

Implementation of Academic and Managerial Supervision Policy at State Elementary School 3 Palu City

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Abstract. The aim of this study was to analyze the implementation of academic and managerial supervision policies at Public Elementary School 3 Palu. The type of this study is descriptive qualitative acquired by using in-depth interview. The research location was at Public Elementary School 3 Palu. The results of the study were reviewed based on Van Meter and Van Horn model on several dimensions had performed quite well, these can be seen from the performance of superintendent, principal, teachers and administrative personnel in improving education quality through implementing academic and managerial supervision at school, the involvement of school and an external party in this case LPMP Provinsi Sulawesi Tengah in carrying out the academic and managerial supervision policies, implementer competencies, the impact of social, economic and political conditions on the mechanism for implementing academic, managerial supervision policies, and the support or attitude of implementers in executing the implementation of academic and managerial supervision policies. Nevertheless, in terms of resources dimension, related to human resources it is still necessary to recruit new superintendents who are educationally qualified and competent in order to support complete mastery of the academic and managerial implementation with all of its mechanism. In addition, government support particularly local government is still lacking particularly related to facilities and infrastructures and needs to be followed up immediately.

Keywords: Academic Supervision; Managerial Supervision; School Supervisor.

1 Introduction

Education is a crucial aspect of the growth of the Indonesian country, hence it receives special emphasis. Article 3 of Law No. 20 of 2003 on the National Education System highlights the goals of national education. National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, are healthy, knowledgeable, capable, creative, independent, and democratically responsible citizens.

This premise suggests that the role of supervisors in supervising the educational process in schools is significant; hence, it is thought necessary to appoint supervisors to aid teachers in

enhancing their competence and enhancing the quality of schools [1][2]. In order to execute the provisions of the National Education System Law, the National Education Standards (SNP) government regulation (PP) number 19 of 2005 was issued. It governs eight national education standards, including graduation competency standards, content standards, process standards, standards for educators and education personnel, standards for facilities and infrastructure, management standards, financing standards, and educational assessment standards.

In accordance with Article 5 of the Minister of Apparatus Utilization and Bureaucratic Reform's Regulation No. 21 of 2010 on the Functional Positions of School Supervisors and their Credit Scores, the Principal Duties of School Supervisors include the preparation of supervision programs, the implementation of coaching, and the monitoring of implementation. 8) National Education Standards, assessment, professional advice and training of teachers, evaluation of the results of the execution of supervision programs, and implementation of particular area supervision responsibilities [3][4]. The Central Sulawesi Education Quality Assurance Institute (LPMP) is one of the institutions engaged in improving the quality of education at the primary and secondary education levels. Through an application, supervisors are asked to submit the results of their supervision and complete it with a follow-up plan [5]. However, in reality, it is still common for supervisors to be late in submitting supervision reports and waiting to be billed by the LPMP before filling out the reports on the online application.

As an effort to achieve the vision and mission of the Public Elementary School 3 Palu school that has been set, of course it requires human resources (principals, teachers, education staff) who are professional and have good performance, this is supported by the supervision of the school supervisor and principal. This school was chosen by looking at how involved supervisors were in filling out the on-line reports provided by LPMP. The supervisor is always on time in submitting reports for this school, although this is not the case with other schools which are often late. Seeing this phenomenon that occurs in the world of education, the writer is interested in seeing this in the implementation of supervisory duties by school supervisors at State Elementary School 3 Palu City and makes the importance of this research in the implementation of academic and managerial supervision at Public Elementary School 3 Palu. as it should be or vice versa.

2 Method

This study employed descriptive research with a qualitative methodology. Because the researchers performed direct observations in the field, they were able to witness the reality in the field firsthand. Implementation of Academic and Managerial Supervision Policies at the State Elementary School 3 Palu City is anticipated to be accomplished using a qualitative technique and a descriptive study design, with the result being an in-depth and thorough explanation and comprehension of the topic. This research was carried out in the area of the Palu City Education and Culture Office (Public Elementary School 3 Palu). The research implementation time is planned for 3 months, starting from April 2021 to June 2021.

The data collection technique is the researcher's way of collecting data, in this study a data collection technique is needed because it can obtain what is expected to complete this research.

The techniques used in this study are as follows: 1) Interview techniques were conducted to obtain information on the research object and research informants. The interview was aimed at the object of research, namely the supervisor of the Public Elementary Cchool 3 of Palu City and other research informants, namely the Principal and Teacher of the Public Alementary Cchool 3 of Palu City. The purpose of the interview is to obtain data on the implementation of academic supervision and managerial supervision policies; 2) Observation technique, namely systematic observation and recording of phenomena that are systematically investigated. Observations were made to observe directly the implementation of the policy of academic supervision and managerial supervision of the supervisor of the Public Alementary Cchool 3 supervisor in Palu City; 3) The documentation technique used to obtain information is not from people as resource persons, but rather to obtain information from various written sources or from documents available to the respondent, called documentation techniques. In this study, there are several documents that are the focus of research, namely: supervisory documents, namely journals of supervisory activities, notes on supervision results, and photos of supervisory activities, researchers use existing photos as archives and photos taken directly during research [5].

In qualitative research, data analysis is conducted during data collection and within a particular time frame after data collection is complete. In addition to the study methodology and data collection procedures, the type of data gathered also influences data analysis. On the basis of these guidelines, it is possible to underline that this approach to study is qualitative without disregarding quantitative data. There are four simultaneous activity flows that occur in data analysis. These are the data analysis activities: 1) Data Collection, 2) Data Condensation, 3) Data Presentation, and 4) Drawing Conclusions. The interactive model of data analysis technique was selected because, in addition to its applicability to qualitative research, it is regarded simpler and more practical, hence making data analysis simpler. In addition, interactive model data analysis is not likely to result in misunderstandings between researchers and readers.

3 Result and Discussion

The Van Meter and Van Horn models identify six dimensions that are the key concepts in reviewing policy implementation, particularly top-down policies: 1) Policy standards and objectives; 2) Resources; 3) Communication between organizations and strengthening activities; 4) Characteristics of implementing agents; 5) Social, economic, and political conditions; and 6) Implementer disposition. To solve research difficulties, the six dimensions of the Van Meter and Van Horn models must be thoroughly explained based on observations and interviews.

From the results of interviews conducted regarding the first dimension, namely the Standard Dimensions and Policy Objectives, there are still some things that have not been understood by the informants, including the legal basis used as the basis for carrying out supervision activities [6]. Likewise, from secondary data processing, it can be seen that the supervisor has not been able to fully describe in detail the follow-up activities that must be carried out [7]. Detailed reports regarding the barriers and advantages of each school in terms of academic and managerial supervision. This can result in a less than optimal goal of this supervision activity itself. Supervision in several schools cannot be implemented optimally due to several factors, including

inadequate knowledge, skills, and experience of supervisors, including supervisors and principals, and the understanding of teachers and education staff about inadequate supervision [8][9]. This indicates the importance for all relevant parties to understand the standards and objectives in the form of regulations or legal basis used in carrying out academic supervision and managerial supervision..

In the implementation of supervision activities, both academic and managerial, it is necessary to have supporting facilities and infrastructure. The facilities and infrastructure used for this supervision activity can be in the form of learning aids, laptops, printers, and comfortable classrooms. The existing facilities and infrastructure in schools are still the obligation of the government, both central and regional to provide them, but not all of them can be realized. For the implementation of supervision activities, both academic and managerial, there needs to be cooperation and communication with other parties [10]. The communication dimension is one of the dimensions that can also be found in the theory proposed by Edward III, so it can be said that this dimension is a fairly important dimension. Two-way communication needs to be implemented in the implementation of supervision so that the acceptance and implementation of supervision is based on the standards and principles of supervision as desired.

Several parties involved in supervision activities, especially the Palu City Education Office, supervisors, school principals and teachers. All these parties play the most important and most important role in the implementation of supervision activities. Not all parties can carry out their duties optimally, but with cooperation and mutual support, the implementation of academic supervision and managerial supervision can run.

In policy implementation, there are external conditions that affect the course of a policy. This social condition does not only occur within the school environment, but can also come from outside the school such as the change of the principal. Social conditions or the environment where the school is located can also affect the implementation of supervision where people who better understand the conditions of education will be more understanding of the needs of the world of education than those who have less understanding. So the social changes that occur, whether it transports social values, patterns of behavior, organizations, social institutions, layers in society, as well as relating to power and authority (politics), must be faced with changes in the world of education. Education must be able to be an agent of change, not a victim of change. Education needs to make adjustments in order to carry out its functions properly [11].

Another condition that is considered to be able to affect the implementation of supervision is economic conditions. The economic condition in this case is not only the availability of school funds, but also how the community participates in helping education. The current economic condition is strongly influenced by social conditions where there is a change in the pattern of life and learning that often occurs in the form of face-to-face to online learning patterns. Of course, the importance of economic conditions is also felt in the education unit, including in the implementation of supervision. Another important condition that affects the implementation of supervision is political conditions, both national and regional. The change of regional head can have an impact on the change of the principal or the implementation of other mutations. Another political condition that affects the world of education is the determination of the amount of BOS funds received per student. This BOS fund is not only the impact of political conditions, but also the economic condition of the country which is currently experiencing a deficit due to the COVID-19 outbreak. In addition, political conditions can affect the budget used to pay teachers and

education personnel as experienced by regional civil servants with delays in salaries and other payments.

The last dimension of Van Meter and Van Horn is the disposition of the implementor. What is meant by the disposition of the implementor is the willingness, desire and tendency of the policy actors to carry out the policy seriously so that the objectives of the policy can be realized. To achieve the desired goal, there needs to be a common perception between the parties involved in academic and managerial supervision policies, in this case supervisors, principals, teachers and education staff.

4 Conclusion

The results of the study reviewed based on the Van Meter and Van Horn model on several dimensions have been running quite well, this can be seen from the performance of supervisors, principals and teachers in improving the quality of education through the implementation of academic and managerial supervision in schools, school involvement and external parties in this regard. LPMP Central Sulawesi Province in implementing academic and managerial supervision policies, the ability of implementing agents, the influence of social, economic and political conditions on the mechanism for implementing academic and managerial supervision policies, and support or attitude of implementors in implementing academic and managerial supervision policies, but on the resource dimension resources, related to human resources, it is necessary to recruit new supervisors who are educationally qualified and competent so as to support good mastery of the implementation of academic and managerial supervision with all its mechanisms. In addition, government support, especially local governments related to facilities and infrastructure, is still lacking and needs to be followed up immediately.

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