

Factors Affecting Performance in The Implementation of The Supervision of School Academic Supervision In Sma State Kota Lhokseumawe

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Abstract: This study aims to improve the quality of professionalism of educators, has not felt much benefit by teachers. The purpose of this study is to Determine the factors-factors that Affect the performance of high school supervisors on the implementation of academic supervision in the city of Lhokseumawe. The formulation of the problem in this research are: 1) Why the implementation of academic supervision of Senior High School Supervisor in Lhokseumawe City is not effective; 2) What factors are inhibiting the performance of High School Supervisor (SMA) in Lhokseumawe. The research approach is conducted qualitatively with observational case studies method. Sampling technique is purposive sampling through participant observation and key informant interviews As is Supervisor of academic high school in Lhokseumawe City. Data collection techniques are: interviews, document study, and triangulation. Data analysis is done through data reduction, presentation of data, the data discussion, and conclusion. For the data validity, four criteria are: (1) the data credibility, (2) the data transfers, (3) the data depedibility, (4) the data confirmability. The results of this study conclude that the supervision of the Supervisor of the Supervisor of State Senior High School in the city of Lhokseumawe is Considered ineffective, programming and supervisory reports, coaching activities, monitoring, assessment, and mentoring activities and training of teacher professionalism are not in accordance with supervisory task guidelines. Factors that cause the low performance of high school supervisors are low motivation, commitment and supervisory ability, non-current communication, empowerment effort by the Education Department not yet optimal, complexity and heavy workload of supervisors, and school culture is not supported. Recommendations given to improve the performance of the Supervisor of Senior High School in the implementation of academic supervision in the city of Lhokseumawe is the head of the Education Office to function the Supervisory Office by using information from the supervision report as one of the considerations to make-decisions in order to improve the quality of education

Keywords: Academic Supervision, Supervisor, the Senior High School

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I. Introduction

Problems of education national is how to improve the quality and relevance of education at every track, the type and level of education. Efforts have been done are set eight national education standards contained in Government Regulation No. 13 Year 2015 on National Education Standards, namely (1) the content standards; (2) the standard process; (3) competency standards; (4) standards and education personnel; (5) standards for school infrastructure; (6) the management standards of education; (7) the standard of education financing; and (8) the assessment standards of education. National education standards, as mentioned above into the direction and purpose of education. One of the standards are considered the most directly related to the quality of graduates indicated by the standard of competency are teachers and education personnel. This means that, to achieve the desired quality of graduates, the quality of teachers and education personnel should be improved. Educators or teachers are required to have adequate academic qualifications and competence of a learning agent. Qualification of one of them is with diplomas and certificates of expertise that dimlikinya. Diploma should be owned by teachers at every type and level of education is a minimum bachelor degree (S1) or Diploma IV education. In addition to educators or teachers, improving the quality of education also requires professional teaching force. The Government through the Ministry of National Education has issued Regulation of the Minister of National Education No. 12 of 2007 on Standards for School / Madrasah. The Permendiknas standard set of qualifications and competencies that must be owned by a unit superintendent of education. Academic qualifications to be possessed by a school supervisor in secondary education of at least master of education (S2). Rising education levels of secondary education school superintendent is expected to obtain a professional school inspectors so master the competencies that must be owned by a school superintendent of

secondary education. Based on guidance guide S2 supervisory scholarships in 2013 by P2TK Dikmen that from a total of 5,851 new school superintendent of secondary education around 16% of secondary education school superintendent who qualified S2 so that the remaining approximately 84% of the school superintendent for secondary schools are qualified S1. This will affect the performance of the school superintendent for elementary schools consisting of qualified principals and teachers S1-S1 of qualified teachers and some have already qualified S2, of course it makes a school supervisor lack of confidence in the face of elementary schools. Therefore, efforts to improve the qualification of secondary education school superintendent as instructed in Permendiknas 12 of 2007 on Standards for School / Madrasah needs to be done and completed gradually and continuously thereby will increase the performance of the school superintendent. This phenomenon is supported by the PAN and RB Ministerial Regulation No. 21 of 2010, the school superintendent are civil servants (PNS) were given the task, the full responsibility and authority by the competent authority to carry out academic supervision and managerial in the educational unit. Referring to this rule, then that becomes the superintendent of schools is only civil servants. Supervision given domain is divided into two categories, namely the control or supervision of academic and managerial oversight or supervision.

Ahmad (1995: 25) states that the superintendent of education in charge of developing the professional competence of teachers which include: (1) planning teaching and learning activities in accordance with effective learning strategies; (2) Managing the teaching and learning activities that challenge and has appeal; (3) Assess the students' learning ability; (4) provide feedback; (5) Creating and using the tools of teaching and learning; (6) Make use of the environment as a source of learning and teaching aids; (7) To lead and serve students who have learning difficulties; (8) Manage a class so as to create a conducive learning atmosphere; (9) Develop and manage records learners' progress. Minimum standards that must be met by a school supervisor in performing supervisory duties (Regulation No. 13 of 2015), it can be argued about the duties and responsibilities of supervisors educational units as follows: (1) carry out supervision of school education in accordance with the assignment in kindergarten, SD, SLB, junior, and senior high school, (2) improve the quality of teaching and learning / coaching and learning achievement results / guidance of learners in order to achieve educational goals. Duties and responsibilities of the first refers to the supervision or control of the main tasks of managerial whereas the latter refers to academic supervision or oversight. Managerial supervision basically provide guidance, assessment and support / guidance from the program plan, process, up to the results. Meanwhile, according to Salim (2006: 61) holds that the guidance and assistance provided to the principal and the entire staff of the school to improve school performance. Based on some of these opinions can be concluded that the performance of the task of a school superintendent is to provide assistance or problem resolution services to educators who need the educational unit into elementary schools. Furthermore Siahaan (2006: 65) describes the performance of tasks that must by school inspectors are described technically as follows: (1) develop and implement guidelines for annual activity, (2) guiding the implementation of the curriculum, guiding technical personnel, guiding Business Management, guiding the use and maintenance of learning as well as maintaining the quality and quantity of school facilities, (3) develop a cooperative relationship with government agencies, the business community and the school committee, submit a report of execution of tasks. Meanwhile Sudjana (2012: 4-5) Supervision construed as professional assistance or expertise assistance from a supervisor to a person or group of persons who are supervised in Free School Supervisor Performance Assessment Guidelines (2012) mentioned aspects of school performance ratings assessed: (1) preparation of the surveillance program; (2) the implementation of the monitoring program; (3) evaluation of the results of the monitoring program; and (4) guidance and professional training of teachers and / or principals.

Furthermore Sudjana (2012: 45) defines supervision as professional assistance or expertise assistance from a supervisor to a person or group of people who are supervised. Meanwhile Arikunto (2006: 5) argues that supervision is observing activity, identify where things are correct, which is not correct, and which also are not true, with the intention that for the purposes of providing guidance. Based on those opinions can be concluded that the activities of supervision or control can be divided into two, namely: (1) the academic supervision, ie supervision that focuses observation on the issue of academics, who directly within the scope of learning activities undertaken by teachers to help students as being in the learning process, and (2) managerial supervision, ie supervision that focuses observation on the administrative aspects that support the implementation of learning. In the manual execution of tasks superintendent of schools / madrasah (Directorate of Personnel, 2009: 20) stated that the supervision of managerial is supervision with regard to aspects of school management is directly related to increasing the efficiency and effectiveness of the school that includes the planning, coordination, implementation, assessment, competence development human resources (HR) educational and other resources. While the academic supervision is the supervisory functions with regard to the aspect of coaching and professional development of teachers in improving the quality of learning and guidance in schools. With regard to the supervisory task Sudjana (2012: 17-19) states the scope of the implementation of the academic supervision carried out by the supervisor includes planning the teaching and learning process, the implementation of teaching, learning and assessment of teaching and learning process. Implementing

supervisory tasks or supervision, whether the supervision of academic and managerial supervision activities to do school superintendent include:

1. Develop a good surveillance program monitoring programs in academic and managerial oversight.
2. Implement academic and managerial supervision based program that has been compiled.
3. Evaluating the implementation of academic and managerial control programs that have been implemented.
4. Implement guidance and professional training of teachers based on the evaluation of the implementation of the supervision and guidance ..
5. Preparing Reports academic and managerial supervision results sertamemenindaklanjutinya for the preparation of the supervisory program.

Based on interviews with High School superintendent, data showed that high school supervisor in charge does not correspond to the supervision program that has been made, so that the effect on the results of monitoring, coaching, analysis, and follow-up. Furthermore, high school superintendent not only does not implement supervision programs as expected, but also the monitors did not report the results of supervision let alone follow up its findings, this will result in weak management in managing education and declining school performance that was built by the supervisor. A supervisor must have the proper dedication and competence become superintendent of schools (principals or teachers perform)Reality happens, the practice of supervision is already done by the school superintendent. This is in accordance with observations and interviews pre-study the researchers did with some colleagues at school, in the area of Lhokseumawe City Government. The partners stated that their school is so far been supervised by the supervisor. Real conditions show measurable results, for the administration and implementation of teachers, so performance seem sluggish even stalled. That is, the effort toward improving the quality of education through the supervision process has not shown encouraging results. This is not the case with their supervision performed regularly. However, the identification field shows this concern. To get a picture of the phenomenon, the need for concrete measures, namely through a research. Various obstacles which are caused either ambiguous aspects of bureaucratic structures, as well as work culture and interaction with teachers less supervisor support, has distorted the ideal value of teaching in the school supervision. What has been done by the superintendent of education, has not shifted from the name of the office itself. Implementation of supervision by supervisors, still focused on administrative supervision. Ideally, the school superintendent supervising academic (learning) to teachers through classroom visits. When receiving a report on the performance of teachers who are less good. Implementation of supervision as described in the above quotation, the school superintendent's role is very important. The role of the school supervisor in the process of academic supervision is crucial to the quality of learning. One is the improvement of school climate. The school superintendent can take the initiative and make the school climate improvement activities as a school program. Effective school is a school that has a good quality, the quality of students who have the ability and skills according to the demands and desires of the community in order to answer the challenges of moral, mental and developments in science and technology. Learners who qualified are those who have the ability to develop the potential of itself as part of the quality of teaching in schools. Academic success in a school would not be separated from the role of the school supervisor who seeks to find the problems of academic and constantly improve the weaknesses that occur. With the synergy between supervisors and teachers it will not happen again the phenomenon that the supervisor came teacher or teacher vague fear, the supervisor has become frightening whose job reprimand and violates the teacher. Supervisors in Lhokseumawe for SMA / SMK 13 people, with the number of target schools 10 high schools and 9 vocational school. In terms of discipline, the superintendent of the school in the city of Lhokseumawe many different teachers supervise their field of study by the watchdog. Therefore the role of the supervisor is less impact on the results of monitoring. A supervisor is required to have the knowledge, skill, and skill in the art.

1.1Based on the results of these interviews, the researchers concluded several school superintendent's performance on duty in the city of Lhokseumawe, are:

1. Supervisor less to provide guidance in helping teachers to solve problems in class learning.
2. Not all supervisors make monitoring reports that have been implemented (supervisory competence is still low).
3. In Permendiknas 12 of 2007 states that the recruitment of inspectors have not been in accordance with the standards expected.
4. Educational background and professional skills are very heterogeneous.
5. Lack of good supervisory role in positioning the teacher as a partner so that the oversight conducted by lack of harmony affect the relationship between teachers and supervisors in the field.
6. The image and prestige of academic supervisors still low.

Some research that describes the performance of supervisors, among others: Amrin (2014), who found that (1) the performance of elementary school supervisors in the planning oversight program meets the standards that have been established; (2) the performance of primary school inspectors in the implementation of the

academic supervision is in compliance with the standards set; (3) the performance of supervisors in evaluating and reporting the results of oversight has been good but not yet meet the standards that have been established; (3) the performance of primary school supervisors in the follow-up oversight not meet the standards that have been set. Elementary school superintendent has not been programmed to follow up the findings of the oversight. Other research on the performance of the supervisory namely Tabaherianto (2015) concluded that: (1) The superintendent of schools to plan school surveillance program is structured to serve as guidelines for school inspectors in the implementation of the main tasks and prepare the school fungsinya. Pengawas supervision program before carrying out academic supervision; (2) held academic supervision guided by the supervisory program that has been compiled. While the different studies on the performance of the school superintendent is Ahmad (2014), found that the performance of superintendent of schools in preparing planning program supervision, and carry out supervision until the result of the conduct of supervision of education at elementary schools in Nunukan still not up to the category fairly or in the range of 56.00% -65.99%. It is caused by the system of recruiting candidates for superintendent of schools who do not through selection according to the competence and professionalism of the inspectors, educational qualifications and competence of inspectors is still lacking, the geographical location of the area and some schools it was quite difficult to reach, the lack of means of transport, especially for school inspectors hinterland, deployment and determination of the unequal school superintendent in each sub-district, and the lack of operational costs so that it affects work motivation supervisor.

Based on the above description of the background of this research will be focused on "the implementation of the academic supervision are ineffective and the factors that influence the performance of the school superintendent in guiding and fostering teachers of high schools in the city of Lhokseumawe". As for the formulation of the problem in this research are: 1) why the implementation of the academic supervision of Trustees School (SMA) in Kota Lhokseumawe not effectively ?; 2) what factors that hinder the performance of the Supervisory School (SMA) in Lhokseumawe. The purpose of this study is as follows: 1) know the indicators of the ineffectiveness of the implementation of the academic supervision of Trustees School (SMA) in Kota Lhokseumawe; 2) factors - factors that hinder the performance of the Supervisory School (SMA) in Lhokseumawe. The results of this study are expected to be useful, to: 1) the benefits of the theoretical, the results of this research can provide useful input in the development of science and technology in the field of supervision of education, especially in studying various techniques and effective approach to help teachers in preparing the implementation of the learning process. 2) the practical benefits, the results of this study are expected to be useful for various parties, namely: a) the Head of Education, in particular in the city of Lhokseumawe, as input information to determine the policy to improve the performance of the school superintendent; b) for the high school superintendent in the city of Lhokseumawe, as input material information for use in improving the strategy guidance to teachers through academic supervision; c) for teachers, as an input in implementing learning and improving professionalism; d) other researchers, as reference material or reference in conducting relevant research on the performance of inspectors in carrying out academic supervision.

II. Methods

This study was conducted at the State High School in the city of Lhokseumawe, by the time the study was started in June 2017 to November 2017. The subject of the study is the supervisory SMA in Kota Lhokseumawe whereas research object is the performance of supervisors in conducting oversight consists of the activities of monitoring, supervision, assessment, coaching and reporting. Population and sample is the data or information obtained from independent informants. The method used in this study is the observation method of case studies (observational case studies.) With a qualitative approach. With this method, the researchers wanted to focus research on the phenomena occurring at the high school superintendent in the city of Lhokseumawe. The data in this study consist of primary data and secondary data. Primary data were obtained from in-depth interviews with informants and observations (observation) as well as the phenomenon of the academic supervision of activities that occur in the field. Observations made on the activities of the academic supervision is participant observation. This technique because according Sugiono (2011: 310) the data obtained will be more complete, sharp and to determine the level of significance of any observed behavior. Type participant pursued observation is a passive observation (just observe but which do not involved). Data collection techniques used in this study include the use of: 1) interviews; 2) documentation; 3) observation. Analysis of the data in this study using a qualitative approach developed by (Miles & Huberman, 1992), through three procedures, namely:

presentation of data, data reduction, and draw conclusions / Verification. Furthermore, the data validity in qualitative research must be guaranteed, for it always examination of data referring to the proposed criteria (Moleong, 1989), namely: 1) belief; 2) keteralihan; 3) dependence; 4) certainty.

III. Results And Discussion

Based on the analysis of the implementation of high school academic supervision Lhokseumawe City Department of Education mentioned above, shows that the implementation is not effective, meaning that the desired result is not achieved on the plan or instructions. Despite the fact that there are already some parts that have been achieved yet due done on an assessment of activities that are comprehensive, so the end result can be said to be ineffective ratings sufficiently determined by the failure of achievement of an activity or an outcome. The effective value will be obtained if the end result is declared all activities reached 100% of the plan or the existing standards. The results of the analysis of the implementation of the academic supervision of Trustees High School can be seen in the following table:

Table 1 Results of Analysis of Implementation Supervision Academic of Trustees High School in the city of Lhokseumawe.

No	Academic Supervision Activity	Analysis Results	Indicator
1	Preparation Program Monitoring	Ineffective	<ul style="list-style-type: none"> ✓ annual program does not include the identification and analysis of the results of the supervision of the previous year. ✓ Programming not based on the analysis of the previous year. ✓ Not found physical evidence supervisory Academic Plan (RKA). ✓ The monitoring program is not socialized to target schools. ✓ Teachers and principals were involved in the drafting process of the program.
2	Implementation Guidance, Monitoring and Performance Assessment Teacher	Ineffective	<ul style="list-style-type: none"> ✓ only focused on the field the ability of teachers prepare lesson plans, while other areas are relatively untouched. ✓ Range and low intensity, there are many teachers who have not received the academic supervision. ✓ Implementation is not based supervisory Academic Plan (RKA). ✓ Can not be implemented in a systematic, continuous and sustainable. ✓ Implementation is not appropriate supervision schedule has been set. ✓ Interwoven supervisor communication with teachers - teachers who will disperse substandard.
3	Compilation Report on the Implementation Monitoring	Ineffective	<ul style="list-style-type: none"> ✓ Do not make a report on the academic supervision during the second period (2 years)
4	Implementation of Mentoring and Professional Training Teacher	Not Effective	<ul style="list-style-type: none"> ✓ Implementation in the target schools only once a year. ✓ Implementation in MGMPs each semester (6 months) ✓ Not all inspectors carry out coaching high school. ✓ Many teachers - teachers who have not received the information and knowledge through guidance activities.

Source: MKPS Lhokseumawe 2017.

Looking at some of the indicators are not effective implementation of the academic supervision supervisor School in Lhokseumawe as described above, then it can be known a few factors that can lead to the implementation of ineffective supervision. Factors - factors that have been found among others: the commitment of supervisors is low, motivation supervisor is low, the ability of inspectors is low, communication with school principals and teachers do not walk, policies and regulations governing the conduct of supervisors are unclear, the attention of the Head of Education less, the culture of giving transport funds to the supervisor.

2.1 Commitment Supervisory High School

Implementation academic supervision of high schools in Lhokseumawe also considered ineffective because the supervisor can not meet the schedule of supervision that have been made. After observation turned out to be the ideal schedule of supervision that had been set just a formality, as there were many supervisors could not keep the existing schedule, for various reasons. Here are excerpts of the interview some of the

testimony of the Supervisory high school supervision schedule. Regularly High School Supervisors rarely comes to visit, but when there are big events like school activities Semester Exams, National Examination and preparation for school accreditation, the new attend school. Sometimes schools invite inspectors to come to school. Supervisory SMA regularly conducts visits to schools in the framework of supervision on average once a month. Supervisors also been to school when there is activity Semester Exams and preparatory school accreditation. Implementation of academic supervision by supervisors are not scheduled because impressed me at that time supervised without prior notice.

2.3 Motivation High School Supervisors

Phenomena that indicate motivated high school superintendent low Lhokseumawe City Department of Education is when in the target schools superintendent, is putting a tick or stuffing as needed, allowing you to work faster and easier. However, not all supervisors make RKA and RKM as well as utilize the instruments provided when carrying out the task of supervision to each target schools. In addition, the high school superintendent has been 2 periods (2 Years) did not prepare and submit its oversight program implementation report to the Head Office of Education. When confirmed to the supervisor, the reasons given was the absence of a response to the findings reported to the Kadisdik supervisor. Inspectors felt that his work was not significant and not appreciated by Kadisdik causing a perception that the supervisor was not required by the Department of Education. Inspectors have suspected that while not making monitoring reports, was also no request or warning of Kadisdik.

2.4 Senior Supervisorability

Infrequent phenomenon on superintendent came to the partner schools meet the teacher is a manifestation of their inability to master the existing problems in school so that they do not believe themselves to providing support to teachers. This indicates that the supervisor had problems with competence and skill. Supervisors always criticize or find fault against teachers but was unable to provide a solution. This condition will interfere with the effectiveness of the implementation of the development, monitoring and evaluation because it is contrary to the principles of educational supervision. Academic supervision should be carried out based on a relationship of humanity that is familiar and warmth to uphold the dignity and the dignity of the teacher, so the teacher will feel safe, comfortable place to develop its work. Teachers will be more respect and trust to the supervisor who has a good personality and nurturing so that teachers will be more willing cooperation by supervisors in the implementation of the academic supervision. Similarly, the implementation of the guidance and professional training of teachers. Supervisors did not master the technology and training materials which cause such activities are not performing well. Standard skills need to be mastered is operate PowerPoint by using a computer / laptop. Supervisors are required to have the ability to present information, with a variety of adult learning methods. Some of these phenomena indicate that the ability / competence of a low supervisory led to the implementation of the academic supervision is ineffective.

2.5 Communications Supervisor

Supervisor School in Lhokseumawe less establish good communication with the citizens of elementary schools. It is based on the phenomenon that does not involve the supervisor High School principals and teachers in preparing the surveillance program and not to disseminate programs and schedules that have been made to the citizens of elementary schools. As a result, when conducting academic supervision less elementary schools to get a good response from the teachers. Moreover, the arrival of inspectors to target schools are not in accordance with the schedule that has been shared. Teachers will be given supervision often seem shy and scared when knowing no supervisor to come to the school to conduct academic supervision. Principals who do not understand the nature of the academic supervision also showed a less friendly attitude and consider the presence of supervisors at the school only disrupt their activities. If any school superintendent establish good communication with principals and teachers involved in making a surveillance program and to disseminate the program and schedule control, they would give a positive response because it already has the same perception of the program and the schedule.

2.6 Head of Education Leadership

Position Senior superintendent of Lhokseumawe is under the Department of Education, coordinated by the Provincial Korwas so that supervisors directly responsible to Kadisdik. In terms of development, lack of guidance from the Head of particularly felt in developing and enhancing the professional competence of inspectors (mainly supervisory SMA). Access to information and communication is often lost quickly with principals and teachers. Information that is directly delivered to the principal without a supervisor. As a result, when the supervisor coaching and professional training of teachers turned out to principals and teachers already know. This resulted in the supervisory authority so down. Good training opportunities the District / Municipal,

provincial, national and international more for principals and teachers so that knowledge of supervisors, which should be a source of information is lower than the principal or teacher.

IV. Conclusion

Based on the discussion of the results of research on the factors that affect the performance of the school superintendent in the implementation of the academic supervision in SMA Negeri Lhokseumawe city, obtained the following conclusions: 1) the results of the implementation of academic supervision by supervisors School in Lhokseumawe considered ineffective because the supervisor did not succeed in making a program and monitoring reports / academic supervision in accordance with the standards of PMPTK. Another indicator is the implementation of the guidance, monitoring and assessment as well as the professionalism of teachers coaching is not done in a systematic, continuous, scheduled and continuous. Impacts are high school teachers in the city of Lhokseumawe not feel any significant benefits from the implementation of the academic supervision of the supervisory High School; 2) the ineffectiveness of the implementation of the academic supervision supervisor School in Lhokseumawe as a result of the commitment, motivation and the ability of the supervisor is still relatively low. Inspectors also have not managed to establish close and harmonious communication with principals and teachers in elementary schools, so it does not seem to support their mutual cooperation to achieve an effective implementation of the academic supervision. The complexity of the task is high, as the managerial and academic supervisor, the supervisor shall be made focusing on the activities of the regulatory supervision so that sometimes can not be systematic, continuous, and continuous running of academic supervision. In some schools create a culture that makes supervisors uncomfortable doing academic supervision, for example, culture of giving money transport after the implementation of the academic supervision.

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