



# Implementation Of Observation Of Managerial Supervision Of A Vocational High School In The City Of Padang

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## ABSTRACT

This paper aims to find out information on how managerial supervision at state vocational high school 6 is implemented according to the needs of the school, precisely on Tuesday 8 March 2022, from the results of these observations, data on managerial supervision that has been carried out, based on these observations include SMKN 6 Padang has carry out various needs from the many aspects of the component around 83 types, means of managerial supervision as a step in managing school administration that functions as a supporter of the implementation of learning, and aims to create relevant education.

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## 1. Introduction

Educational supervision is an aid to improve the professional ability of teachers in improving learning. Supervision holds academic principles, based on scientific principles. Facilities and infrastructure for academic activities help create a more conducive learning situation. Educational supervision is assistance and guidance for teachers to help overcome and solve problems faced by teachers. Educational supervisors are required to be competent so that they can provide instructions and directions to teachers.

Managerial supervision is concerned with aspects of school management that are directly related to improving school efficiency and effectiveness which include: planning, coordination, implementation, assessment, competency development of school principals and other staff. Managerial supervision is monitoring and guidance on school management and administration (performed by supervisors of school principals), managerial supervision procedures include monitoring by filling out instruments from supervisors and reviewing documents, mentoring carried out by supervisors to improve school managerial management performance which has aspects of resource management human resources, student management, management, libraries etc., the target of managerial supervision is to improve school management through increasing the administrative capabilities of education staff or other school personnel in carrying out tasks that support the implementation of the learning process and quality improvement in schools.

Government efforts in general in setting the standardization of school supervisors can be seen in the Minister of National Education of the Republic of Indonesia number 12 of 2007 concerning school supervisors. There are important points, namely the existence of six school supervisor competencies consisting of personality competencies, academic supervision competencies, managerial supervision competencies, educational evaluation competencies, research and development competencies, and social competencies.

The competence of the educational supervisor above ensures that all activities of organizing the organization can be carried out with a high level of efficiency, effectiveness and productivity so that educational supervisors have a more brilliant view, have high dedication, are able to take responsibility

and help teachers to solve the problems they face at the same time. supervise. In realizing a good and structured management system, a good management team is also needed in its implementation where this management team consists of directors, managers and supervisors, in addition to directors and managers, intervention from a supervisor is also very necessary in implementing the management system seeing a supervisor plays an important role in the management team. To be able to carry out their duties well in a management theme, a supervisor needs more knowledge about supervisory techniques. determined by the company or institution.

Anagerial Supervision, the term supervision comes from 2 words, namely Super and Vision. In Webster's New World Dictionary the term super means Higher in rank or position than, superior to (superintendent), a greater or better than others (1991:1343) while the word vision means The ability to perceive something not actually visible, as through mental acuteness or keen foresight (1991:1492).

Supervisor is a professional. In carrying out his duties, he acts on the basis of scientific principles to improve the quality of education. To supervise, it is necessary to have advantages that can see sharply the problems of improving the quality of education, use sensitivity to understand them and not just use ordinary eyesight. He fosters the improvement of academic quality through the creation of better learning situations, both in terms of physical and non-physical environments.

Managerial supervision principles, managerial supervision principles the principles of managerial supervision are essentially no different from academic supervision, Obligatory to abstain according to authoritarian nature, for example he acts as a supervisor and head of the school, teachers as subordinates. Supervision must be able to create harmonious human relations. Human relations created must be open, solidarity, and informal (Dodd, 1972).

Supervision must be carried out on an ongoing basis. Supervision is not a part-time task that is only carried out from time to time if there is an opportunity (Alfonso et al, 1981 and Weingartner, 1973). Supervision must be democratic. Supervisors must not dominate the implementation of supervision. The emphasis of democratic supervision is to be active and cooperative. The supervision program must be integral. . In every educational organization there are various behavioral systems with the same goal, namely educational goals (Alfonso, et al, 1981). Supervision must be comprehensive. The supervision program must cover all aspects, because in essence one aspect must be related to other aspects. Supervision must be constructive. Supervision is not always to find faults with the principal/teacher, supervision must be objective. In compiling, implementing, and evaluating, the success of the supervision program must be objective. Objectivity in the preparation of the program means that the supervision program must be prepared based on the real problems and needs faced by the school.

Managerial supervision methods and techniques, the following will describe several methods of managerial supervision, namely: monitoring and evaluation, reflection and FGD, Delphi method, and Workshop. Monitoring and evaluation, the main method that must be carried out by school supervisors in managerial supervision is monitoring and evaluation. Monitoring is an activity to find out the progress of school implementation, whether it is in accordance with the plans, programs, and/or standards that have been set, as well as finding obstacles that must be overcome in program implementation (Rochiat, 2008: 115). Monitoring is more centered on controlling during the program and is more clinical in nature. Through monitoring, feedback can be obtained for the school or other related parties to successfully achieve the goals. Aspects that are observed in monitoring are things that are developed and implemented in the School Development Plan (RPS). In carrying out this monitoring, of course, supervisors must equip themselves with staff or a checklist that contains all school indicators that must be observed and assessed.

Evaluation activities are to find out how successful the implementation of school administration is or the extent to which success has been achieved within a certain period of time. The main purpose of the evaluation is to know the level of implementation of the program, know the success of the program, get material or input in planning next year, provide an assessment of the school.

focus group discussion, the results of monitoring carried out by supervisors should be communicated openly to the school, especially the principal, school committee and teachers. Together, the school can reflect on the existing data, and find out for themselves the inhibiting and supporting

factors that they have experienced so far. The forum for this can take the form of a Focused Group Discussion (FGD), which involves elements of school stakeholders. This focus group discussion can be carried out in several rounds as needed. The purpose of the FGD is to unite stakeholder points of view regarding the reality of the conditions (strengths and weaknesses) of the school, as well as to determine the strategic and operational steps that will be taken to advance the school. The supervisor's role in this case is as a facilitator as well as a resource when needed, to provide input based on his knowledge and experience. In order for the FGD to be effective, the following steps are required, before the FGD was held, all participants already knew the purpose of the discussion and the problems to be discussed. FGD participants should represent various elements, so that various and comprehensive views are obtained. The leader of the FGD should be accommodating and try to explore the thoughts of the participants from the point of view of each element, minutes should be really careful in documenting the proposal or point of view of all parties. The FGD leader should be able to control time effectively, and direct the conversation to stay focused on the problem, If a conclusion or agreement has not been reached in one meeting, it can be continued in the next round. For this it is necessary to note the things that have been and have not been agreed upon.

Delphi method, The Delphi method can be used by supervisors in helping the school formulate its vision, mission and goals. In accordance with the MBS concept. In formulating the School Development Plan (RPS) a school must have a clear and realistic formulation of the vision, mission and goals that are extracted from the condition of the school, students, regional potential, and the views of all stakeholders.

Workshop or workshop is one method that can be taken by supervisors in conducting managerial supervision. This method is of course group nature and may involve several principals, deputy principals and/or school committee representatives. The holding of this workshop is of course adjusted to the purpose or urgency, and can be held together with the Principal Working Group, School Supervisory Working Group or other similar organizations. For example, supervisors can take the initiative to hold workshops on KTSP development, administrative systems, community participation, assessment systems and so on.

Prepare adequate facilities and equipment, In the implementation of managerial supervision, supervisors can apply individual and group supervision techniques. The individual supervision technique here is the implementation of supervision given to the principal or other personnel who have special and individual problems. The group supervision technique is a way of implementing a supervision program aimed at two or more people. School principals who are suspected, according to the needs analysis, have the same problems or needs or weaknesses are grouped or grouped together. Then they are given supervision services according to the problems or needs they face.

## **2. Method**

### **2.1. Observation**

Observation is a data technique that is carried out in a way that you want to research or through experiments, an effective way if you want to use the observation method is to complete it with observations in the form of a checklist as an instrument. Observation is widely used in qualitative research methods.

- a. Participatory observation: observing human daily activities where researchers are directly involved during the observation process.
- b. Unstructured observations: make observations without using new observations, so that researchers develop their own observations based on developments that occur in the field.

### **2.2. Interview**

Interviews are data collection techniques through an oral question and answer process that takes place in one direction, meaning that data questions from the interviewer and answers are given by the interviewee, according to Hopkins, interviews are a way to find out certain situations in the classroom from another point of view. Interviews are a form of direct communication between researchers and respondents. Communication takes place in the form of question and answer in a face-to-face relationship, so that the respondent's movements and mimics are media patterns that complement

verbal words, interview or interview techniques are methods used to obtain data by conducting direct interviews with informants, interviews, namely conducting interviews. Questions and answers or confirming to the sample of researchers systematically, interviews are defined as how to collect information materials carried out by asking questions orally, unilaterally, face to face directly and with the direction of the specified goals.

### 2.3. Documentation

The data technique with documentation is a method that is easier to do with other methods because if there is an error, the data source is still fixed, the object that is guaranteed in the documentation method is animate objects, but inanimate objects.

## 3. Results and discussion

### 3.1 The target of implementing managerial supervision at SMK Negeri 6 Padang

School-based management will not be realized without the direct participation of school residents, mentors and managerial supervision carried out by school supervisors. Likewise, supervision, supervision also has certain targets so that management in a school becomes more focused and monitored in accordance with educational management laws and regulations. Supervision is divided into two areas of managerial supervision and academic supervision. Managerial supervision is an effort made by supervisors to foster principals in particular, and school residents in general in school management. The target of managerial supervision is the management of aspects of school management and administration that function as a supporter of the implementation of learning. While academic supervision is an effort made by supervisors to monitor the course of the learning process in a school, and assess teacher performance in carrying out teaching activities.

Observations were found through interviews in the form of direct communication with informants, researchers came directly to the location where the object of service for managerial supervision was the facilities and infrastructure of SMK 6 Padang in 2020, the data description is as follows:

**Table 1.**

| DESCRIPTION OF FACILITY OBSERVATION AND MANAGERIAL SUPERVISION |  |        |
|--|--|--------|
| no   | component aspect                       | amount |
| 1  | Administration room                    | 1      |
| 2  | Principal's office                     | 1      |
| 3  | LSP room                               | 1      |
| 4  | Respresentative room                   | 1      |
| 5  | Fashion workshop                       | 5      |
| 6  | Culinary workshop                      | 6      |
| 7  | Beauty workshop                        | 3      |
| 8  | TKJ workshop                           | 3      |
| 9  | UPW workshop                           | 2      |
| 10   | Siskomdig workshop                     | 2      |
| 11   | Theory space                           | 27     |
| 12   | Osis                                   | 1      |
| 13   | Fashion studio                         | 1      |
| 14   | Culinary tefa                          | 1      |
| 15   | Uks                                    | 1      |
| 16   | Beauty tefa                            | 1      |
| 17   | Server                                 | 1      |
| 18   | 1 <sup>st</sup> floor hotel laboratory | 1      |
| 19   | 2 <sup>st</sup> floor hotel laboratory | 1      |
| 20   | 3 <sup>st</sup> floor hotel laboratory | 1      |
| 21   | Laundry                                | 1      |
| 22   | Cooperative canteen                    | 1      |
| 23   | Teacher's room                         | 1      |
| 24   | TU warehouse                           | 1      |
| 25   | School caretaker's house               | 1      |
| 26   | Bk                                     | 1      |
| 27   | Osis                                   | 1      |
| 28   | Library room                           | 1      |
| 29   | Mushala                                | 1      |

|    |                         |    |
|----|-------------------------|----|
| 30 | Ablution place          | 1  |
| 31 | Mushalla's son's toilet | 1  |
| 32 | Mushala princess toilet | 1  |
| 32 | The principal's toilet  | 20 |

#### 4. Conclusion

Based on the description above, it can be concluded that the supervisor's role is very strategic in carrying out the managerial supervision function in schools/madrasahs. As a managerial supervisor, he is required to have knowledge, attitudes, and skills in the field of facilities and infrastructure efficiently and effectively. A supervisor must also be able to play his role and function in fostering school/madrasah principals to be able to bring about various changes in schools/madrasahs.

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