



Education Supervision at YAPIM Tambusai Utara Vocational School

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ABSTRACT

This study is an interactive qualitative study with a descriptive technique that aims to learn more about how educational supervision is implemented at SMK YAPIM Tambusai Utara. Data was gathered through observation, in-depth interviews, and a review of the literature. According to the findings, SMK YAPIM Tambusai Utara has implemented three major areas of educational supervision: curriculum, human resources (HR), facilities, and infrastructure. According to field data, there are challenges in implementing curricular oversight. It is possible to supervise the human resources (HR) and infrastructure sectors.

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ABSTRACT

This study is an interactive qualitative study with a descriptive technique that aims to learn more about how educational supervision is implemented at SMK YAPIM Tambusai Utara. Data was gathered through observation, in-depth interviews, and a review of the literature. The findings revealed that YAPIM Tambusai Utara Vocational School has adopted three major areas of educational oversight: curriculum, human resources (HR), facilities, and infrastructure. According to field data, there are challenges in implementing curricular oversight. It is possible to supervise the human resources (HR) and infrastructure sectors.

PRELIMINARY

The success of education cannot be measured by results alone. Much more important than that, what needs to be done is to start with planning, organizing, implementing, and managing, and then consider implementing school management features. Good academic performance cannot be separated from the proper functioning of the central management function. What is the school's plan related to school resources? This includes people, money, methods, machines, materials and information.

Each educational institution implements the program from the planning stage to the evaluation stage. One form of assessment that must be carried out and carried out in educational institutions is supervision. Supervision is carried out starting from basic education to higher education. Supervision is a means of controlling the implementation of educational programs based on other factors that are very instrumental in achieving the goals of the education unit and the goals of national education. Supervision must be carried out to control the extent to which educational institutions carry out their duties and functions. In addition, monitoring needs to be carried out to determine the extent to which school goals are being achieved, both semester and annual goals. This will have an impact on the progress of the teaching unit. Monitoring arrangements will provide insight into what needs to be improved,

In fact, the implementation of pedagogic supervision is still not optimal, especially in schools with limited access. This is one of the reasons why educational progress and achievement tends to be dominated by education in urban areas. While the implementation of supervision must be carried out at all levels of education, both in remote and urban areas, private and public schools, state schools and religious schools. It is the joint task of the unified pedagogical framework as a barometer to measure the success of education, especially in the learning process, which cannot be separated from the active participation of all students, school members, especially teachers and principals.

The implementation of educational supervision, in particular, strives to improve students' potential through high-quality learning activities led by instructors. Through improved learning, supervision is one of the techniques for improving professional performance and creating a better learning experience for pupils. In general, supervision attempts to improve the abilities of instructors in order to build and accomplish an effective and suitable teaching and learning process. Supervisors are responsible for coordinating all activities at the school, improving teacher experience, encouraging creative learning, providing ongoing evaluation, and instilling knowledge and creativity in instructors.

Pedagogical supervision, according to Potmesilova, is a type of psychological support that all school members must have in order to carry out all programs and meet established goals. The idea of pedagogical assistance has evolved through time and is now viewed from a more democratic perspective. The fundamental instrument for ensuring quality and developing educational standards is supervision. Because the scope of educational supervision is now being broadened to cover educational institution responsibilities, the supervisor's job must be enlarged to become a facilitator.

Monitoring must be done by persons with extensive experience in monitoring, tracking, and tracking field discoveries, which is critical since each finding is viewed as a flaw for which the supervisor must provide alternative remedies. According to Ugurlu, monitoring necessitates adjustments from all school members in order to better fulfill national and educational objectives. Supervision activities help educators grow and adapt, giving them the skills, they need to create high-quality graduates who are important to society. The significance of the supervisor's position in education necessitates that everyone continues to develop knowledge and abilities in supervision, because educational achievement is a shared duty.

From the several theories above, supervision is a person as an active and participatory role that aims to improve the quality of education and learning by improving the skills and abilities of teachers and school leaders, which can be summarized as all efforts.

METHOD

In general, this study aims to provide detailed information on the implementation of supervision at SMK YAPIM Tambusai Utara. The sources of data in this study were the principal and three school teachers, namely the principal, vice principal, and subject teachers. Data collection techniques were carried out through in-depth interviews, observation, and document analysis. Data validation is done through triangulation and element testing. A survey begins by determining survey priorities, searching for data, reducing data, interpreting data, and drawing conclusions.

RESULTS AND DISCUSSION

The beginning of the establishment of the North Tambusai Indonesian Education Foundation (YAPIM) in 2008 by Dr. Sutan Raja Darius Lungguk Sitorus who is usually called DL. Cytorus. The Indonesian Education Foundation Build Taruna (YAPIM) is a foundation engaged in Social Education in the context of actively participating in assisting the government in National Development, especially development in the field of education. In the field of education, YAPIM organizes junior high school to high school, vocational schools (SMK-TR, SMK-BM, SMK-SKP, SMK-TIK, SMK-FAR) as a means to participate in the intellectual life of the nation and promote general welfare. But here the researchers will dig deeper into SMK only. The concept of the YAPIM Tambusai Utara Vocational School has inspired three pillars of education which are believed to be the key factors of human excellence, namely the pillars of faith, pillars of knowledge, and pillars of leadership. The curriculum of the North Tambusai YAPIM Vocational School not only emphasizes the achievement of the academic goals of the National Education curriculum, but also develops a non-academic curriculum typical of the North Tambusai YAPIM Vocational School.

At SMK YAPIM Tambusai Utara, there are several subjects who supervise, of course, according to their respective fields. Curriculum supervision carried out by the vice principal in the field of curriculum, administration by the administrative coordinator, supervision of HR (Human Resources) carried out by class leaders and subject teachers. Supervision of facilities and infrastructure is carried out by the coordinator of facilities and infrastructure. Everyone who has been appointed to be a supervisor in their respective divisions, but the final supervision lies with the principal. The principal becomes the core supervisor in exercising control over all areas under his responsibility.

There are three areas that are the object of supervision at YAPIM Tambusai Utara Vocational School, namely: Curriculum supervision, supervision of human resources, and supervision of facilities and infrastructure.

Curriculum Supervision

All learning activities take place including weekly planning activities or commonly referred to as lesson plans (RPP). The weekly plan is mainly monitored, in this case to check whether its implementation is in accordance with the predetermined plan. The assessment exam at SMK YAPIM Tambusai Utara is given a special name, namely SALAM which stands for Spirit, Akhlaq, Learning, Advancement and Sense. The spirit of fighting together to build civilization with passion and sincerity. Akhlaq is to change the morality of karimah into a framework for success. Learning is

continuous learning to improve individual and institutional capacity. Advance always strives to be a pioneer of change through creativity and innovation. Le sens is committed to multiplying the benefits for others and for everyone. At SMK YAPIM Tambusai Utara, the thirteen curriculum books facilitated by the government are not the only mainstay because the curriculum used is a combination of curriculum and internal curriculum that has been adapted, adapted to the values of SALAM that have been described previously.

Supervision of Human Resources (HR)

Human Resources Supervisors (HR) include class leaders and assistant class leaders as well as teachers of subjects including entrepreneurship, sports. There are four steps in setting up Human Resources (HR) monitoring, namely; The first step is the activity of monitoring the performance of class leaders, which is carried out once a month. The things monitored are related to performance, work, and obstacles faced in the learning process. In the second stage, supervision is carried out on class representatives which is carried out every two months. The monitoring steps are the same as for the class president. In the third stage, supervision is carried out on the subjects taught every two months. The things that are monitored are related to performance. However, there is also monthly monitoring of entrepreneurship and sports activities.

Supervision of Facilities and Infrastructure

Monitoring of infrastructure is carried out randomly (if it occurs or only at certain times) for example, the carpet in the classroom is damaged, the blackboard is damaged. Assessment of facilities and infrastructure is carried out every month. If during monitoring, damage is reported, the coordinator of the facilities and infrastructure immediately takes action by replacing the damaged infrastructure so as not to affect the learning process.

CONCLUSION

From the research results, it is explained that SMK YAPIM Tambusai Utara has carried out basic supervision in three areas, namely, curriculum supervision, supervision of human resources, and supervision of facilities and infrastructure. Curriculum supervision is related to academic activities such as the Weeklyplan/Learning Implementation Plan. In addition, there is an evaluation evaluation which is given a distinctive name, namely SALAM which stands for Spirit, Akhlaq, Learning, Advance and Meaning.

Supervision of Human Resources (HR) is carried out on leaders and assistant leaders as well as subject teachers. Meanwhile, supervision of facilities and infrastructure is carried out once a month by checking all existing facilities and infrastructure, and if damage is found to the facilities and infrastructure, repairs or replacements will be carried out immediately depending on the level of damage. In general, the supervision at YAPIM Tambusai Utara Vocational School has been carried out well, but obstacles were found in the supervision of the curriculum due to the agendas of the service that were outside the initial planning.

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