



Performance of Vocational High School Supervisors in Indragiri Hilir Regency

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ABSTRACT

This qualitative research explores the development, implementation, and follow-up of supervision programs at vocational high schools in Indragiri Hilir Regency. Conducted by two supervisors from the Riau Provincial Education Office, the study used observation, interviews, and documentation, applying triangulation for data validity. The analysis involved three stages: data collection, presentation, and conclusion. The findings emphasize the supervisors' strategic role in improving educational quality through three phases: 1) Development, where supervisors collaborate with school leaders, teachers, committees, and parents to design programs addressing teaching quality, administrative efficiency, and community involvement; 2) Implementation, involving direct supervision, evaluations, and feedback; and 3) Follow-up, conducting comprehensive evaluations to guide program improvements and ensure alignment with educational goals.

INTRODUCTION

Education is a fundamental component of human life in achieving objectives. Therefore, education must be managed optimally through various efforts to enhance its quality. According to Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, education is a consciously planned process aimed at encouraging learners to develop their spiritual potential, personality, intelligence, noble character, and skills necessary for themselves, society, the nation, and the state (Salim & Kurniawan, 2019).

Education is a systematic effort to guide and assist individuals in developing their potential to improve their quality of life (Tatang, 2016). However, the issue of equitable education distribution remains a challenge in Indonesia. To address this issue, a more significant role for educational supervisors is required to enhance teacher professionalism, school management, and the learning process. Given the rapid advancements in science, technology, and the arts, an effective education system must be based on the fundamental principles of national life.

Effective educational supervision is essential to ensuring that teachers perform their duties optimally to improve education quality. Nevertheless, research findings indicate that supervision in vocational high schools (SMK) in Indragiri Hilir Regency remains suboptimal. Several issues have been identified, including: (1) teachers not receiving adequate guidance; (2) supervisors lacking a comprehensive understanding of academic and managerial supervision; (3) a limited number of supervisors, with only two individuals overseeing numerous schools; (4) an unfavorable supervisor-to-school ratio, with one supervisor responsible for seven schools; and (5) challenging geographical conditions, requiring long-distance travel, walking, the use of public transportation, or crossing rivers to reach schools.

Several key issues in the supervision of vocational high schools (SMK) in Indragiri Hilir Regency that affect the improvement of education quality include:

1. The suboptimal performance of supervisors in providing guidance to teachers.
2. Supervisors' insufficient understanding of effective academic and managerial supervision.
3. The inadequate number of supervisors, with only two individuals overseeing a large number of schools.
4. The high supervisor-to-school ratio, with one supervisor responsible for seven schools, which limits the effectiveness of supervision.
5. Significant geographical challenges, with some schools located on separate islands, requiring considerable time and effort to access, whether by foot, public transportation, or river crossings.

LITERATURE REVIEW

Performance

Performance, or job performance, refers to an individual's effectiveness in completing assigned tasks. It originates from the word "to perform," meaning to execute or carry out. Suharsaputra (2018) defines performance as a measure of one's ability to accomplish tasks, while Edison et al. (2017) describe it as an evaluated outcome over a set period. Priansa (2017) considers performance an indicator of ability demonstrated through work results, and Fahmi (2018) includes both profit and non-profit outcomes. Sudaryo et al. (2020) highlight that both individual and team performance are critical to achieving objectives.

Simanjuntak (2017) defines performance as the degree of success in fulfilling responsibilities, aligning with Mangkunegara (2017), who sees it as the quality and quantity of work output. Performance is influenced by individual efforts, abilities, and external conditions. Proper performance documentation helps assess goal achievement and identify challenges.

Key Influencing Factors

Internal Factors

Internal factors refer to individual characteristics that affect performance:

- **Personal Motivation:** The intrinsic drive to achieve goals, influenced by needs such as recognition, appreciation, and job security.
- **Individual Competence:** The skills and knowledge required to complete tasks effectively.
- **Work Attitude:** A positive mindset, commitment, and responsibility contribute to better performance.

External Factors

External factors are workplace conditions that impact performance:

- **Work Environment:** Physical and interpersonal workplace conditions that influence productivity.
- **Supervisory Support:** Guidance and motivation from supervisors enhance understanding and job performance.
- **Facilities and Infrastructure:** Necessary tools and resources improve efficiency.

Supervisor Performance

Supervision ensures that performance aligns with objectives. Ernie & Saefullah (2015) define it as setting benchmarks and implementing measures to prevent deviations. Sagor (2016) sees it as monitoring educational activities for instructional effectiveness, while Sergiovanni (2017) emphasizes evaluating teacher performance.

Aedi (2015) identifies three supervisory functions:

1. **Informative-Progressive:** Gathering data on program implementation for decision-making.
2. **Preventive-Inspective:** Ensuring adherence to plans and guidelines.
3. **Corrective:** Addressing deviations and providing guidance for improvement.

Mulyasa (2016) states that competence includes duties, skills, and attitudes essential for supervision. Sudjana (2016) expands this to knowledge, attitudes, and skills required for professional oversight.

Performance evaluation of supervisors assesses their effectiveness in managerial and academic oversight. Sukamanto (2018) highlights the importance of evaluating supervisor contributions to teacher development and program implementation. Setiawan (2020) outlines the evaluation process, including planning, execution, and corrective actions.

Educational Quality

Quality refers to excellence and alignment with user needs (Hasbullah, 2015). High-quality education supports national progress by fostering human resource development.

Supervisors play a crucial role in maintaining educational standards. Their guidance and evaluation ensure the effective implementation of curricula and teaching methodologies, directly influencing educational quality.

METHOD

According to Moleong (2017), the qualitative approach is a method used to collect descriptive data from individuals and observable behaviors. This approach is employed in research conducted within a natural setting, with the researcher serving as the primary instrument. The triangulation technique, which integrates multiple methods or data sources and applies inductive analysis, is utilized for data collection. Findings from qualitative research highlight the necessity of understanding meaning and examining the perspectives and experiences of research participants throughout the study.

Sugiyono (2019) emphasizes that data collection techniques are a crucial aspect of research to gather relevant information. In this study, three primary methods are used: observation, interviews, and documentation. Observation is essential in qualitative research as it allows researchers to directly understand phenomena in their natural setting. This technique is particularly useful for studying vocational school (SMK) supervisors in Indragiri Hilir Regency, as it helps identify how supervisors perform their duties, provide guidance, and fulfill their roles in the field.

Interviews in this study are structured interactions aimed at systematically collecting information from school principals, teachers, and supervisors in vocational schools in Indragiri Hilir Regency. By using structured interviews, researchers ensure that the data gathered is relevant and consistent with the predefined interview guide. Additionally, documentation serves as a complementary method to enrich the data, incorporating written records such as books, meeting minutes, and other documents. This combined approach offers a more holistic understanding of the research subject by triangulating the data from multiple sources.

RESULTS AND DISCUSSIONS

School supervisors play a crucial role in supporting the enhancement of educational quality within schools. Their supervisory function extends beyond administrative oversight, encompassing strategic, technical, and pedagogical aspects. In this context, supervisors act as mentors, facilitators, and evaluators, assisting schools in achieving the established educational quality standards.

School supervisors are instrumental in assisting principals in designing and planning school quality improvement programs. As noted by informants, supervisors typically conduct visits at the beginning of each semester to engage in discussions with principals, school committees, and teachers regarding the planning of quality improvement initiatives. In this capacity, supervisors serve as facilitators, fostering collaboration among school stakeholders to ensure that each formulated plan aligns with shared objectives and meets existing educational needs. The resulting programs must be comprehensive and integrated with the school's vision and mission, as collectively agreed upon by all members of the school community.

Supervision and recommendations derived from oversight activities enable supervisors to assist schools in implementing relevant and effective programs. Additionally, they encourage collaboration among principals, teachers, and school committees to achieve the desired quality standards. Through their developmental role, supervisors contribute to cultivating a school culture conducive to learning, professional development, and effective school management. By employing an evaluation- and collaboration-based approach, school supervisors not only oversee but also function as strategic partners in the educational quality improvement process.

Although most programs proceed as planned, challenges such as resource constraints, communication issues, and differing priorities often affect implementation. A school principal stated:

"In general, the program implementation process has followed the planned course. However, we have encountered certain obstacles related to time allocation and resource availability, which have impacted the execution of some activities. If discrepancies arise between the plan and implementation, we conduct an in-depth

evaluation and formulate solutions, such as adjusting schedules and allocating additional necessary resources."

Supervisors at vocational high schools (SMK) in Indragiri Hilir Regency develop work programs aimed at enhancing educational quality and school management. These programs involve all relevant stakeholders, including principals, teachers, school committees, and parents. The planning process is guided by the school's vision and mission, as well as the prevailing needs in the field. In designing these programs, supervisors ensure that the focus remains on improving teaching quality, administrative management, and active parental and community participation.

The development of supervisory work programs aligns with educational management theories that emphasize the importance of planning based on a school's vision, mission, and stakeholder needs (Stufflebeam, 2003). Effective educational management also incorporates change models such as Kotter's 8-Step Change Model, which facilitates the planning and implementation of reforms at the school level (Kotter, 1996). Additionally, Stufflebeam's (2003) CIPP (Context, Input, Process, Product) model serves as a valuable framework for designing programs based on a comprehensive needs analysis.

During program implementation, supervisors conduct direct supervision and monitor each stage of planned activities. They oversee classroom activities, administrative evaluations, and the overall execution of programs. Supervisors gather program outcome data through principal reports, teacher feedback, and discussions with school committees. They also conduct direct observations and provide constructive feedback to teachers and administrative staff to ensure program adherence and goal achievement. Throughout the implementation process, supervisors play an active role in addressing emerging challenges, such as communication barriers or resource limitations.

In the context of supervisory program execution, educational supervision is a critical component. This process aims to support teachers and staff through guidance and assistance. One relevant theoretical framework in this context is Tuckman's Stages of Group Development, which illustrates how teams involved in the program progress from planning to execution (Tuckman, 1965). Another pertinent approach is Donald Schön's Reflective Practice, which underscores the importance of supervisors reflecting on their actions during supervision to provide more effective feedback to teachers (Schön, 1983). Furthermore, Fullan's Change Theory offers insights into the significance of communication and collaboration in the successful implementation of programs (Fullan, 2001).

CONCLUSIONS AND RECOMMENDATIONS

The research conducted at vocational schools in Indragiri Hilir Regency indicates that supervisors play a strategic role in supporting the formulation, implementation, and evaluation of school work programs to enhance educational quality. The role of supervisors includes:

1. Conducting School Quality Development Coaching

Supervisors make a significant contribution to improving the performance of school principals, teachers, and staff through coaching that takes into account the specific needs of the school, thereby improving the quality of learning, administrative management, and community involvement.

2. Conducting Evaluation and Monitoring of School Program Implementation

Supervisors carry out collaborative supervision to ensure that programs are executed as planned, providing feedback and assisting schools in overcoming obstacles, such as resource limitations and geographical challenges.

3. Assessing the Process and Outcomes of School Development Programs Collaboratively

Supervisors conduct in-depth evaluations of program outcomes alongside stakeholders, design improvements, and ensure the sustainability of programs to support continuous school quality enhancement.

The optimal performance of supervisors in coaching, supervision, and evaluation plays a critical role in effectively and sustainably improving the quality of education, in alignment with national educational objectives.

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