing the follow up. It is developed planning based on the academic supervision by a proctor for teachers *SMK PP Negeri 1 Kualuh Selatan*. Involving the school can be seen in the role of active principals and teachers concerne . It is hoped that planning follow-up were can optimally run according to the stage .

The implementation of the follow-up the results of supervision academic on teachers by inspectors in *SMK PP Negeri 1 Kualuh Selatan* still does not maximum. Discussion result shows that of 11 teachers planned to be given a follow-up by inspectors, were actually only 3 teachers alone conducted. As many as 7 teachers given a follow-up by schools and a teacher will not be a follow-up. If only a implement a follow-up to all teachers in accordance planning, hopefully will result can maximum.

A problem for teachers in the follow up is differs. The diversity includes: inappropriate the device learning, less learning methods used, lack of ability in the vocational learning, still weak management class, and inadequatefacilities learning. In this case the solution has been taken to solve all problem at the time it, but it is expected become effective in the future to overcome to problems.

The implementation of a follow-up the results of supervision academic impact on increasing of competence pedagogical teachers. However, this increase is not taken place on professional competency teachers yet appear. This is because of supervisor does not come from the same background. That can strengten and enrich the teachers on a pedagogic level. It is expected that the supervisor in SMK should have the productive education background.

#### IV. Conclusion

Conclusions can be obtained in this research are as follows:

1. The plan has been arranged correctly but it has not been implemented weel. Without follow-up, the supervision is nothing, planning a followed results on well seprvisor as expected.
2. The implementation of a follow-up results the supervision academic on teachers by inspectors not maximum. The majority teachers in a follow-up by list plan inspectors, does not appear to be realized. Only 27 % just feasibility level. It shouldbe something good planned followed by the implementation of the properly.
3. Various problems that have in the implementation of the follow-up differ. Problems generally pertaining by means of, device learning, management class, and vocation. A solution that has been taken to overcome the problems is to overcome them at the same time.
4. The impact of this research by implementing a follow up shows the improvement the competence of teacher on pedagogy but not in the proffessional cempetency. This problem come from the supervision is still limited to only a level pedagogy by ignoring proffesionality. Supervisor do not can give a follow up on a level proffessional since the idea of the subjects is not the same as background productive teachers.

#### V. Suggestion

Based on the conclusion, it can be suggested to the head of North Sumatera education office can use the data and information of this research as material for recruitment of supervisor of SMK in the future. For the supervisory coordinator, the results of this study can be used as input to provide guidance to the supervisors to improve their competence. Like principals and teachers, the results of this study can be used as materials to improve their self-competence.

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