

THE INFLUENCE OF ACADEMIC SUPERVISION AND PRINCIPAL POLICIES ON THE QUALITY OF VOCATIONAL SCHOOL EDUCATION AT KUTAI KARTANEGARA REGENCY

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ABSTRACT

This study aims (1) to find out the effect of principal academic supervision on the quality of education of Vocational High School at Kutai Kartanegara Regency, (2) to find out the effect of principal policies on the quality of education of Vocational High School at Kutai Kartanegara Regency, (3) to find out the effect of academic supervision and policy, the principal simultaneously on the quality of Vocational High School at Kutai Kartanegara Regency. This research was conducted in Kutai Kartanegara Regency. The method used in the research was correlational method. The data collection technique used a questionnaire that had been tested for its' validity and reliability. Total population of 113 people with a sample of 88 people who were taken by disproportionate stratified random sampling. The data analysis technique used descriptive statistics. The results showed that: (1) Academic supervision has an effect on the quality of education. This means that the higher academic supervision is, it will result in an increasing quality of education, (2) Principal's policy affects the quality of education. This means that the higher the principal's policy is, will result in an increase in the quality of education, (3) Academic supervision and the principal's policy simultaneously affect the quality of education. will result in an increasing quality of education.

Keywords: *Academic Supervision, Principal Policy and Education Quality*

INTRODUCTION

Education is an important thing and cannot be separated from people's life whether in the family, community or nation. Indonesia as a developing country in national development requires reliable quality Human Resources (HR). One of the instruments to improve the quality of human resources is education. Education is the core of human resource development, the formation of human resources through investment in education is vital way to build quality human capital. Suratini, (2017: 69). According to Fatima (2012: 1029) reveals that an education system that is results-oriented and has good quality can contribute positively to the efficiency and effectiveness of improving human resources.

"Good education to create quality human resources requires educational management. Educational management is a systematic, systemic and comprehensive cooperation process in the context of realizing educational goals" Tilaar, (2010: 52). In addition, education management can also be interpreted as something that is pleased with the management of the education process to achievement that

have been set by Management, even short term, medium term and long terms goals.

The problem that still confronts and needs to be resolved in the implementation of national education is the low quality of educational outcomes at all levels of education. The 2015 TIMMS results for grade IV of Elementary School, Indonesia received an average score of 397 and was in the 4th lowest rank of the 43 countries that participated in TIMMS. In terms of the length of learning for elementary school students and the number of hours of mathematics lessons, Indonesia is one of the longest among other countries, but the quality of learning still needs to be improved. Meanwhile for PISA in 2015, Indonesia received an average score of 403 for science (bottom three), 397 for reading (last), and 386 for mathematics (bottom two) out of 72 participating countries (OECD, PISA 2015 Database).

The problem of improving the quality of education is an urgent matter that needs to be resolved, especially on considering the global situation marked by the competitive climate between nations in the world which is increasingly sharp in competing for limited

quality resources. The quality of education in school requires an accurate description of all its components to assess its realization and planning. A conceptual framework for education quality that describes the relationships among the various components of education (input, process, and output) between different levels of education in the education system (national, tertiary, school, and pre-school) as a basic science for understanding the quality of education in schools as an important step towards providing a scientific basis for studying the quality of education in schools Garira, (2020: 1-9).

Various elements related to the implementation of the national education system require development to support these quality improvement efforts, one of these elements is the teacher. The teacher plays an important role in the success of the learning process. Teachers who have good competence will certainly support the success of the learning process (Directorate General of Teachers and Education Personnel, 2018). Teachers are professional educators with the main role of educating, teaching, guiding, directing, training, assessing, and evaluating recipients.

Professional teachers play a very important role in choosing the achievements of recipients. Research shows that 30% of students' achievement is determined by teacher factors. In an effort to maintain their professionalism, teachers always have to improve themselves by carrying out lots of continuous professional development.

Therefore, evaluation needs to be carried out as stated by Munthe (2015: 5) that evaluation is very necessary, especially in the world of education which can be used for the process of seeking information, finding information and determining information that is described systematically regarding planning, achievement, benefits, effectiveness. and comparing them with predetermined criteria, indicators and objectives, so that they can be used for decision making appropriately.

Evaluations are carried out on students, institutions, and educational programs on formal and non-formal channels for all levels, units, and types of education (Directorate General of Teachers and Education Personnel, 2019). So far, the continuous professional development program developed by the

Directorate General of GTK is based on the results of teacher competency tests, focusing more on improving teacher competence, especially in pedagogical and professional competencies, while the Zoning-based Learning Competency Improvement (PKP) program focuses more on efforts to smarten students through learning. oriented higher order thinking skills. However, it is also important to consider the critical thinking dispositions (Fitriadi & Soe'oad, 2016). Related to that, leading students through higher order thinking skills oriented learning, this guideline was developed.

Given the strategic position and role of teachers, efforts to improve the quality of education are directly or indirectly influenced by commitment in leadership or supervision of the principal as a strong desire to remain as a member of the organization, the desire to strive according to the wishes of the organization, beliefs and acceptance of values and goals. organization. Commitment in the leadership of the principal is a tendency in a person to feel actively involved with a full sense of responsibility, (2014: 45). The involvement of the principal will be reflected in the level of one's activity for the benefit of the organization. Research results by Romanowski et al., (2019: 123) that the principal is very important in school reform since the implementation of policies and practices is largely determined by the role that the principal plays in educational change. The process of selecting principals and principals demonstrates that principals must develop their decision-making skills, must advance as instructional leaders and because public schools are so diverse, principals must be able to manage national, cultural and equality issues. As a visionary leader, the principal must be able to set an example that can motivate teachers to implement discipline effectively, so that their discipline will be better. As an influential leader, the principal strives for advice, advice and if necessary orders to be followed by teachers. Thus the principal can make changes in the way of thinking, attitude, behavior he leads. As the education leader in the school, the principal has a legal responsibility in making policies to develop staff, curriculum, and implementation of education in his school. Here, the leadership effectiveness of school principals depends on their ability to work with teachers and staff, as

well as their ability to control budget management, staff development, scheduling, curriculum development, pedagogy, and assessment. and implementation of education in schools. Here, the leadership effectiveness of school principals depends on their ability to work with teachers and staff, as well as their ability to control budget management, staff development, scheduling, curriculum development, pedagogy, and assessment. and implementation of education in schools. Here, the leadership effectiveness of school principals depends on their ability to work with teachers and staff, as well as their ability to control budget management, staff development, scheduling, curriculum development, pedagogy, and assessment.

In making policies, the principal must also understand very well that he is a school manager who must fully understand curriculum management. Therefore, a principal in understanding the curriculum as the heart of an educational institution must really be mastered, thus the principal in an effort to realize his performance in this field must be able to facilitate schools to form and empower curriculum development teams especially with the implementation of the Education Unit Level Curriculum. where each education unit must be able to develop a curriculum with their respective needs and abilities, empower school education personnel to be able to provide curriculum documents that are relevant to the demands and needs of students, parents of students, and the community,

Vocational High School (SMK) is a vocational education institution that aims to prepare students to become competent and independent workforce by prioritizing abilities and skills in certain fields according to their majors. Syaodih (2012: 40), vocational education aims to produce productive humans, namely working people, not human burdens for the family, society, and nation. SMK is an education at the secondary level that prioritizes the development of student skills. The learning process in SMK must be able to provide a series of real and reasonable activities or can be understood by students and allow social interaction to occur, in the learning process students must be directly involved in activities that allow students to construct meaning for themselves.

Vocational education has special characteristics that differentiate it from education in general. The characteristics are perceived in relation to the potential parameters that control the individual preparation goals, which are efficient and have more benefits as labor. The two statements above contain similarities, namely preparing students as prospective workers and developing the existence of students, for the benefit of students, the people of the nation and the state. Based on this, the implementation of vocational education should be oriented to the world of work, that is, it can develop a marketable workforce (orientation to the labor market), by developing the ability to carry out skills that provide benefits as a means of production (Syaodih, 2012: 52).

LITERATURE REVIEW

A. Quality of School Education (Y)

Quality of education is the provision of educational services that meet certain standards, so that they are able to satisfy both teachers, staff, and anyone involved in the implementation of the education process, whether students, parents, and the community. Indicators in the assessment of educational quality are as follows: 1) Performance and timelines, 2) Service reliability and durability, 3) Aesthetics and interpersonal relationships (personal interface), 4) Ease of use (easy to use) and features, 5) Certain standards (conformance to specification) and consistency (consistency), 6) Uniformity (uniformity) and accuracy (accuracy).

B. Academic Supervision (X1)

Academic supervision of the principal in this study is the effort of a school principal in coaching teachers in order to improve the quality of his teaching by going through the steps of planning a real teaching appearance and making changes in a rational way in an effort to improve student learning outcomes. Implementation of coaching and guidance provided by the principal which will later have an impact on teacher teaching performance, namely the quality of learning. Indicators of academic supervision in this study are: 1) Planning for academic supervision, 2) Implementation of academic supervision, 3) Follow-up / evaluation of academic supervision.

C. Principal Policy (X2)

The principal's policy is to carry out his duties in accordance with the responsibilities given to him, which includes planning learning, implementing learning, and assessing (evaluating) learning in order to achieve teacher professionalism and educational goals. Principal policy indicators in this study are: 1) Policy Formulation, 2) Implementation Policy, 3) Evaluation Policy.

RESEARCH METHODS

Basically, the research method is a scientific way of obtaining data for specific purposes and uses. In this study, the methods used are quantitative methods that are causal (cause and effect) and survey. Arikunto, (2010) explains "that the data collection method is a method that can be used by researchers to collect data on something abstract so that it is not manifested in visible objects, but only shows its use". Furthermore, according to Arikunto, "there are several data collection methods in the study, namely a questionnaire, observation (observation), and documentation". In the function of each research data collection method, the appropriate method is chosen and in accordance with the research problem. The instrument used was a non-test in the form of a rating scale.

RESULTS AND DISCUSSION

Based on the results of the data analysis carried out, discussion was carried out for each hypothesis. This study entitled The Effect of Academic Supervision and Principal Policy on the Quality of Vocational School Education in Kutai Kartanegara. The researcher proposes three hypotheses and shows that all three hypotheses are accepted. This study is in line with other research that has been studied with other researchers and has an acceptable hypothesis analysis so that it supports this research. In connection with the acceptance of this hypothesis, further discussion is necessary as follows: 1) Academic Supervision (X1) and Education Quality (Y) The results showed that academic supervision had an effect on the quality of education. The results of this study are in line with the results of Khoeriyah, (2015) with the title of academic supervision of the Education Quality of SMK IT Yaspida Sukabumi in Kutai Kartanegara. With his research, it states that there is an effect of academic supervision as seen from the planning

of supervision, implementation of supervision and assessment of the results of academic supervision and supervision has an effect of 55% on the quality of education. Supervision is an important part of education, supervision has a broad meaning but the essence is the same, namely activities that aim to improve the learning process. This is in accordance with what was stated by Syaiful Sagala (2009: 195), that supervision is essentially a professional assistance and guidance for teachers in carrying out instructional tasks in order to improve learning and teaching by providing stimulation, coordination, and continuous guidance both individually and in groups. One part of educational supervision that focuses on the learning process is academic supervision. This is in accordance with what was stated by the Directorate of Education Personnel at the Ministry of National Education (2010: 10), that supervision that helps teachers develop their ability to manage the learning process in order to achieve learning objectives is called academic supervision. Thus that academic supervision greatly affects the quality of education, the quality of education is part of academic supervision. If the principal is able to manage academic supervision effectively, it will affect the quality of education in his school.

2) Principal Policy (X2) and Education Quality (Y) The results showed that the principal's policy had an effect on the quality of education. The results of this study are in line with the results of research by Zahraini & Situmorang, (2020) entitled "The Formulation of the Principals' Policies in Improving Teacher's Professionalism in Senior High Schools in North Sumatra". With the results of his research, it states that there is an influence of the principal's policy on the quality of education. School policy is a policy in carrying out its duties in accordance with the responsibilities given to it which includes planning learning, implementing learning, and assessing (evaluating) learning in order to achieve teacher's professionalism and educational goals. According to Winarno (2007: 32) Factors that influence the principal's policy to provide a direct example through his actions in all matters relating to increasing teacher professionalism and others are the achievement and good name of the school which are the main goals to be achieved as the main factors that make the principal have a

strong commitment to improve teacher performance, so that student achievement also increases which results in the achievement of goals and the good name of the school. Thus that the principal's policy greatly affects the quality of education, the quality of education is part of the principal's policy. If the principal is able to manage policies effectively, then it will affect the quality of education in his school. 3) the quality of education is part of the principal's policy. If the principal is able to manage policies effectively, then it will affect the quality of education in his school. 3) the quality of education is part of the principal's policy. If the principal is able to manage policies effectively, then it will affect the quality of education in his school. 3) Academic Supervision (X1), Principal Policy (X2) and Education Quality (Y) The results showed that academic supervision and principal policies had an effect on the quality of education. The results of this study are in line with the results of research conducted by Nurkuntari (2016) entitled "The Effect of School Management on the Quality of High School Education in Semarang City". The results showed that the variables of academic supervision and principal policies had a significant effect on the quality of education. Principal's policy variable has the greatest influence on the quality of education in Semarang City Senior High School. The academic supervision factor and principal policy in the city of Semarang which was the study of this study showed a very good category, and the quality of quality education can be achieved properly through the academic achievement of students, teachers and educational services that are effective / efficient. According to Made Pidarta (2009: 2), it means that supervision is an activity to foster educators in developing the learning process, including all its supporting elements. Determination of principal policies requires open management in the management of school resources. Achievement of good quality education is more focused on educational services for students whose economies are less fortunate, but still achievements in their fields. Then that academic supervision and principal policies have an effect on the quality of education, from the results of the research that the authors conducted which were supported by several experts, that academic supervision and principal policies are determining factors that

can encourage the quality of education at vocational school in Kutai Kartanegara. If the academic supervision and policies of school principals are good and very high, as a result, good and quality education will be formed.

CONCLUSIONS

Based on the results of research on regression analysis as well as correlation and discussion in Chapter IV by fulfilling all the test data analysis requirements, namely the data normality test, linear test, multicollinearity test, and heteroscedasticity test, data variables, then hypothesis testing was carried out. as follows:

1. There is a significant effect of academic supervision on the quality of education, which means that the more often academic supervision is carried out, the better the quality of education and the increase in the quality of education.
2. There is a significant influence of the principal's policy on the quality of education, which means that the increasing policy of the principal will result in an increase in the quality of education.
3. There is a significant effect of academic supervision and principal policies simultaneously on the quality of education, which means that the increasing academic supervision and policies of school principals will result in an increase in the quality of education. The result of the correlation coefficient shows that the one that has more influence is the principal's policy which is very significant compared to academic supervision.

IMPLICATIONS

The testing of the hypothesis in this study shows that academic supervision and principal policies can simultaneously improve the quality of education. The results of the analysis conducted show that academic supervision and principal policies simultaneously show a positive and significant relationship with the quality of education. Based on this, the implications of what can be given based on the research results and research conclusions include:

- 1. Efforts to improve the quality of education through academic supervision**

With the acceptance of the first hypothesis that academic supervision technique, which shows a positive and

significant relationship to the quality of education, the effort to improve the quality of education is the implementation of academic supervision by the principal on the basis of the above findings, put forward a number of implications related to the effort to implement academic supervision by the principal. It is hope that the supervision carried out by the principal will further increase the knowledge of teachers in carrying out the learning process in the classroom which will certainly further increase the ability of teachers to improve their performance in carrying out the learning process, where when the academic supervision process is carried out, of course there will be an interaction process between the principal. and teachers. In this process the principal can provide suggestions and input that can increase teacher's knowledge in maximizing his role in carrying out the learning process. Academic supervision carried out by the principal is (1) assisting teachers in developing their competence, (2) developing curriculum, (3) developing teacher's working groups, and guiding the Ministry of National Education's classroom action research (2011: 6). Thus academic supervision is one of the fundamental functions (essential function) in the entire school program. The results of academic supervision serve as information for the development of teacher professionalism. (2) developing a curriculum, (3) developing teacher's working groups, and guiding MONE classroom action research (2011: 6). Thus academic supervision is one of the fundamental functions (essential function) in the entire school program. The results of academic supervision serve as information for the development of teacher professionalism. (2) developing curricula, (3) developing teacher working groups, and guiding MONE classroom action research (2011: 6). Thus academic supervision is one of the fundamental functions (essential function) in the entire school program. The results of academic supervision serve as information for the development of teacher professionalism.

2. Effort to improving the quality of education through the policies of the school principal

With the acceptance of the second hypothesis, it is certain that the principal's policies show positive and significant results on the quality of education, so the effort to

improve the quality of education is to be able to provide curriculum documents that are relevant to the demands and needs of students, parents of students, and society, facilitating teachers to develop standards. the competence of each subject that he teaches, facilitates the teacher to compile the syllabus and lesson plan (RPP) for each subject, facilitates the teacher to choose the appropriate teaching resources and materials for each subject, facilitates teachers to choose the appropriate media and learning tools for each subject matter, directing educators and education personnel to develop plans and programs for implementing quirkulums, guiding teachers to improve and develop the teaching and learning process, such as providing teacher motivation to conduct classroom action research, directing the curriculum development team to strive for curriculum compatibility with student needs and the ability of Science, Technology , and Arts (IPTEKS).

3. Effort to improving the quality of education through academic supervision and principal policies

With the acceptance of the third hypothesis that academic supervision and principal policies are showing a positive and significant relationship to the quality of education, the effort to improve the quality of education is to implement academic supervision and improve school principal policies.

SUGGESTIONS

Based on the conclusions and implications above, to improve the quality of vocational education in Kutai Kartanegara, the authors submit suggestions to:

1. For Educational Institutions; The results of the study determine that academic supervision and principal policies simultaneously have a significant effect on the quality of education. Therefore it is suggested for schools to improve academic supervision and policies of school principals by utilizing existing facilities at school.
2. Principals should apply academic supervision, which is basically a systematic and programmed supervision to improve the teaching and learning process so that it can improve the quality of

- education, especially for teachers of vocational school in Kutai Kartanegara.
3. For Teachers; Teachers should improve their performance and develop their professional competences and strive to improve the quality of teaching, in order to produce quality graduates.
 4. For Further Researchers; For further researchers who want to research further,

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