



INTEGRATION OF SCHOOL ADMINISTRATION SYSTEM AND ACADEMIC SUPERVISION AS AN EFFORTS TO IMPROVE THE QUALITY OF EDUCATION

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ABSTRACT

In the implementation of school education, the education administration system has a function that determines the form, structure and content of school program planning; arrangements and management, and an appropriate organizational plan and coordination system for school activities to run effectively towards the vision of education. This study aims to provide an overview of the administration and academic supervision programs in vocational high schools that should be integrated. The qualitative research method was designed through a case study approach, the CIPP (Context, Input, Process and Product) model, designed through a checklist as a guide for researchers. The study results illustrate that the education administration as a governance system to integrate all resources related to the effectiveness of the learning process for improving the quality or achieving educational goals has not shown significant changes. Implementing academic supervision has not been integrated with the school administration system, which can be seen from the scheduling. It is carried out once every semester, outside the supervision task's provisions where teachers should receive supervision at least twice in one semester. In addition, teachers face several problems related to the teaching and learning process that require supervision assistance. This illustrates that the supervision program has a continuous sequence,

Keywords: school administration, academic supervision, quality of education

INTRODUCTION

The quality of education in Indonesia is still below the average, as stated in the report published by the Unesco Education for All Global Monitoring Report in 2018, Indonesia is ranked 64th out of 120 countries in the world (Anas, Bala, & Aqil, 2021). The quality of education, which is still relatively low, is quite concerning (Krisdayati & Hariyati, 2020). Therefore, the government has several times made regulations and issued policy changes to rise from adversity in education problems, especially during the pandemic and readiness to face the development of the industrial revolution 4.0 based on digital technology (Widiawati, 2021). The revolution towards the digital era, which has been carried out in the education sector during the Pandemic, illustrates that industrial development in the future will be oriented towards computer technology, and will reduce the number of human workers, all of which will be directed towards digitalization and virtualization. This phenomenon implies that education must immediately conduct appropriate privatization and in accordance with the expectations of stakeholders who want to improve the quality of education. For this reason, every educational institution, especially the vocational field

at the secondary school level, must be able to prepare a strong generation in the industrial era 4.0 (Hakiim, et., al, 2021; Nastiti & Aghni, 2020). This is relatively not easy, because there are various factors needed to support the improvement of the quality of education, one of the most important is human resources, then environmental factors, learning facilities, financing, curriculum, state policies, and leadership professionalism. The government in its efforts to improve the quality of education has carried out various regulations (PP No. 32 of 2013), from improving the curriculum, increasing the education budget, organizing training for teachers and school principals, improving the remuneration system that supports teacher welfare, improving policies on education and others. others (PP No. 13 of 2015). Efforts to improve the quality of human resources, especially education staff and teachers are important components that receive guidance and must be developed on an ongoing basis (Widiawati, 2021). In this case, teachers and education personnel are encouraged to further improve the quality of their work, and receive refresher support in the form of continuous technical assistance. The assistance is an academic supervision activity, which should be carried out by school supervisors as an effort to improve teacher performance in order to achieve national education goals. Quality academic supervision is a programmed activity to assist teachers through providing support and evaluating the teaching-learning process and improving learning outcomes (Risnawati, 2014; Djailani, 2014). Director General of PMPTK Diknas (2008), Academic supervision is a systematic activity to provide assistance to teachers for developing expertise in processing learning systems in order to achieve the planned learning objectives. For this reason, the coaching process is more directed in the form of efforts to improve and increase the professional abilities of teachers and education staff (Risnawati, 2014).

The priority element in the task of supervision is coaching by school supervisors on all teachers in their target school institutions (Djailani, 2014). Through the supervision program, teachers receive direction, guidance and guidance from school supervisors, especially in terms of facing various obstacles during teaching and learning tasks at school (Fitriyani, Supardi, and Amin, 2021; Widiawati, 2021; Messi, Sari, & Murniyati , 2018). As an instructional supervision or instructional leadership program, supervision activities are focused on providing assessments, evaluative studies, increasing potential, improving and developing the quality of the teaching and learning process by teachers through a consultation approach and professional dialogue (Danquah, 2020). This of course requires the administrative ability of school administrators. Administration is an effort to create cooperation between teachers and employees to create a conducive teaching-learning atmosphere and process (Daryanto, 2010). School administration is not only in terms of financial and administrative management, but is also related to the skills of education staff in managing school facilities and bookkeeping (Danquah, 2020). So that the education administration also provides direction for the achievement of educational goals. Educational administration is very much needed by every educational institution so that the teaching and learning process can achieve the expected target more effectively, and this cannot be separated from the participation of people who understand the field of education administration (Ogundola, Fabamise, & Fadipe, 2020). In the process of administering the administrative system and academic supervision, the school supervisor should know, understand, and be able to carry out various methods of supervision. Various methods used by school supervisors in groups or individually so far have been carried out through face-to-face activities and through communication media (Florence, 2018). Supervisory activities are the preparation of supervisory work programs, implementing supervision programs, evaluating work results, and implementing professional guidance and teacher training activities to improve the quality of learning (PP 74 of 2008). The quality of learning is conformance to requirements, which is something that is required or standardized

(Shakuna, et., al, 2016). In addition, it can be interpreted that the quality of education is a match between what students expect and achievement targets with the reality of educational outcomes (Fitriyani, Supardi, & Amin, 2021). Makawimbang (Krisdayati & Hariyati, 2020), explained that efforts to improve quality are the hope of the State in the implementation of educational activities, and efforts to improve quality are relatively not easy (Kolleck & Yemini, 2019), and quality improvement requires the formulation of ideas about targets to be improved, choose the target most needed by the community (Pollock, Wang, & Mahfouz, 2020), and produce an activity classified as superior to others (Lao, Yandri & Hendrik, 2020). For this reason, efforts to improve the quality of education also require many ideas and innovations that have competitive advantages and more perfect development, have practical benefits, and are more attractive to the student community (Florence, 2018). To achieve this, of course, educational administration and academic supervision can be prioritized in an effort to realize the management of higher quality educational institutions. It also requires the ability of human resources in carrying out administrative governance and academic supervision, especially in vocational secondary education institutions. This level in this study is considered urgent, after paying attention to the outputs and outcomes of vocational education, which still has governance that is constrained by human resources and learning facilities, and the number of vocational graduates who are mostly not absorbed in the work sector, because the ability of students to reflect quality is not appropriate. with work needs. Therefore, this study aims to provide an overview of academic administration and supervision in vocational schools as a reference and consideration in improving the school administration system and improving the implementation of academic supervision. This means that if the educational administration function has been carried out effectively, the process of educational activities in schools can grow competent graduates, namely having skills and creativity, and being productive so that they can be called educated people. Then, what is the problem is how accurate the empowerment of the educational administration function in schools is as a way to improve the quality of educated people. then the process of educational activities in schools can grow competent graduates, namely having skills and creativity, and being productive so that they can be called educated people. Then, what is the problem is how accurate the empowerment of the educational administration function in schools is as a way to improve the quality of educated people. then the process of educational activities in schools can grow competent graduates, namely having skills and creativity, and being productive so that they can be called educated people. Then, what is the problem is how accurate the empowerment of the educational administration function in schools is as a way to improve the quality of educated people.

LITERATURE REVIEW

Governance and Urgency of School Administration

Educational administration is the process of organizing and managing all activities in an organization that involves group work to achieve the goals set (Shakuna, Norhisham, & Ali, 2016). Orr, Hollingworth, and Beaudin (2020), explained that education administration is a process of a whole series of activities in the administration of education, including planned, organized, systematic, documented processes, involving supervision and financing, the use of available facilities, both human resources, material, as well as other supporting aspects to achieve effective and efficient educational goals. Hunter, and Rodriguez (2021), suggest that educational administration is a series of activities and control processes as a form of cooperative effort in achieving goals in a planned, systematic. Daryanto (2010), explains that education administration is a coordinating activity that involves several people or one or several groups to achieve

educational goals with target students. Calvin Grieder (Shirazi, 2018), concludes that education administration is a series of processes that utilize and involve existing potential resources and according to needs, both human resources and material that can be used effectively and efficiently to achieve educational goals (Donmoyer, 2020). Engkoswara and Komariah (2011), also provide a definition that education administration is a total process, joint activities in the educational environment in the form of planned, organized, directed, coordinated, accountable, and financed and provided facilities, both educational staff,

In the administrative process in education, all human resources efforts involved as well as existing facilities and infrastructure as processes that support educational goals should be integrated, organized and managed effectively, and used efficiently (Engkoswara & Komariah, 2011). Administrative governance in the form of documents or archives, or recording better known as Administration in school institutions has a very important role, which relates to many fields, both recording, correspondence and even legal, social and economic issues, so it is also necessary to obtain attention based on its function (Lao, Yandri & Hendrik, 2020). Especially administrative products in the form of documents such as diplomas, certificates and other securities which are classified as having a high value in terms of legal law, as well as other socio-economic requirements. That's why the accuracy of administrative data requires honesty and discipline in its implementation and management, because administrative products are also used as physical evidence or requirements that strengthen from the legal aspect (Sumarni, Syam, & Sir, 2020). Nastiti and Aghni (2020), explained that in the field of education, there is a need for information from institutional data, curriculum to historical documents of changes and student economic conditions, both individually or by government and private institutions, or for research purposes. For this reason, as an effort to provide satisfactory services to the community who use the services of educational institutions. There are many kinds and types of educational data in schools, some of which are included in permanent documents and document data that can change at any time (Alhaidari, 2019). To obtain an overview of changes in data from time to time, it is necessary to record regularly and continuously through a standard system. This is important so that recording activities will be appropriate, and according to the needs and data formats that will be compiled by administrative employees as their routine tasks (Rahayuningsih & Martono, 2020). In high school institutions, most of them do not have competent administrative staff in their fields, so that administrative tasks are still controlled by the principal, then teachers are also involved in managing administrative tasks through the division of administrative tasks,

Scope of Academic Supervision

Administration and governance of school institutions that involve administrative staff consider aspects of the competence of human resources or education staff, curriculum development, teacher working group development, and the classroom action research (CAR) process (Alhaidari, 2019; Shakuna, Norhisham, and Ali, 2016). The income explains that three administrative aspects in the realm of school institution governance greatly assist the role and duties of teachers as educators and instructors. Teachers have the opportunity to improve their competence, are able to enrich the curriculum, and conduct research.

Risnawati (2014) and Djailani (2014), provide an overview of the land for academic supervision activities, which include: Implementation of KTSP, Preparation to implementation and assessment of student learning by teachers, Achievement of graduate competency standards, process and content standards, and implementing regulations. Then the program to improve the quality of learning was developed in the form of: a) learning activities oriented to process

standards; (b) student participation in creative, democratic, facilitative learning activities, and encouraging creation and dialogue (Anas, Bala, & Aqil, 2021); (c) students have the opportunity to build character, healthy thinking patterns, and have the freedom to develop reasoning so that they are able to carry out various innovative, argumentative intellectual activities, ask questions, analyze, conclude, and predict a phenomenon (Fauziah, 2007). 2017; Hakim, et., al, 2021); (d) student involvement in the learning process can be carried out optimally, and deeply as a process of building an understanding of the concept and is not limited to the material from the teacher; and (f) responsibility for the quality of the lesson plans in each subject taught (Widiawati, 2021; Shirazi, 2018). It aims to improve students' ability to cultivate curiosity; improve the achievement of learning outcomes consistently; recognize the development of knowledge and obtain information; processing information as knowledge; utilizing information as a problem solving process; knowledge sharing; and independent learning. This presentation provides an understanding that the target of academic supervision activities is to oversee the development of teacher potential in learning planning,

RESEARCH METHODS

This study aims to examine and analyze school administration and the implementation of academic supervision by school supervisors as an effort to improve the quality of education. The study took informants from three vocational high schools in Probolinggo Regency, East Java, and the data were collected through observation and unstructured interviews.

This study uses a qualitative method. According to Sugiyono (2020); Strauss and Corbin (2012), that the qualitative research method is a method used to examine natural objects, for which the researcher is the key instrument, as well as data collection techniques arranged in a triangulation (combined) model, the nature of data analysis and qualitative research results which emphasize more meaning rather than generalization (Strauss and Corbin, 2012; Meleong, 2016).

The research design used a case study approach, through the CIPP (Context, Input, Process and Product) model, which was designed through 10 checklists as a guide for researchers (Danquah, 2020; Donmoyer, 2020). The function of the checklist is as a tool for analyzing data, the checklist is used to map the results of interviews and observations on time (Strauss and Corbin, 2012). So the checklist is a tool to assess planning, implementation, organization, and as a focus in observing effective administrative services by SMK managers in Probolinggo Regency. In addition, the checklist helps to review, evaluate and assess the governance of the academic administration and supervision system and compile reports and their significant benefits (Meleong, 2016).

RESULTS AND DISCUSSION

Administrative Instruments and Academic Supervision

The results of interviews and observations followed by group discussions (FGD) obtained some information which is a conceptual assessment of several administrative and supervisory tasks. The informants involved in the small group discussions gave the same view on the context of school administration, supervision activities, and integrating the school administration system

as an effort to improve quality together with the implementation of supervision tasks. The informant who served as the Head of the Vocational High School who explained that one of his duties was to be a supervisor in his institution, who carried out his supervisory duties by preparing the necessary equipment according to the goals, objectives, procedures, supervision techniques and approaches, as well as instruments in the form of supervision task formats such as: 1) observation sheet, 2) list of questions after observation, 3) observation results, 4) class visit schedule, 5) summary of supervision work, 6) task plan, 7) reviewing activities in class, 8) student observation task, 9) sheet teacher observation, 10) individual academic supervision instrument, 11) academic supervision program plan document. In carrying out their supervisory duties, SMK principals must be able to determine the most appropriate type and method of supervision to be used. There are two models of academic supervision carried out by the Principals of Vocational Schools in Probolinggo, namely individual supervision and group supervision. Supervision tasks carried out individually carried out for teacher supervision programs. The principal of SMK only faces a teacher so that the results of supervision can measure the quality of teachers in learning assignments. There are five types of individual supervision methods carried out on teachers, namely: 1) the head of the SMK conducts class visits; 2) observing activities in class; 3) conduct personal meetings; 4) conduct inter-class visits; and 5) asking teachers to make self-descriptions.

Specifically, the description of supervision at SMK Probolinggo can be described as follows:

- a. Class visit. Class visits are a method of fostering teachers by observing the teaching and learning process in the classroom, with the aim of providing assistance to teachers in overcoming various obstacles in the classroom. The way the head of the vocational school conducts class visits includes: a) visits without informing them in advance, which is done by adjusting the objectives and problems; b) visits at the request of the teacher; and c) follow the schedule or records that have been planned.

In the class visit process there are criteria, and quite appropriate as the research report Fahmi, et.al (2018); Krisdayati and Hariyati (2020); there are aspects: clarity of goals and targets of supervision; b) identified aspects for counseling materials and teacher competency improvement; c) observation material to obtain data; d) the existence of interactions that have an attitude of mutual acceptance; e) supervision activities do not interfere with the class teaching and learning process; and f) the supervision program creates a sustainable agenda.

- b. Class observation. Class observation activities are a process of observing teaching and learning activities specifically in the classroom, which aims to obtain data as an identification of learning situation problems, teacher difficulties in their efforts to improve the quality of learning (Messi, Sari, & Murniyati, 2018; Krisdayati & Hariyati, 2020,) .

Several aspects observed by the principal respondents of SMK in their observations include: a) teacher and student activities during the teaching and learning process; b) the use of learning media, c) learning methods, d) the suitability of the media with teaching materials; e) suitability of methods, materials and media; and f) students' reactions in the learning process. According to the informant's explanation that class observation activities were carried out through the stages of preparation, implementation, closing, assessment, observation and follow-up, although the follow-up plan was not in an orderly manner, it was carried out according to the schedule that had been made.

- c. Personal or individual meetings are one of the supervision techniques carried out in the form of conversations, discussions, and exchanging ideas between supervisors and teachers (Orr, Hollingworth, & Beaudin, 2020). With regard to this method, respondents explained that the

objectives of the personal approach are: a) to provide opportunities for potential and promotion of teacher positions designed from problem solving competencies; b) development of learning methods; c) improvement of teacher shortages; and d) improved communication and reduced prejudice.

Swearingen (Engkoswara & Komariah, 2011), classifies four approaches to personal meetings, including: Classroom-conference, namely individual communication and counseling in class when students are outside the class (resting). Office-conference, which is a personal conversation in the principal's office or the teacher's room, this process is equipped with tools that can be used to provide explanations to teachers. Causal-conference, which is an informal personal conversation, which this activity takes place unscheduled, when meeting the teacher. Observational visitation, namely personal conversations that are carried out after class visits or observations. The respondent as the Head of the Vocational School also explained that as a supervisor, he must optimally strive for the positive aspects of the teacher,

- d. Inter-class visits. Respondents explained that visits were carried out by one teacher visiting another class within the school environment itself. Class visits have the benefit of sharing knowledge in teaching and learning. Respondents carry out inter-class visits by: a) it has been planned with the teacher; b) the teachers to be visited have been selected; c) assign tasks to several teachers who will make visits; d) provision of visiting facilities.

The visit was in accordance with the supervision technique reported by Shakuna, Norhisham, and Ali (2016); Widiawati (2021); however, in this research there are things that are not appropriate, namely: the principal oversees this activity and makes observations; develop a follow-up plan after class visits, which begins with personal discussions with the teacher, affirmations, and divides tasks; and there is a schedule in the school or class, and the adjustment of the situation and conditions that develop; as well as an agreement on the next inter-class visit activity.

- e. Assess yourself. Supervision projects with this technique have not been carried out, although there are several SMK principals who try to implement the self-assessment technique, but it is still considered ineffective, and knowing that there will be many difficulties for the teacher, burdening the teacher seems to be an additional task.

Ogundola, Fabamise, and Fadipe (2020); Krisdayati and Hariyati (2020), explained the self-assessment technique (self description) carried out by the teacher himself. This requires the teacher's self-honesty, to start giving a picture of himself, which the supervisor or the head of the vocational school can do as an example of his profile, by making a guide or a list of views about himself through the eyes of students. The head of the SMK or the teacher can start from the students assessing the teacher, starting with a questionnaire (closed or open) without the student's name; Ogundola, Fabamise, and Fadipe (2020), stated that it was necessary to analyze tests in each teacher work unit as a self-assessment, and record student activities through special files.

Implementation of Administration and Academic Supervision

In the planning process, the stages designed include aspects of 1) preparation of a supervision strategy that has been adapted to the character of the competencies to be targeted; 2) preparation of supervision activity plans; 3) designing a description as an observation format; and 4) preparation of supervision instruments (Fitriyani, Supardi, & Amin, 2021). In the implementation of supervision activities carried out on several teachers with stages in accordance with the provisions, the steps taken include: meeting activities with teachers who want to be supervised;

make an agreement on supervision activities regarding the scheduling of activities; and implementation of activities during supervision (Shakuna, Norhisham, & Ali, 2016).

Respondents explained that the Head of Vocational School in the process of observation and evaluation (monev) refers to the work agenda and observation format sheets designed to assess completeness, such as: 1) the teacher has a syllabus of subjects according to the subjects taught and according to the lesson plans; 2) analytical materials for learning plan documents; 3) observation materials for teaching and learning activities; 4) aspects for class observation; 5) aspects of teaching activity plans, 6) evaluation materials for presentations, 7) a list of questions after the observation activities, and 8) follow-up on the results of supervision.

The respondent's explanation is according to the concept of educational administration proposed by Engkoswara and Komariah (2011) and Afriansyah (2019), that after the accumulation of observations has been made, the weaknesses and strengths of the teachers can be identified, which will then be used as a reference for managing subsequent supervision activities. Follow-up supervision carried out by school principals is deemed necessary and must be carried out in order to encourage real improvement changes as a school effort to improve teacher competence (Afriansyah, 2019). This real impact can later be felt by the community and stakeholders, which is the result of follow-up activities that have benefits: empowerment and appreciation for teachers who meet standards, there is a constructive reprimand for teachers who are still below the standard and providing opportunities for teachers to attend training. In this description, the author only focuses on two aspects, namely coaching and strengthening the supervision instrument as part of the school administration system.

As a final conclusion in the process of interviewing, observing and discussing with the respondents, it is known that the supervision activities are not only carried out once by the principal as a supervisor. However, it should be in accordance with the provisions, that supervision activities are carried out at least 2 times a semester by the supervisor to each teacher. Not to mention there are several problems faced by teachers related to the teaching and learning process and the obstacles as well as student relations problems. This illustrates that the supervision program has a series of continuous and periodic tasks.

Fitriyani, Supardi, and Amin (2021); Krisdayati and Hariyati (2020), explained that the supervision carried out must be continuous so that it can measure every stage of progress or the completion of every obstacle faced by the teacher. The quality or quality of the teaching and learning process will increase if effective and continuous supervision is carried out and is well administered (Afriansyah, 2019). Sagala (Widiawati, 2021; and Fauziah, 2017), also explained that supervision activities give important attention to support for improving the competence of the teaching profession. The ability of the profession is reflected in the ability of teachers to provide learning services to students, resulting in significant changes in student learning behavior.

Education Personnel Administration

Law No. 20 of 2003 CHAPTER XI of educators and education personnel, article 39, namely, education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in education units. Educational staff include school/madrasah principals, education unit supervisors, administrative staff, librarian, laboratory personnel, technicians, study group managers, tutors and cleaners. Other education personnel are people who participate in the implementation of education in the education unit, even though they are indirectly involved in the educational process (Rahayuningsih & Martono, 2020).

The problem of procuring education personnel in several vocational schools in Probolinggo involves the activity process for filling vacant formations, and it should be noted that vacancies for vacant positions, apart from being due to the development of school institutions, also have personnel who have stopped during the pandemic. This means that the governance of educators and education personnel at Vocational High Schools in Probolinggo Regency/City still needs to be improved so as to produce qualified educators and education personnel to support the achievement of quality standards. Weaknesses and problems that still exist need to be discussed together across the District Education Department/Office. All relevant parties should put their respective superiority and jointly seek the best solution.

Teacher's Role in School Administration

The teacher is the most important element in curriculum administration, without the role of the teacher the curriculum that has been formulated will not mean anything (Risnawati, 2014). The involvement of teachers in curriculum administration starts from curriculum planning at the school level such as providing input in the preparation of the school education calendar, division of teacher teaching tasks and preparation of lesson schedules (Sumarni, Syam, & Sir, 2020; Pollock, Wang, & Mahfouz, 2020) In implementing the curriculum, teachers play a very important role, among others, in designing teaching programs, semester programs and preparation for teaching and learning, carrying out face-to-face teaching tasks and evaluating learning outcomes. Several respondents who are SMK teachers in Probolinggo provide information about additional tasks in the form of demands to participate in school administrative tasks, and pay attention to school interests, both curricular and problems outside the curriculum. Respondents explained that the process of change in schools is difficult to achieve results without optimal teacher participation. In this case the teachers realize that the function of the teacher as well as an administrator is different from being a classroom teacher only (in elementary schools). The teacher's role in curriculum administration is to compile a curriculum as a guide to the process of learning and teaching activities in an agency in order to succeed and facilitate useful activities in the agency. The teacher's role in student administration is the committee for selecting new students, assisting the adaptation process of students in the school environment, recording and controlling student attendance, carrying out competency tests, creating a pleasant learning atmosphere, encouraging student motivation, applying school or class discipline, and carrying out guidance tasks. career and graduation (Rahayuningsih & Martono, 2020).

Administration of School Facilities and Infrastructure

Administration of educational facilities and infrastructure are all components that directly or indirectly support the course of the educational process to achieve the goals in education itself. According to the General Provisions of the Minister of National Education (Regulation of the Minister of National Education) No. 24 of 2007. Facilities are learning equipment that can be moved around. According to the Educational Media Guidelines for the Ministry of Education and Culture, educational facilities are all facilities needed in the teaching and learning process, both mobile and immovable, so that the achievement of educational goals can run smoothly, regularly, effectively and efficiently (Rahayuningsih & Martono, 2020).

Student Administration

Student administration is a way in the teaching and learning process related to education, for school management to carry out activities according to the curriculum. So it is important to do administration as a process of managing existing resources in schools so that school goals can be achieved (Risnawati, 2014). School administration is managed for efforts to achieve goals and realize the vision of the institution (Daryanto, 2010). According to Daryanto (2010), student

administration itself can be defined as a system for managing student data, starting from the registration process until after graduating from school. Daryanto (2010), explained that student administration is an administrative management system in education and student document arrangement. Student administration is the process of managing and providing services in matters relating to students in a school, starting from planning for new student admissions, coaching while students are in school, until students finish their education. Student administration is carried out through efforts to create a conducive atmosphere for an effective learning process. The task of principals and teachers is to provide services by showing what students need, feel and aspire to within the limits of authority, desires and applicable school rules and regulations. Activities carried out in the context of student administration are divided into three stages, namely administrative activities at the beginning of the school year, administration during the school year and administration at the end of the school year. Furthermore, to simplify and expedite the administration of students, there are many media and materials to support the administration, namely books and journals and other teaching materials that can be used as support for student administration (Engkoswara & Komariah, 2011; Afriansyah, 2019)

School Financial Administration

The person in charge of education financing is the head of the vocational school, however, teachers also play a role in the administrative process of this financing, even though it adds to the teacher's workload, and teachers have the opportunity to participate in directing financing as an improvement in the teaching and learning process. Financial administration includes the activities of planning, using, recording data, reporting and accountability for funds allocated for school administration. Engkoswara and Komariah (2011), explain the purpose of this administration is to realize an orderly financial administration, so that its management can be accounted for in accordance with applicable regulations. The School Development Plan (RPS) is a manifestation of one of the most important school management functions, which schools must have to serve as a guide in providing education in schools, both for the long term (20 years), medium (5 years) and short term. (one year). On this basis, the Ministry of National Education has prepared a technical guide for schools in the preparation of School Development Plans (Afriansyah, 2019; Fauziah, 2017).

School Administration

The procedure for correspondence within the Ministry of Education and Culture is regulated in the Decree of the Minister of Education and Culture, where the letter is a communication tool used to convey written information by one party to another.). Office layout is the determination of space requirements and the detailed use of this space to prepare a practical arrangement of physical factors deemed necessary for the implementation of office work at a reasonable cost (Pollock, Wang, & Mahfouz, 2020) .

Special Service Administration

Special service administration is to provide special services or a business that is not directly related to the teaching process in the classroom, but is specifically given by the school to its students so that they are more optimal in the implementation of learning (Nastiti, & Aghni 2020). Administration of special services is to provide special services or an indirect business related to the teaching and learning process in the classroom (Orr, Hollingworth, & Beaudin, 2020;). But specifically given by schools to students so that they can be more optimal in carrying out the learning process (Rizkita & Hade, 2019). The administration of this special service is made to facilitate learning and can also help students with special needs. The special services provided and

managed in the SMK administration system in Probolinggo are classified as meeting the minimum standards, namely.

- a. Library facilities, is one of the units that provide services to students, with the intention of helping and supporting the learning process in schools, serving the required information and providing recreational services through the collection of library materials.
- b. Laboratory is a means that supports learning in schools, where this laboratory is a learning related to research, discovery of scientific work activities such as practicum, observation, research, democracy and model making in the context of teaching and learning activities.
- c. UKS or school activity business is a means to improve the ability to live a healthy life, where students learn to recognize the type of medicine for the disease they are experiencing, and students can learn to manage UKS and rest when unwell.
- d. Facilities of worship, where this place of worship is a place of worship for students and teachers, with the establishment of places of worship for students and teachers can increase their piety to their respective beliefs.
- e. Cooperative and cafeteria. That this cooperative is a means that can sell all the needs of students and teachers, here children are educated to be entrepreneurship, this is very useful for training children to become adults and independent and involved in managing cooperatives.

Research Findings and Continuation

The academic administration and supervision system is a form of activity that is theoretically different, but in fact both are a joint activity with the same level of complexity. For this reason, it is very important to get attention as an effort to achieve educational goals, because supervision activities are not just knowing problems and identifying teacher shortages but also conducting coaching and supervision, which aspects of supervision are ideally well-administered. In fact, there are still many schools, especially SMKs that have not implemented supervision activities according to the correct objectives and governance because they are not followed by a qualified administrative system. This happens because of the low level of supervision planning, the process of implementing supervision is running as it is without clear concepts and targets for achievement, and there is no evaluation of the implementation of supervision. This can be seen from several responses to the following academic supervision activities.

- a. The principal in carrying out supervision is just carrying out routines, just supervising teachers when teaching, only to find out the shortcomings and weaknesses of teachers, not trying to guide learning progress or improve teacher professionalism. Teachers assume that they are the subject of supervision who feel the burden during the implementation of supervision. This can lead to a lack of harmony in the implementation of these activities so that the supervision objectives are not successful.
- b. In addition, there are still teachers who are reluctant to be supervised so that supervision activities do not go well, so that time is limited, the schedule of supervision activities is sometimes disturbed by other activities or tasks, for example, such as official meetings, participating in workshops, and other activities both at work and at home. district and provincial levels.
- c. The aspects supervised by the supervisor are aspects of learning planning including: annual program, semester program, syllabus, Learning Implementation Plan (RPP), daily agenda, list of grades, maximum completeness criteria (KKM), educational calendar, face-to-face schedule, and attendance student. the follow-up aspect of supervision activities is directed at efforts to improve the quality of learning outcomes. Aspects of KBM implementation, class

management starting from opening activities, core activities, and evaluation of learning this aspect is the most dominant in supervision. Aspects that are the target of academic supervision by school supervisors at SMK in Probolinggo district are still limited, not all aspects of academic supervision are supervised by school supervisors;

- d. The frequency of visits by school supervisors in carrying out academic supervision is considered to be still lacking. This can be seen from the unequal number of teachers receiving academic supervision activities (class visits) by school supervisors;

CONCLUSION

From the description above, it can be concluded that among the various methods of individual or group supervision that are appropriate to be applied to all teacher development processes in schools. Therefore, a head of SMK as an academic supervisor must be able to develop various methods that are considered to be a way of fostering teachers in improving learning competencies. It is relatively difficult to determine an appropriate and accurate method of academic supervision, and a vocational school principal must know exactly which aspects to be targeted for coaching, and know the character of each teacher so that in the preparation of the coaching instrument it is truly in accordance with the teacher's needs and conditions following the supervision. academic. The integration between the school administration system and the academic supervision activities presented provides an overview of school management and its efforts to improve quality. Some things that are considered important in the integration process are giving meaning, roles and functions of school administration that need to be understood by supervisors and education staff. This means that the school administration system or education administration is a governance system to connect all existing resources in schools so that they can be used effectively in learning activities in order to achieve educational goals. From these educational goals, schools need to determine a form of management that is effective and efficient, and meets the expectations of the community and students.

School administration and practical academic supervision activities that have been carried out at Vocational Schools in Probolinggo are generally based on educational autonomy and are quite effective as developing multicultural learning conditions. For this reason, the SMK needs a clearer national education plan as an elaboration of objectives in the form of a concrete and structured program. The process of implementing an integrated academic administration and supervision system needs to get the support of relevant agencies, the intensity of coordination based on "right man on the right place". This can be realized if every Vocational School is supported by a good and sustainable supervisory system so that the teaching and learning process is more effective and efficient, and can achieve the multi-competence target of human resources learning outcomes, which can meet national needs.

The main idea of school administration with the academic supervision program needs to be empowered as a foundation for developing effective school management and learning models. In addition to this, school institutions, especially vocational schools, need to consider the psychological, social and cultural background of the community in the school environment. Because the substance of developing the quality of education is to increase spiritual, intellectual and moral intelligence as the goal of national education, the process of fostering behavior in academic supervision programs and school administration systems also needs to consider local wisdom, and so that this process can be applied, education and learning planning must be indispensable. For this reason, the administration and supervision system is an important part of an effective and efficient school management system. Management of administrative and

supervisory systems designed from the preparation of work plans, managing all activities and implementation processes to obtain the expected results, and that is the education administration that is integrated with the task of supervision.

The results of the analysis and discussion that have been described can be given some suggestions, namely for the Principal it is expected to continue to improve and maintain the quality of the implementation of academic supervision that has been carried out well and maximally and create the implementation of strategic academic supervision. For supervisors, it is hoped that they can continue to maintain quality and professionalism, especially in learning and recognizing the character of teachers, teaching and learning processes, reporting, and learning administration tasks. Teachers are expected to maintain and improve the quality of teaching that has been achieved by students, by improving communication and social interaction as one of the required competencies.

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