

# PROCEEDING

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**Study of Quality of Service for the Supervision of School in Improving Vocational High School Teacher Professionalism in the District Tondano Minahasa**

Sylvana M.D. Maukar  
Universitas Negeri Manado FATEK - PKK, Tondano-Manado, Indonesia  
maukar.sylvana@yahoo.co.id

**Abstract**

*The research objective was to describe, analyze, interpret things as follows:*

- 1. Service quality school superintendent in association with academic oversight on professional teachers Vocational High School through: (1) supervision, (2) Advising , (3) Monitoring, (4) Coordinating, and (5 ) Reporting.*
- 2. Picture of the ability of professional teachers in performing their duties and functions in the process of teaching and learning.*
- 3. School superintendent's role in boosting the ability of professional teachers in performing their duties and functions in the process of teaching and learning*

*This type of research is applied to obtain the data is using a qualitative approach, using an interactive model of data analysis.*

*It can be concluded that: the better the quality of services the school superintendent, then the better the quality of teacher professionalism.*

**Keywords:** *quality of service, the school superintendent, teacher professionalism*

## **1. INTRODUCTION**

### **1.1 Background issues.**

In essence, education is a human right that has been enshrined in the Indonesian state. "Every citizen has the right to education" (UUD 1945 Article 31, paragraph 1)

Therefore, the Indonesian national education goals are as described in the legislation of the Republic of Indonesia section 3 number 20 of 2003 on National Education System asserted that the national education serves to develop the ability and character development and civilization dignified nation in the context of the intellectual life of the nation, aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative , independent, and become citizens of a democratic and responsible.

To achieve national education goals mentioned above, then one of the elements that must be considered are the teachers in sufficient numbers with the quality standards of competence and professionalism guaranteed. To achieve a sufficient number of professional teachers who can drive the dynamics of the national educational progress is needed a process of continuous, targeted, and effective.

The process towards professional teachers need to be supported by all elements related to the teacher. These elements can be combined to produce a system that can by itself to work towards the formation of professional teachers in sufficient quality and quantity.

In line with the policy of the Government, through the RI Law No.14 of 2005 on teachers and lecturers, in article 7, paragraph 2 mandates that the empowerment of the teaching profession or the empowerment of faculty profession organized through self-development is done in a democratic, equitable, non-discriminatory and sustained by upholding human rights, religious values, cultural values, pluralism, and code etik profession. In addition, according to Article 20, in carrying out the task of professionalism, teachers are obliged to improve and develop the academic qualifications and competence on an ongoing basis in line with the development of science, technology and art.

One of the elements that play a role in improving the professionalism of teachers is a school superintendent. It is expected that the quality of service superintendent of schools can foster motivation and improve the performance of teachers for professional development of teachers.

Grade school superintendent, will give birth to qualified teachers. Qualified teachers will bear quality graduates. Qualified graduates will bear intelligent and qualified people, and the implication is to assist the government in efforts to create a society that is intelligent, fair, safe and prosperous prosperous in efforts towards a developed and prosperous Indonesia.

In this study will be discussed concerning the assessment of service quality school supervisors in an effort to boost the professionalism of teachers SMK In Tondano Minahasa.

## **1.2 Formulation of Problem.**

The problems of this study are as follows:

- 1.2.1 To what extent is the quality of service in relation to the school superintendent academic supervision in professional vocational teachers through: (1) Inspecting (supervision), (2) Advising (advised), (3) Monitoring / monitor (4) Coordinating / coordinate, and (5) Reporting
- 1.2.2 How is the picture of professional teachers in performing their duties and functions in the process of teaching and learning.
- 1.2.3 How is the role of school supervisors in boosting the ability of professional teachers in performing their duties and functions in the process of teaching and learning.

## **1.3 The focus of the study.**

- 1.3.1 Service quality school superintendent in association with academic oversight on professional vocational teachers through(1) Inspecting (supervision), (2) Advising , (3) Monitoring (4) Coordinating (5) Reporting.
- 1.3.2 School superintendent's role in boosting the ability of professional teachers in performing their duties and functions in the process of teaching and learning.
- 1.3.3 Picture of professional teachers in performing their duties and functions in the process of teaching and learning

## **1.4 The purpose of the study.**

With a starting point in the formulation of the problem, the focus of the research, it is the goal of research is to describe, analyze, interpret things as follows:

- 1.4.1 Service quality school superintendent in association with academic supervision in professional vocational teachers through: (1) Inspecting , (2) Advising (3) Monitoring (4) Coordinating (5) Reporting

1.4.2 Picture of professional teachers in performing their duties and functions in the process of teaching and learning.

1.4.3 School superintendent's role in boosting the ability of professional teachers in performing their duties and functions in the process of teaching and learning.

## **2. RESEARCH METHODS.**

### **2.1 Type of research**

This type of research is used to obtain the data is qualitative research

### **2.2 The focus of research**

In qualitative research, the focus of research is closely connected with the formulation of the problem, so that the formulation of the problem is the focus of research.

As for the focus of the research is:

1). Quality of service in relation to the school superintendent academic supervision in professional vocational teachers through: (1) Inspecting (supervision), (2) Advising (advised), (3) Monitoring / monitor (4) Coordinating / coordinate, (5) Reporting.

2). Picture of professional teachers carry out their duties and functions in the process of teaching and learning

3). School superintendent's role in boosting the ability of professional teachers carry out their duties and functions in the process of teaching and learning.

### **2.3 Informants research**

Who became informants in this study were teachers, vocational school superintendent Todano Minahasa.

### **2.4 Location of research**

The location was chosen to be the object of research are: SMK in Tondano Minahasa.

### **2.5 Data collection techniques**

In this study, the the data collected by the Researchers Themselves Also who acts as an instrument for the data collection.

The direct involvement of researchers is caused by the qualitative research in all sesuatnya can change only yourself peneltilah better understand it.

In order to collect data in this study, there are three processes activities carried out by researchers, namely:

1) The process of entering the study sites (getting on)

2). While in the field

3). The collection of data (logging data)

### **2.6 Analysis of data**

The procedure of data analysis in this study using an interactive analysis with the following steps:

1) Data collection.

2) Data reduction

3) Presentation of data

4) Drawing conclusions

### **2.7 The validity of the data**

To see the truth of the results of this study, then in every research is needed to see how far manakeabsahan standardization of data.

According to Lincoln and Guba there are four (4) standard or the main criteria in order to ensure the validity of the results of the qualitative research, namely:

- 1) Standard trust
- 2) Standard Keteralihan
- 3) Standard dependence
- 4) Standard certainty

### **3. RESEARCH RESULT**

#### **3.1 Quality of service school superintendent in association with the academic supervision of professional teachers of SMK.**

Based on research data, suggests that is true school superintendent has been conducting visits to the school. School superintendent in question is comprised of trained supervisors and department supervisors. Supervisory guidance and supervisory departments carry out their duties as (1) InspectinG, (2). Advising, (3) Monitoring, (4) Coordinating, (5) Reporting.

#### **3.2 The ability of teacher professional in performing their duties and functions in the process of teaching and learning.**

Based on the data indicates that professional teachers already performing their duties and functions in the process of teaching and learning. Duties and functions is as an educator, as a teacher, as a mentor, as a coach, manager and developer sengai program, and as professionals. Teachers in performing their duties and functions, meaning professional teacher is in need of a companion. Companion in question is a school superintendent.

#### **3.3 The role of school supervisors in boosting the ability of professional teachers in carrying out its duties and functions in the process of teaching and learning.**

Based on data showing that the school superintendent is at play in boosting the ability of professional teachers in performing their duties and functions in the process of teaching and learning. That role is as a partner (partners) teacher, innovator, consultant, counselor and motivator.

### **4 DISCUSSION**

#### **4.1 Quality of service school superintendent in association with the academic supervision of professional teachers of SMK**

Based on the results of the study showed that the school superintendent had stints in accordance with the principal task of school inspectors. According to Government Regulation 74 of 2008, school superintendent civil servants are teachers who are appointed in the position of school superintendent. Obligations and its main task is to carry out supervisory activities in elementary schools, both for supervisory managerial and supervisory academic.

To be able to perform basic tasks and functions of school inspectors, as stated above, each supervisor is required to have certain basic capabilities that are different from other educational personnel. Basic ability is called competence. Competence is the knowledge, skills, skills or capabilities which reached someone, who became part of his existence until he was able mengkinerjakan cognitive behavioral, affective, and psychomotor optimally particular. In other

words, competence is the combination of mastery of the knowledge, skills, values and attitudes are reflected in the habit of thinking and acting in a task / job.

Further managerial supervision basically provide guidance, assessment and assistance / guidance from the program plan, process, up to the results. Guidance and assistance provided to principals and all school staff in the management of the school or education in schools to improve school performance. Academic supervision related to foster and assist teachers in improving the quality of learning / guidance and the quality of student learning outcomes. For more details see table 1.

**Table 1. Matrix Main Duties of supervisor**

<b>Task details</b>	<b>Academic supervision (Technical Education / Learning)</b>	<b>Managerial supervision (Administration and Management School)</b>
<b>Inspecting</b>	• Implementation of curriculum subjects	Implementation of school curriculum subjects
	• The learning process / lab / field study	• Implementation of school administration
	• Extracurricular activities	• The performance of school leaders and school staff
	• The use of media, tools and learning resources	• Progress in implementing education in schools
	• Student learning progress and learning environment	• Cooperation between school and community
<b>Advising</b>	• Advise the teacher in the learning / guidance effective	• school leaders in managing education
	• Teachers in improving professional competence	• school leader in implementing educational innovations
	• Teachers in carrying out the assessment process and learning outcomes	• school leaders in improving their professional capabilities.
	• Teachers in conducting action research	• Advised school staff to carry out administrative duties of school
	• Teachers in improving personal competence, social and pedagogic	• school leaders and staff in the school welfare
	<b>Monitoring</b>	• Resilience learning
• Implementation of test subjects		• School administration
• The quality standards of student learning outcomes		• The school management
• Professional development of teacher		• School Progress
• Procurement and use of learning resources		• Human Resources Development School
		• Implementation of school exams Implementation new student
<b>Coordinating</b>	• Implementation of learning innovation	• Coordinate quality improvement SDM school
	• Procurement of learning	• Implementation of innovation in

	resources	schools
	• Activity will increase the ability of the teaching profession	• Coordinate school accreditation
		• Coordinate the activities of educational resources
Reporting	• Performance of teachers in teaching	• Performance of school leaders
	• Student learning progress	• Student learning progress
	• Implementation of the supervisory task of academic	• The quality standards of education
		• Education Innovation

Superintendent of schools in relation to the academic supervision of professional teachers, is already running in accordance with its core functions, but still in need of repair and upgrading to a better direction, So that the school superintendent in this regard as well as the regulatory and supervisory guidance department, can perform monitoring tasks more leverage through (1) Inspecting (supervision), (2). Advising (3) Monitoring (4) Coordinating (5) Reporting.

Such activity is a positive impact on teachers that can motivate and improve the performance of teachers, and can further develop the professionalism of teachers in a sustainable manner. This activity also aims to maintain, improve, and develop kompetensi teachers on an ongoing basis, and to achieve the required standard of the teaching profession to be in line with the progress of science, technology and the arts.

#### 4.2 The ability of teacher professional in performing their duties and functions in the process of teaching and learning.

Based on the data indicates that professional teachers already performing their duties and functions in the process of teaching and learning. Duties and functions is as an educator, as a teacher, as a mentor, as a coach, manager and developer sengai program, and as professionals.

The teacher is anyone who is responsible for the development of the students. Also means a second person most responsible for the students after the parents. Meanwhile, according to Mulyasa, the term teacher is an educator who become leaders, role models and identification of the learners and their environment, which is why teachers must have certain personal quality standards that include responsibility, authority, independence and discipline. According Mcleod was quoted as saying by Trianto that Guru is "A person Whose occupation is teaching others, that is to say is, someone whose primary job is teaching". Dalam undang-undang nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional menjelaskan pendidik adalah tenaga kependidikan yang berkualifikasi sebagai guru, dosen, konselor, fasilitator, dan sebutan lain yang sesuai dengan kekhususannya serta berpartisipasi dalam penyelenggaraan pendidikan.

From the above understanding can be concluded that the teacher or educator is a person who works to give instruction to the person or protégé to maturity.

To be a professional teacher should have some competence. According to Law No. 14 of 2005 on Teachers and Lecturers menyatakan that professional teachers should have four competency. Competence is embodied in the Law Lecturers and Teachers, namely:

a. Pedagogical competence is the ability to manage the learning of students.

- b. personal competence is the ability of a stable personality, noble, wise, and authoritative as well as being an example of learners,
- c. professional competence is the ability mastery of subject matter is broad and deep,
- d. social competence is the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents / guardians of students, leaders and surrounding communities.

Furthermore, the duties and functions of the teacher is seen following table :

**Table 2: teacher competency standards**

TASK	FUNCTION	JOB DESCRIPTION
I. Educating, Teaching, guiding and training	1.as educators	1.1 develop the potential / Basic skills learners
		1.2 develop personality pupil
		1.3 provide exemplary
		1.4 creates an atmosphere of education conducive
	2. As teacher	2.1 Planning for teaching
		2.2 Implement teaching educate
		2.3 Assessing the process and outcomes of teaching
	3.As preceptor	3.1 Encourage the development of positive learning behaviors
		3.2 Guiding students to behave Positive learning
	4. as trainer	4.1 Exercising the skills required in the learning
		4.2 Familiarize students positive attitude in learning.
	II.help develop management school program	5.as manager program
6.as developer program		6.1 Helping build relationships school and community partnerships
III.develop professionalism	7.as power professional	7.1 Make efforts to enhance the professional capabilities.

Teachers as professionals in performing their duties and functions, both as educators, teachers, tutors and trainers in the process of teaching and learning is still and is in need of a companion. Companion meant that school inspectors who work to support sustainable manner so that four (4) competence of teachers (pedagogical, personality, professional and social) as a minimum to be maintained, so as to maintain and may even increase the professionalism of teachers.

**4.3 The role of school supervisors in boosting the ability of professional teachers in performing their duties and functions in the process of teaching and learning,**

Based on data showing that the superintendent of schools is a very important role in the ability to boost the professional teachers in performing their duties and functions in the process of teaching and learning.

School superintendent's role is to maintain and guide teachers to remain in the professionals. To more clearly the role of supervision or supervision include: (1) academic supervision, and (2) managerial supervision. Both supervision should be carried out regularly and continuously by the supervisor of the school / madrasah.



Target academic supervision, among others, is to assist the teacher in terms of: Plan learning activities and or guidance, conducting learning / guidance, assess the processes and outcomes of learning / guidance, utilizing the results of the assessment for the improvement of learning services / guidance, , Providing precise feedback and a regular and continuous learners, serving students with learning difficulties, provides tutoring to students, creating a fun learning environment, develop and utilize the tools and instructional media and or guidance, utilize learning resources, develop learning interaction / counseling (methods, strategies, techniques, models approach, etc.) is appropriate and useful, do practical research for the improvement of learning / guidance , develop innovative learning / guidance.

In carrying out academic supervision, school / madrasah inspectors should have a special role as:

- a. partner (partners) of teachers in improving the quality of teaching and learning outcomes and guidance in schools / madrasah proxies,
- b. innovator and pioneer in developing innovative learning and guidance in schools / madrasah proxies,
- c. consultant education and learning in schools / madrasah proxies,
- d. counselor for teachers and all educators in the school / madrasah, and
- e. motivator to improve the performance of teachers and all educators in the school / madrasah.

According to Oliva in Syaiful, said that there are some things you do as a school superintendent supervisor to assist teachers to continue to work in a professional manner, namely: Helps teachers create lesson plans, help the teacher to present learning, help teachers to mengevaluasikan learning, help teachers to manage the classroom, helping teachers in developing kurikulum, assist teachers in evaluating the curriculum, help teachers in training programs, assist teachers in working together, helping teachers in evaluating self.

Furthermore, under the supervision of academic is in need of improvement and development, and can be run continuously and sustainably efficiently and effectively and in accordance with the purpose of improving the ability of professional teachers in performing their duties and functions in the process of teaching and learning and further maintain and meningkatkan professionalism of teachers.

That is, the better quality of service superintendent of schools, the better the quality of teacher professionalism.

## 5. CONCLUSION

The conclusion is as follows:

- 1). Service quality supervisor in the supervision of the academic school to professional vocational teachers through: inspecting, advising, monitoring, coordinating and reporting is still in need of repair, improvement, development in a sustainable manner. This activity aims to produce and achieve the required standards of the teaching profession to be in line with the progress of science, technology and the arts.
- 2). Teachers as professionals in carrying out their duties and responsibilities both as educators, teachers, tutors and trainers in the process of teaching and learning are still needed a companion. Companion in this case, the school superintendent that work to help continuously and sustainably so that the competence of teachers (pedagogical, personality, professional and social) as a minimum to be maintained, so as to maintain and may even increase the professionalism of teachers.

3. In implementing the academic supervision of school supervisors have a role as a partner / partners, innovators / pioneers, consultant, counselor and motivator for professional teachers. This role is carried out continuously by means of an efficient, effective, economical and aiming to maintain, even more than it is to develop and improve the professionalism of teachers, means the better quality of service superintendent of schools, the better the will level / quality of teacher professionalism.

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