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## The Role of School Supervisors in Improving Vocational School (SMK) Accreditation in Humbang Hasundutan

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### Abstract

This study aims to determine the role of school supervisors in improving Vocational High School accreditation in Humbang Hasundutan. This research uses qualitative approach with descriptive method. The subjects of the study were school supervisors, principals and teachers. Data collection using observation, interview and documentation techniques. The results of the study indicate: School Supervisors in the improvement of accreditation assessment with the implementation of monitoring and follow up the results of the implementation of the National Standards of Education: (1) School supervisors consistent with schedule, document and document study. (2) School supervisors with aspects of the National Education Standards which are also components of the school's accreditation instrument. (3) The school supervisor follows up on the results of the guidance. (4) The school guidance by method. (5) School supervisor conducts guidance on the fulfillment of the National Standards of Education which is also part of the accreditation assessment component of the school result in increase the school's accreditation rating.

**Keywords:** Roles; School Supervisors; School Accreditation.

### 1. Introduction

In global competition nowadays, The Vocational High School (SMK) should be evolved the development of the world of work, so Vocational High School needs to make adjustments and sharpen the competence of skills by considering the relevance to the demands of the business world and industry (DU / DI).

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Of course this can only be achieved by quality education in improving the quality of services continuously and sustainably. The quality of education is suitability between the needs of the parties concerned with the services provided by education managers [1]. Thus the quality of educational units should always be adjusted to the demanding needs of the business world and industry. The Kemdiknas plans in 2010-2014 has determined that improving the quality and quantity of vocational / vocational education is directed to meet local and national needs and be able to compete globally. In line with that presidential instruction No. 9 / 2016 on the revitalization of vocational high schools in order to improve the quality and competitiveness of Indonesian human resources.

This is the government's response in facing the current global demands. In Government Regulation No. 19/2005 on Article 91 chapter 1, it is affirmed that every Education Unit on formal and non-formal channels is obliged to ensure the quality of education. The quality assurance of education referred to in chapter (2) is intended to meet or exceed the National Education Standards. Further in Government Regulation No. 32 /2013 as an amendment to the Government Regulation No. 19/ 2005 on National Education Standards, in article 2, chapter (2) provides that assurance and quality control of education in accordance with National Education Standards (NES) needs to be done in three integrated programs are evaluation, accreditation, and certification. This means that Accreditation is one manifestation of the guarantee and quality control of education according to national standard of education. As the implementation of Government Regulation Number 19/2005, the Regulation of the Minister of Education and Culture No. 59 / 2012 on National Accreditation Board was issued. In Article 1, chapter 2 the regulation stated that, the National Accreditation Board for School / Madrasah called BAN-S / M is the independent evaluation that establishes the feasibility of the program and unit level education primary and secondary education formal lines with reference to the Standard National Education. BAN-S / M is an independent institution that will accredit the program or educational unit. Eligibility refer to the National Education Standards referred in article 2, chapter 1 in Government Regulation Number 19 /2005, the scope of National Education Standards covers: (1) content standards; (2) process standards; (3) the competency standards of graduates; (4) standards of educators and education personnel; (5) standard of facilities and infrastructure; (6) management standards; (7) standard of financing; (8) educational assessment standards. The National Accreditation Board of Madrasah Schools (BAN-SM) will establish the results of accreditation in the form of recognition and feasibility ratings. Accreditation of schools / madrasah is the process of a comprehensive assessment on the feasibility of units or programs, the results realized in the form of recognition and ranking worthiness issued by an independent and professional institution [2]. Accreditation rating is a form of recognition of the feasibility of a program or educational unit that refers to the National Education Standards. While on the other hand the program or educational unit find in the National Education Standards. it means that the accreditation rating of a program or educational unit is determined by the achievement of the fulfillment of the National Education Standards by the program or educational unit. Therefore, if not maximal accreditation rank in a program or educational unit then it indicates that not maximal program or educational unit in achievement fulfillment National Standard of Education. Problems that occur in the implementation of a program cannot be separated from the supervisory function as part of the management system, because this is a unity that will not be separated. According to Ambarita supervision is a process to ensure that organizational and management objectives are achieved [3]. Meanwhile, according to Aedi supervision is a management function that seeks to ensure the implementation of work in accordance with the plans and provisions so that the

goals or targets that have been set can be achieved [4]. Thus supervision can ensure organizational and management objectives are achieved by ensuring the implementation of work in accordance with the plans and provisions. Based on Government Regulation No. 19/ 2005 on article 39 states that supervision on formal education conducted by the supervisor of the educational unit. The duties and functions of the Supervisor is based on the Regulation of the Minister of State for Administrative Reform and Bureaucracy Reform Number 21/2010, in Article 5 is to carry out the task of academic supervision and managerial supervision on the education unit covering; Preparation of supervision programs, implementation of supervision, monitoring of the implementation of 8 (eight) National Standards of Education, assessment, guidance and professional training of teachers, evaluation of the results of the implementation of monitoring programs and the implementation of supervisory duties in special areas. Government policies related to supervision of formal education strongly support the existence of school supervisors in guaranteeing the quality of education in schools. The regulation provides space to the school supervisor to play a role in implementing the achievement of eight National Education Standards, this will certainly impact on the increase of school accreditation.

## **2. Methodology**

This research is used descriptive that can understand about human interaction that is qualitative with descriptive method. Revealing the real condition of how the role of supervisors in improving school accreditation, the data directly from the field and then describe the data in the analysis. Before describing the answer of research problems, the data analysis was done which refers to Miles, Huberman and Saldana (2014) As stated before, data analysis consisted of data condensation, data display and verification and conclusion. The study was conducted at the School Supervisory office of Humbang Hasundutan district and Vocational High School with an Automotive Engineering Study Program in Humbang Hasundutan district. While the subject of the study are: Supervisor of school as a person who plays a role in the fulfillment of National Standards of Education in schools, Principals as implementing the fulfillment of National Standards of Education in schools and Teachers who are also as implementers in the fulfillment of National Standards of Education in schools.

## **3. Result And Discussion**

Based on the result of the research, it is found that Supervisor of School of Technical Study Program of Automotive Vocational Secondary School (SMK) in Humbang Hasundutan regency has a role in improving accreditation rank in school. The role in achieving the fulfillment of National Education Standards (SNP) in schools or courses that then impact in improving the accreditation rating of schools. The role of supervisors in improving the accreditation rank is realized by monitoring and follow-up of monitoring results conducted by supervisors on SNP fulfillment. The school superintendent conducts monitoring on a predetermined schedule by carrying the prepared SNP monitoring instrument. Monitoring is done by observing directly the implementation of SNP compliance and then conducting interviews and document studies related to SNP fulfillment. It can be assumed that in monitoring SNP supervisors use observation techniques. According to Sujana class observations aimed at obtaining objective data about aspects in teaching and learning situations, difficulties encountered in improving the learning process [5]. The observation technique will obtain the actual state by looking directly at the execution of the process so that the observations will describe the actual conditions and are quite accurate to

be used as the basis for the determination of the action. Instruments used by supervisors according to Aedi are useful for knowing whether or not there is a deviation from a predetermined plan [4]. Thus the supervisor uses the monitoring instrument to determine the deviations in the implementation of SNP compliance. School supervisors monitor the SNP aspects which are also components of school accreditation instruments. The SNP aspects that the supervisor is monitoring are: Aspects of educator standards include the suitability of qualifications, teacher competence and tendency to the tasks inherent in the availability of teachers. Aspects of management standards covering aspects of program planning, implementation, supervisory and leadership and information systems in target schools and supervisors. The standard includes aspects of financing budgets, funding sources and school financing programs. While the aspect of the standard of facilities and infrastructure covering aspects of land ownership, building , completeness of facilities and infrastructure and the availability of practice space. Aspects The competency standards of the graduates include the achievement of test scores or exams in accordance with the minimum criteria of daily examination, midterm, final semester repetition including the value of school exams and national examinations. The aspects of process standard include the implementation of learning from planning implementation and syllabus, the implementation of learning is preliminary activities, core and closing, as well as to arrange test and score. The aspects of the content standards monitored by supervisors are the ownership of curriculum documents, curriculum development, curriculum components, constituent processes and their structure of the content as well as curriculum development and graduate quality improvement processes. While the aspects monitored in the assessment standards are the use of assessment principles, techniques and assessment instruments as well as the procedures and mechanisms for the implementation of the assessment. The components of the accreditation instrument based on the school /Madrasah accreditation are:

1. The content standard is the scope of the material and the level of competence as outlined in the criteria of graduate competency, subject matter competence, subject competence, and learning syllabus that must be fulfilled by learners at certain level and type of education.
2. Process standards are national standards of education related to the implementation of learning in one unit of education to achieve the competency standards of graduates.
3. The competency standard of graduates is qualification of graduates' ability which includes attitude, knowledge, and skill.
4. Standards of educators and educational personnel are the criteria of pre-service education and physical and mental feasibility, and education in office.
5. The standard of facilities and infrastructure is the national standard of education related to the minimum criteria of learning space, gym, worship place, library, laboratory, workshop, playground, creative and recreational place, as well as other learning resources needed to support the process Learning, including the use of information and communication technologies.
6. Management standards are national standards of education related to the planning, implementation, and supervision of educational activities at the educational, district / municipal, provincial, or national levels of education in order to achieve efficiency and effectiveness of education provision.
7. Financing standards are the standards governing the components and the amount of operating unit cost of education applicable for one year.

8. The educational assessment standard is the national standard of education relating to the mechanisms, procedures, and instruments of assessment of learners' learning outcomes [2].

From the description it can be understood that the aspects that are subjected to monitoring the compliance of SNPs by the supervisors are compatible with the accreditation instrument component compiled based on eight SNP components. This means that the supervisor has monitored what the school's accreditation assessment is targeting. The school superintendent followed up the monitoring of the SNP by conducting the guidance. Only with limited advice and input supervisors after completion of monitoring, while in the form of coaching conducted in the next semester or year. This finding corroborates Sujana's opinion that follow-up monitoring results should be conducted by the supervisor directly upon completion of monitoring. Sujana further explained that there is no time to follow up during the visit, follow up on another day or through oral or written communication [6]. The school superintendent carries out the coaching of SNP compliance with individual methods and group methods. Individually supervisors directly dialogue about things that need to be addressed in the fulfillment of SNP while group methods are applied in the form of workshops during the implementation of MKKS and when simultaneously teachers need the same form of coaching in one school. The implementation of group methods is rarely implemented against teachers because teachers have not established the MGMP (Subject Teachers' Meeting) district. Individual meetings according to Sujana is a conversation, dialogue and brainstorming meeting between teachers' supervisors and supervisors, teachers and teachers on efforts to improve the teacher's profession. Sujana further explained that the objectives are: (1) to give possibility of growth of teacher position through problem solving faced; (2) develop better teaching matters; (3) to correct any weaknesses and weaknesses in the teacher; (4) eliminating and avoiding all prejudice prejudices [7]. While the group method in the form of workshops according to Aedi is a short educational program that is organized in a flexible manner where teachers and other related parties work intensively to discuss specific problems [4]. Thus the individual method is done by dialogue directly to solve the problems in the fulfillment of SNP, the development of capability in fulfillment of SNP and improvement of all weaknesses in fulfillment of SNP. While the group method in the form of Workshop is adjusted to the time of implementation of MKKS (Principal Working Meeting) which is organized in a flexible manner where all related parties work intensively in the discussion about the fulfillment of the PBN in school. Supervision by supervisors as an effort to fulfill SNP in schools has an impact on improving the accreditation rating of schools. Based on the results of the research, it was found that the guidance performed by supervisors in the fulfillment of SNP consisted of: the guidance of the principal covering, the compilation of school programs based on the SNP namely making of School Work Plan, program implementation, internal monitoring and evaluation, school leadership and Information System, Teachers are coaching in the planner, the implementation of learning and also includes assessment of learning outcomes. The guidance targets conducted by the supervisors are part of the Vocational Accreditation Assessment component based on the No.13 Permendiknas 2009. So this leads an increase to the accreditation rating in schools.

#### **4. Conclusion**

School Supervisors play a role in improving the accreditation rank by carrying out monitoring and following up the SNP monitoring results with the following:

1. School supervisors carry out monitoring on a predetermined schedule by carrying a prepared SNP monitoring instrument. Monitoring is done by observing directly the implementation of SNP compliance, conducting interviews and document studies related to SNP fulfillment.
2. School supervisors monitor the SNP aspects which are also components of school accreditation instruments.
3. The school superintendent follows up the monitoring of the SNP by conducting the guidance. Only with limited advice and input supervisors after completion of monitoring, while coaching in the form of coaching conducted in the next semester or year.
4. School supervisors carry out guidance of SNP compliance with individual methods and group methods. Individually supervisors directly dialogue about things that need to be addressed in the fulfillment of SNP while group methods are applied in the form of workshops during the implementation of MKKS and when simultaneously teachers need the same form of coaching in one school.
5. School supervisor conducts guidance on the fulfillment of SNP which is also part of the accreditation assessment component of Vocational High School based on the Regulation of the Minister of National Education No.13 /2009. This leads to increase the school's accreditation rating.

## **5. Suggestions**

The school supervisor continuously conducts monitoring and guidance on achieving the fulfillment of SNP SMK with programmed and continuous and using appropriate methods and techniques to obtain results with a maximum accreditation rating.

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