
Strategies To Increase The Competence Of School Supervisors In The Department Of Education Implementation Unit (UPTD) II In Peudada District, Regency Bireuen

Rusdiman AB¹⁾, M.Joharis Lubis²⁾, Sukarman Purba³⁾, Sri Milfayetti⁴⁾

^{1,2,3,4)} Post graduate program of Education Management Study Program Universitas Negeri Medan

*Corresponding Author

Email : rusdimanab@gmail.com

Abstract

Key success something school very influenced by quality supervision education. Competence supervisor is wrong one factor enhancement quality education. Study this describe the strategy for increasing the competence of school supervisors at the Service Implementing Unit (UPTD)-II Education in Subdistrict Peudada Bireuen Regency. Study this use method descriptive with approach qualitative, technique collection data done through observation, interviews, and documentation. The research subject is the Head of UPTD, Coordinator Supervisor School, and Head of Division. Build Program. Results study show that: (1) Program enhancement competence supervisor school arranged by Head of Division. Build Program which implemented before teachings new month June until with month July with activity program including: determination of materials, methods, INSTRUMENTS, and stages for the supervisory recruitment activity plan schools, providing an understanding to supervisors regarding the procedures for implementing academic supervision and managerial, involving supervisors in training/upgrading, further education, competitions supervisor school achievers documented. (2) Implementation enhancement competence supervisor Schools that have been carried out, among others, carry out direct coaching in collaboration with the Department of Education and Culture Education and KORWASDA, select prospective school supervisors in accordance with applicable regulations applicable, involving supervisors in various training/upgrading activities and workshops. (3) Evaluation success enhancement competence supervisor school not yet own INSTRUMENT valid success. Assessment of program success is only carried out based on estimates very abstract. (4) Obstacles experienced in efforts to improve the competence of school supervisors include: other reasons are limited costs, limited human resources for trainers/instructors, and limited opportunities training / upgrading

Keywords: Strategy, Competence, and Supervisor School.

INTRODUCTION

Supervisor school is wrong one mover education which most play a role in improve the quality of education. Therefore school supervisors are responsible for progress education in school, which by direct related with Duty mentoring and teacher professional training and supervisory duties, namely the task of academic and managerial supervision. Thing this match with sound Rules Minister Empowerment apparatus Country Reform and Bureaucracy Number 21 of 2010 concerning "Position" Functional Supervisor School and Number The credit Chapter V Chapter 12 with thus school supervisors are required to have qualifications and competence which adequate for could operate supervisory duties."

Become supervisor school is something role which demand condition quality supervision which more good, by because that for support success education in school very required existence supervision supervisor school which quality. Supervisor school successful if they understand existence school as school which level better educational progress, and able to carry out role supervisor school as a person who is given the task and responsibility for advance quality education in school. By That's why school supervisors are the movers advance quality of education in something school.

To improve supervisor competence school, so required effort development earnest and well programmed. Thing this as which put forward by Usman (2012:25) that " *Development* " (development) is process which designed in repair frame quality member personal which required for solve problem in achievement objective. Activity this emphasizing on *self realization* or *self development* beside practice pre position and in position".

Development is a must to improve the competence of school supervisors. The main objective of developing supervisory competenceschool is so that school supervisors get special abilities needed in order implementation tasks supervision education in school. Development covers activity whichaim for repair and growth ability, attitude, skills and knowledge.

In in fact, based on the author's observations at the UPTD-II Education institution district. The Peudada of Bireuen Regency is still there are school supervisors who find it difficult to To do supervision education that is supervision academic and managerial as expected, Thing this caused because limitations his abilities. This condition is especially experienced by para supervisor school. School supervisors under certain conditions carry out supervision based on experience personal in accordance with draft thinking whichit has.

RESEARCH METHODS

Study this use method descriptive with approach qualitative, technique collection data done through observation, interviews, and documentation. The research subject is the Head of UPTD, Coordinator Supervisor School, and Head of Division.

RESULTS AND DISCUSSION

a. Supervisory Competency Improvement Program School on UPTD-II Education in district.Peudada Bireuen

Based on results study which done by researcher through interview with the UPTD-II Education that, the program improving the competence of school supervisors is drawn up with formulate method, instrument, and stages for plan activity Among other, recruitment supervisor school, give understanding to supervisor about procedures implementation supervision academic nor managerial include supervisors follow training / upgrading, education carry on, race supervisor outstanding school.

Implementation enhancement competence school supervisors must start from the beginning namely the selection of various alternative activities that will done. by sabab is it planning or formulation program is something Thing which absolutely must do. Through a plan which good, will make it easy achievement which desired. In Thing this Sa'ud and Makmun (2011:33) put forward that:

Planning looked at important and required for an organization, among others: because (1) with existence planning expected growing something direction of activities, there are guidelines for implementation activities which addressed to achievement objective development, (2) with planning, so could done something estimation (*forecasting*) on things in the future implementation which will traversed. Estimation done about potentials and development prospects but also about obstacles and risk-risks that may be faced. Planningwork so that uncertainty can be restricted as early as possible, (3) planning give opportunity for choose various alternatives about ways or strategies which best (*the best alternatives*) or opportunity to choose a combination of ways which best (*the best combinations*), (4) with planning, preparation is carried out priority scale. Choose sequences from aspect importance

something objective, target, nor activity his business, (5) with If there is a plan, then there will be a tool gauge or standard for stage supervision or evaluation performance business or organization, including education.

With existence something planning which clear, will make it easy something organization for reach objective which expected. in relation with Thing the Siagian (Sagala, 2011:54) put forward that "Planning as whole process thinking and monitoring by ripe things which will done on time will come for achievement objective which has determined". According to Sagala (2011:54) also put forward that:

Planning as something strategy for achieve a goal that was set before a action, program and activity implemented. Define and assign What activities do you want to achieve, how? how to achieve it, how long will it take needed, how many people are needed, and how much many the cost.

b. Implementation Program Enhancement Competence Supervisor School on UPTD-II Education in the district. Peudada Bireuen

Based on the results of research conducted by researcher through Interview with party UPTD-II Education that, program implementation enhancement competence supervisor school which has been carried out, among others, conducting training directly by the UPTD-II Education works same with the Education Office and KORWASDA Regency. Regency. Bireuen To do selection supervisor school in accordance with regulation which apply, include supervisor school in various activity training/upgrading and workshops, providing opportunities to carry out education carry on, as well as carry out race supervisor outstanding school.

Implementation enhancement competence supervisor school no possible implemented alone by party UPTD-II Education district. Peudada of Bireuen Regency, because that should involve various party which authorized in connection with the types of activities implemented. As for parties which involved in implementation program enhancement competence supervisor school Among other KORWASDA, Service Education Area, Government Area, Service Education Province, as well as party other which To do activity competency development supervisor school.

The involvement of these parties is adjusted with type activity which done and capacity in implementation activity. KORWASDA as a directly involved party in effort enhancement competence supervisor school, its role must continue to be improved. Because without the active participation of KORWASDA, the conditions *rill di* difficult field to is known.

Based on Duty tree in on could confirmed, that Duty tree which first refers to supervisory or managerial supervision, whereas Duty tree next juag sulking on supervision or supervision academic. Managerial supervision basically provides coaching, assessment, and assistance or guidance starting from program plans, processes, up to results. Guidance and help given to head school and whole staff school in school management or maintenance education in schools to improve performance school. As for supervision related academic with build and help teacher in Upgrade quality process learning and guidance as well as result quality study student.

Remember thus the urgency role supervisor in improving the quality of education in school, so party UPTD-II Education district. Peudada Bireuen attempted to improve the ability of school supervisors so that they could give help to the principal, the teacher council, and the school staff themselves. Therefore, Usman (2010:603) put forward that "Competence supervisor school/madrasa need upgraded continuously to improve performance head school, teacher, and power education other which on turn could Upgrade performance school".

Training/upgrading about supervision managerial and academic as event for promote an education in schools that are more good, implementation should intensified and implemented by equally to all supervisor school, so that every supervisor schools have the same knowledge about procedures for supervising both in a managerial way nor academic. Supervision managerial and academic is Thing which very important understood by every supervisor school, because with existence supervision which good will earn target supervision in level better education unit, it's like which put forward by Imron (2014:142) that:

Target supervision level unit education can be approached in terms of substance education unit level management, namely management curriculum and program activity study, management child educate, management power education, management of facilities and infrastructure and tools game educative (APPE), management fund, management participation public, management service special, and management administration.

Wiles and Bondi (Masaong, 2013:16) put forward that a supervisor professionals are required to meet special competencies as follows: '(1) educators developer and education, (2) curriculum developers, (3) specialist learning, (4) mediator and liaison parent student, teacher, staff and *stakeholders* school other, (5) developer staff, (6) a administrator, (7) manager change, and (8) a evaluators'.

c. Evaluation Success Enhancement Competence Supervisor School on UPTD-II Education in the district. Peudada Bireuen

In accordance with results study which done by researcher through Interview with party UPTD-II educator that, evaluation success enhancement competence supervisor school not yet own instrument success valid. Appraisal of program success only implemented based on estimation which very abstract.

Results study indicates that in carry out activity enhancement competence supervisor school on UPTD-II Education in district. Peudada Bireuen Regency, it turns out not yet have instrument desired success is clearly defined as base in To do evaluation. Thing this result in the difficulty To do evaluation to success something activity.

In improving competence supervisor school as effort development as well as ability in supervising, party UPTD-II Education district. The Peudada of Bireuen Regency can basically use various indicator success in accordance with form and type of activity carried out. So that every activity which chosen could be measured levelsuccess with clear, as well as done repairs necessary if something activities are considered unable or difficult to achieve objective as which expected.

Success effort enhancement competence supervisor school Among other could be measured with criteria behavior. In Thing this Mangkunegara (2009:69) put forward that "Criteria behavior could obtained with using job skills tests. To what extent there is a change in the behavior of participants before and after training".

Indicator success implementation program activity could arranged based on need UPTD-II Education district. Peudada Bireuen based on each each type of activity. Goal achievement indicators should arranged like that clear so that in evaluation can be done easily. For evaluate ability supervisor school in supervise managerial and academic in school for example, according to Yusak Burhanuddin (Hamdani, 2011:229-230) could used the indicator among others could carry out:

(a) supervision implementation curriculum, (b) supervision implementation process study teach, (c) supervision power or personnel school carry out program supervision, (d) supervision administration or administration school carry out program supervision, (e) supervision about educational facilities and infrastructure, including evaluation and study, and (f) program supervision connection school with public.

d. Obstacles Faced in Improving Competence Supervisor School on UPTD-II Education in the district. Peudada Bireuen

In accordance with results study which conducted by researchers through interviews with party UPTD-II Education that, obstacles which faced in Upgrade competence supervisor school Among other limitations cost, limited human resources of trainers/instructors, as well as limited opportunity training / upgrading.

Results study indicates that obstacles which faced in effort To do improving the competence of school supervisors is concerning limitations cost, problem Human resources and the limitations of supervisory training activities school. Limitations cost for carry out various activity which related with enhancement competence supervisor school, cause a lot activity which has programmed not yet could done fully.

Limited budget UPTD-II Education The district of Simeulue Baeart-Alafan that works with party Service Education Area Regency. Simeulue cause done priority activity, so that if state cost no allow so program which has planned no could implemented. For overcome various problem which cause the difficulty To do activity enhancement competence supervisor school, so solution which most appropriate according to writer is by making changes to the development system supervisor school. Implementation development school supervisors have been less controlled and coordinated due to the absence of a special institution who handles it. Thus the implementation various activity which related with enhancement competence supervisor school only implemented package activity without there is continuity.

CONCLUSION

- a. Program enhancement competence supervisor school arranged by Head of Division. Build Program which is carried out before the new teaching month June to July with activities program including: determination Theory, method, INSTRUMENT, and stages for plan activity recruitment supervisor school, give understanding to supervisor about procedures implementation supervision academic nor managerial, include supervisor follow training/upgrading, further education, competitions supervisor school achievers documented.
- b. Implementation enhancement competence school supervisors that have been carried out between other To do construction direct cooperate with Service Education and KORWASDA, To do selection candidate supervisor school in accordance with regulation which apply, include supervisor in various activity training/upgrading and workshops.
- c. Evaluation of the success of increasing competence school supervisors do not have instruments success which valid. Evaluation success program only implemented based on estimation which very abstract.
- d. Obstacles which experienced in effort enhancement competence supervisor school Among other limitations cost, limited human resources trainers/instructors, as well as limited opportunity training / upgrading.

REFERENCES

- Engkoswara dan Komariah, A. (2015). *Administrasi Pendidikan*. Bandung: Alfabeta.
- Hamdani. (2011). *Dasar-Dasar Kependidikan*. Bandung: CV. Pustaka Setia.

- Hasibuan, M.S.P. (2013). *Manajemen SumberDaya Manusia Edisi Revisi*. Jakarta: PT. Bumi Aksara.
- Imron, A. (2014). *Proses Manajemen Tingkat Satuan Pendidikan*. Jakarta: PT. BumiAksara.
- Mangkunegara, A. A., dan Anwar P. (2009),*Perencanaan dan Penngembangan SDM*. Bandung: Refika Aditama.
- Margono. (2009). *Metodologi Penelitian Pendidikan Komponen MKDD*. Jakarta: PT. Rineka Cipta.
- Masaong, K. (2013). *Supervisi Pembelajaran dan Pengembangan Kapasitas Guru Mmeberdayakan Pengawas sebagai Gurunya Guru*. Bandung: Alfabeta.
- Mulyasa. (2011). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: PT. Remaja Rosdakarya.
- Peraturan MENPANRB Nomor 21 Tahun 2010 Pasal 5. Tentang Tugas Pokok Pengawas Sekolah.
- Peraturan Pemerintah Nomor 19 Tahun 2005 Pasal 55. Tentang Peran Pengawas sekolah.
- Sa'ud, S. dan Makmun, A.S. (2011). *Perencanaan Pendidikan Suatu Pendekatan Komprehensif*. Bandung: PT. Remaja Rosdakarya.
- Sagala, S. (2011). *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
- Satori, D., dan Komariah. (2014). *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta.
- Sugiyono. (2010). *Metode Penelitian Administrasi dilengkapi dengan Metode R & D*. Bandung: Alfabeta.
- (2014). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta.
- Usman, H. (2010). *Manajemen: Teori, Praktik, dan Riset Pendidikan*. Jakarta: PT. Bumi Aksara.
- Usman, N. (2012). *Manajemen Peningkatan Mutu Kinerja Guru Konsep, Teori, dan Model*. Bandung. Citapustaka Media Perintis.
- Wahyudi. (2012). *Kepemimpinan Kepala Sekolah Dalam Organisasi Pembelajar (Learning Organization)*. Bandung: Alfabeta