Analysis of quality implementation and supervision of vocational high schools using a qualitative approach

Elfi Tasrif [1] *, Mussa Saidi Abubakari [2] iD, Hendra Hidayat [1] iD

[1] Universitas Negeri Padang, Indonesia.
[2] Kondoa Islamic Secondary School, Tanzania.
* Corresponding Author. Email: elfitasrif@ft.unp.ac.id

ARTICLE INFO

ABSTRACT

Academic supervision makes vocational high schools able to improve the quality of graduates to be ready to work and able to compete in the job market in people's lives. This paper aims to explore and describe the implementation of quality and supervision of vocational high schools using a qualitative approach. This type of qualitative research with a case study research design. The main target of this research is the supervisor of a vocational school in the city of Padang. This study is limited to a qualitative description of the implementation of quality and supervision of Vocational High Schools. The source of this research data is from key-informant, purposively. Data collection techniques with interview and observation techniques. Analyze data by coding, linking, and interpreting themes. The results of the research are: 1.) Supervisors are not ready to carry out supervision; 2.) The education office is less than optimal in empowering supervisors; 3.) Supervisors are less aggressive in positioning themselves; 4.) The coordinator of supervisors does not carry out his functions optimally; 5.) The low motivation of supervisors; 6.) The distribution of procurement of supervisors is uneven; 7.) The control mechanism for supervisors and the coordinator of supervisors is not working properly; 8.) Reward and punishment do not work; 9.) School visits are just routine; and 10.) Relations with teachers and schools are not well established. The conclusion is that the implementation of academic supervision is still not running optimal and lacks good communication and coordination.

INTRODUCTION

The implementation of quality education greatly affects the quality of education. The process of learning quality in producing graduates who are able tocompeteand ready to work which is an important part in realizing the quality of education. Quality learning is an effort and effort from teachers in implementing innovative learning, including the readiness of vocational learning in the challenges of the industrial revolution 4.0 (Sudira, 2020; Sudira & Juwanto, 2019). So that qualified teachers will determine the impact of the quality of learning, high teacher performance in planning and implementing learning optimally will have an impact on quality and quality graduates. Furthermore, as professionals, teachers also need supervision and guidance to improve the learning performance that has been done so far (Berliani & Wahyuni, 2017).

In addition, some teachers' performance has not been maximized in improving their professionalism, so they must be supported by supervision and control from school principals to

foster guide, and train capacity building and teacher development through supervision and learning guidance (Dibyantoro, 2017; Evanofrita et al., 2020). Teacher quality is an important part of the learning process (Noviansyah & Sudira, 2020), so it really needs to be controlled and supervised, including in vocational high schools. Furthermore, some teachers who have been very serious in training from and meeting the standards of quality National learning also found complaints that there are indications that supervisory capacity is lower than expected (Kervadec et al., 2019; Kok et al., 2018). Especially supervisors are considered weak in the field of learning supervision, and teachers report that supervisors do not have the skills to be effective supervisors (Hernández-González et al., 2016; Karomah, 2021; Kaufman et al., 2010), this condition is no exception in vocational high schools (Krisdayati & Hariyati, 2020).

Vocational High Schools (VHS) have a different learning environment and climate from schools in general (Ganefri et al., 2017; Tasrif, 2019). VHS must be treated differently (Jamilah et al., 2020). VHS graduates in Indonesia, including in the city of Padang, must be able to compete in the world of work and survive in society based on their expertise (Hidayat, et al., 2019). In addition, thanks to the skills possessed by VHS graduates, they must be able to grow into entrepreneurs (Ganefri et al., 2017; Hidayat, et al., 2019; Hidayat, et al., 2019), and job creation (Hidayat, et al., 2019). However, in reality, based on data from the Central Statistics Agency of the Republic of Indonesia in February 2021, graduates of vocational high schools are still the highest compared to graduates of other education levels, which is 11.5%. This is very unfortunate because VHS graduates should be ready to work and become entrepreneurs (Siladana & Sudira, 2019) but empirical evidence shows otherwise that the majority of VHS graduates are unemployed (Yulastri et al., 2018). One of the factors behind this problem is the not yet optimal implementation of learning supervision by supervisors in VHS (Tasrif, 2019).

Another fact is that every teacher must teach with preparation and enthusiasm, but many teachers come and only spend hours in class. Supervisors cannot immediately detect this situation (Mette et al., 2017; Pallawagau et al., 2017). On the other hand, the role of education supervisors, especially for VHS, is not limited to "supervision" but requires more control (Riyanto, 2017). The implementation of supervision of vocational high schools, including in the city of Padang, has also been carried out according to procedure applicable supervision. However, the implementation of supervision in vocational high schools is still closed, and information is not an optimal implementation of supervision of learning in vocational high schools, so it is necessary to analyze and explore the implementation of quality and supervision in vocational high schools. This condition becomes very interesting for further study and investigation. Furthermore, from the previous explanation, it is very important to conduct research on the implementation of quality and supervision of vocational high schools.

RESEARCH METHOD

This qualitative research is designed in the form of case study research. The subject of this research is the supervisor of vocational high school in the city of Padang and is described in a qualitative descriptive form. This research is limited to a qualitative description of the implement-ation of quality and supervision of vocational high schools in Padang City. The data source of this research consisted of the main sources, namely two vocational school supervisors (P1 and P2). In addition, two stakeholders from the representation of teachers and school principals (S1 and S2) were used to enrich information and cross-check or triangulate data.

Determination of the sources was done purposively. Data generation techniques using interview and observation techniques. Furthermore, data analysis is performed by collecting data, coding, linking themes, and interpreting themes. The code used is a combination of letters and numbers, for example, WMD1P1 where W = interview, MD = Informant code (in this study, there were four informants, namely MD, MJ, DM, and FZ), P = Supervisor, S = Stakeholder, while the numeric code (1, 2, 3 and so on) denotes 'the process to ... .'

RESULT AND DISCUSSION

The results of the research on the implementation of quality and supervision of vocational high schools in the city of Padang were obtained from interviews, participant observations, and document studies. Data generation is considered saturated if the answers from the elaborated data sources have consistent answers.

Result of Interview

Interviews conducted with P1 can provide nuances about how the vocational school supervisor's implementation of supervision is currently. P1 emphasized that, in general, there are still many things that need to be improved, especially those related to supervisory tasks that supervisors must prepare, but it turns out that they have not been carried out optimally. Furthermore, when P1 was asked why this happened, the answer was, "...the reasons are many, for example, starting from unclear recruitment problems, then some are caused by loss of motivation because they feel ignored or less cared for after becoming a supervisor (WMD2P1)". P1 also reveals that:

> *"... activities that should be carried out by supervisors, such as data collection activities, are used instead by administrative personnel. This shows that the agency does not optimize the role of supervisors. Many activities or programs in the agency do not involve school supervisors. This is also caused by the lack of active supervisors in positioning themselves (WMD2P1)".*

Observing what was stated by P1 shows that supervisors in carrying out supervisory duties do not equip themselves with adequate supervision requirements and instruments as supervisors. Ironically, the supervisors questioned why they were not maximally involved in the service's activities, felt neglected, and their motivation decreased. As the spearhead of the school service, supervisors should act professionally, not those who are controlled by the situation, but supervisors who should condition the situation. Although P1 also realizes that there is an element of supervisors' inability to position themselves in this case, according to P1, this situation cannot be fully charged or blamed on each individual supervisor but rather on the inability of the supervisory coordinator.

When P1's perception was confirmed through a number of questions to P2 (P2 was not told what had been stated by P1 but only questioned the essence of the problem), it turned out that P2's expression was actually complementary to what was stated by P1. Furthermore, it can be observed what was stated by P2:

> *"... in general, visits to schools carried out by supervisors are just routine. This is the impact of the recruitment of supervisors who are not in accordance with the recruitment guidelines that should be. So that the existing VHS supervisors have abilities that are far from expectations and do not meet the required standards, even high-ranking officials are of the opinion that ability is not the main requirement, the important thing is to want to work, but ironically this profession should not be enough just to be willing but highly demanded by ability and expertise (WMJ2P2)".*

P2's perception revealed that the supervisor in carrying out the task of visiting schools was only carried out as a routine. This condition confirms P1's perception that the supervisors did not prepare documents and even an adequate work program in their duties. P2's perception is mutually supportive with P1's perception, this can be seen in statements related to recruitment that are not in accordance with the principles, then also related to non-standard supervisory abilities and negative support from competent parties for inadequate supervisory abilities.

Triangulation of data carried out on S1 and S2, which in this case are stakeholders from the supervisor, in connection with the description of the implementation of supervision, obtained the following perception:

> *"... supervisors go to school just to visit, look around, then fill in the data that he has visited the school, then just leave, yes, just ask for autographs. But all this is due to the supervisor's background in school, and they are 'outcasts' in their respective schools. So they only come just to tell the story of the past. That existence will build and help the school get better and provide*

input and academic guidance. It's only for a handful of supervisors, and the important thing is that they are safe, and the school is safe (WDMS1)".

Meanwhile, according to S2:
"The current supervisors are a bit chaotic, especially in terms of recruitment. There are currently people who are not 'valid,' who are not productive, former staff, and teachers who don't come in and out. It's just that they have connections. Well, that's the supervisor. Sometimes the supervisor comes into the classroom. The supervisor enters the classroom just to clash with the teacher, reprimand the teacher, blame the teacher, question the teacher's preparation, question the status of the teacher, that the teacher is an honorary teacher, and so on. All these things are done in front of the students. That's communication less (WFZS2)."

The perceptions expressed by S1 and S2 are essentially not much different from those presented by P1 and P2. This understanding can be seen from their perception regarding the profile and the way supervisors respond to their duties, and their capacity and background as supervisors. Standard books and supervisory workbooks The meaning that can be put forward is that all informants have relatively the same perception that the overall picture of the implementation of supervision carried out by vocational school supervisors. Supervision standards set out in the supervisory quality standard book and supervisory workbook published by the Ministry of National Education of the Republic of Indonesia in 2011.

The results of interviews with informants regarding the quality of academic supervision have a slightly different nuance. P1 pays more attention to quality in terms of process and implementation, while P2 focuses more on commitment and the background that causes quality itself. The perception expressed by P1 reveals that:
"Each supervisor serves, on average, three schools for managerial supervision, while for academic supervision, according to the rules, the ratio is 40 teachers for one supervisor; thus, the supervisor must look for additional teachers in other schools outside the three schools that are his responsibility, for this average On average it will involve seven other VHS for academic supervision (WMD2P1)."

What P1 stated can be interpreted that the distribution of teachers in the city of Padang is very spread out. This unfavorable distribution has resulted in school supervisors having to hurry in order to serve the seven schools under their supervision, namely three schools for managerial supervision and four schools for academic supervision. The impact of such wide distribution is that the time required for the process supervision is also increasing. In other words, the time for coaching is decreasing.

Furthermore, P1's perception also states, "... they are not ready, they come to school without provisions, without preparation (WMD2P1)." This clearly P1's perception shows that the school supervisor does not have the preparation and provision in carrying out the supervisory duties. It means they do not have a planned monitoring program. Without a planned and measurable program, everything about the supervision takes place as it is and is difficult to evaluate. When this was confirmed to P2, P2 stated, "...this profession should not be enough just to be willing but very demanding of ability and expertise (WMJ2P2)." This statement shows that P2 has doubts about the abilities and expertise of school supervisors.

Triangulation carried out on S1 informants in relation to the quality of academic supervision revealed, "... teacher development is also carried out minimally, at most filling out a questionnaire. it is very rare for such coaching to occur (WDMS1)." While S2 stated:
"... after becoming a supervisor, how could the person concerned be able to order/order the teachers/friends to make preparations, discuss problems evaluation, problem learning, and so on, while the person concerned/supervisor does not understand what he is ordered to do. Sometimes the supervisor comes into the classroom, the supervisor enters the class just to clash with the teacher, reprimand the teacher, blame the teacher, question the teacher's preparation, question the status of the teacher, that the teacher is an honorary teacher, and so on, all these things are done in front of student-student (WFZS2)."

Analysis of quality implementation and supervision of vocational high schools…
Elfi Tasrif, Mussa Saidi Abubakari, Hendra Hidayat

5

The perception of S1 and S2 further strengthens what was revealed by P1 and P2, that school supervisors in the task of academic supervision are carried out minimally. A more minor perception was even raised by masters, who expressed distrust of the supervisor's ability substantially. This was based on the supervisor's recruitment background and the supervisor's track record. S2 also observes the lack of professionalism of supervisors in conducting coaching, causing friction with teachers or other parties at school.

The meaning that can be drawn from the perceptions of P1, P2, S1, and S2 is that academic supervision is not carried out in a well-planned manner because the supervisory function is related to the program of coaching, monitoring, assessing, and training professional teachers in 1.) Planning learning; 2.) Carry out learning; 3.) Assessing learning outcomes; 4.) Guiding and training students; and 5.) Carrying out additional tasks attached to the main task in accordance with the teacher's workload, carried out randomly and impromptu. When P1 was asked questions related to the distribution of supervisory areas of expertise in conducting academic supervision, P1 stated:

"The contribution of supervisors to academic supervision related to subjects in Vocational Schools is indeed not all supervisors according to the field of study. Vocational supervisors generally come from vocational technology fields, while Vocational Schools are not only in the field of technology. The existing supervisors are more dominant in the background technology in the fields of Building, Machinery, and Electricity, while for other fields such as automotive, business, and tourism, there is no supervisory authority (WMD2P2)."

In the study of what was stated by P1 in relation to academic supervision with the distribution of areas of expertise of school supervisors, it can be interpreted that there is indeed an imbalance in the field of expertise in the procurement of supervisors in relation to the number of expertise programs and existing teachers. The procurement of supervisors is not carried out in a professional manner. Supervisors' recruitment is not based on an analysis of the level of need.

Result of Participant Observation

The results of observations made on P1 and P2 obtained an overview in relation to their duties in carrying out supervision in schools, showing data that were slightly different in several respects from the information they provided. In particular, with regard to the purpose of each visit to the school, these two supervisors have a good record of observation, meaning that they do their obligations as a supervisor, but the implementation of the visit was carried out without being properly planned and not confirmed in advance with the school or not scheduled.

The recruitment process for school supervisors is not perfect. As a result, the resources obtained are difficult to develop because changing commitment and work attitudes or ethos does not only require intellectual intelligence. How can supervisors work smoothly if what they do does not start with good planning or programs, good work is perfectly planned work.

Furthermore, the results of observations made on P1 and P2, along with all elements related to supervision, indicate that the data are not much difference between the sources. Supervision that takes place cannot be distinguished between academics and managerially. This happens because, on duty, supervisors are more likely to carry out tasks and activities without a plan instead of carrying out tasks and activities with clear procedures and plans.

Result of Document Study

Almost all of the documents related to the implementation description are only in the form of guidelines and supervision procedures specified in the school supervisor's workbook. School supervisor report documents were also obtained, but some of the data obtained were only normative documents and lacked supporting data. The search results for documents related to the quality of academic supervision are in the form of supervisor reports and several supervisory procedures. In terms of the completeness of P1 and P2, and in general, the supervisors have met the criteria for making and collecting reports. Supervisors have documents such as performance appraisal procedure documents, teacher competency assessment procedure documents, learning equipment completeness procedure documents, assessment reporting results, and supervisory results reports.

Discussion

Based on the results of the research, it is obtained that the overall picture of the implementation of supervision is: 1.) Supervisors are not ready and without provisions in carrying out supervision; 2.) The education office is less than optimal in empowering supervisors; 3.) Supervisors are less aggressive in positioning themselves; 4.) the supervisory coordinator does not carry out his functions optimally; 5.) Supervisory motivation is low; 6.) The distribution of procurement of supervisors is uneven; 7.) The control mechanism for supervisors and supervisory coordinators is not working properly; 8.) Reward and punishment does not work; 9.) School visits are just routine; and 10.) Relations with teachers and schools are not well established.

Based on the findings revealed, it can be interpreted that the supervision process for VHS in Padang is still very concerning because in carrying out their duties, supervisors act as they are and lack breakthroughs. This condition occurs as a result of the control mechanism that is not working properly. So that the overall picture of the implementation of supervision is not in accordance with the main duties and functions of the supervisor and shows that the supervisor has an unsatisfactory performance, this picture is an indication of the education office's lack of attention to the function and role of supervisors, but supervisors as professionals should be able to eliminate these unfavorable things and must be able to act independently.

It should be underlined that the non-optimal supervision process for Vocational High Schools has a chain impact on the provision of a professional workforce because vocational high schools, as the front gate, are expected to be able to supply high-quality middle-level workers. Supervisors should be able to work smoothly and not have to be bothered with all the formats that must be carried out in the task the supervision because the Ministry of National Education of the Republic of Indonesia has provided all the formats and rules through the school supervisor workbook and the supervisory quality standards guide.

Supervisors only need to adjust to real conditions and match the supervisor's calendar according to the calendar of the education office of each region where the supervisor is on duty. Furthermore, the supervisors have to process and process the results obtained from a number of these guidance documents. However, the process that should have gone smoothly because it already had a clear direction and was conditioned in such a way by the government has not yet been implemented as expected. The results of this research are quite surprising. Everything is very detailed and adequate when viewed in terms of the completeness of the rules for implementing supervision.

The supervisory profession is a position with complex work demands. Usman (2006) states that the supervisor is a middle manager who requires conceptual skills around 25%, social 50%, and operational 25% and is responsible for top managers. This statement explicitly emphasizes that being a supervisor cannot be entrusted to everyone or the will of a few people who hold influence or power. The supervisor's position as a coach for teachers and school principals requires that each supervisor have the readiness and ability to provide solutions to various school problems. Supervisors are people who have good intellectual and verbal capabilities, are individuals who can protect their clients, and act quickly at the right time.

The study results revealed that supervisors were not optimal in carrying out their duties and functions, and low motivation is a reflection of the supervisor's powerlessness to get out of his own problem. The results of this study, at the same time, reinforce what was stated by Zulfiani et al. (2021) that the supervisor is a leader. The supervisor's leadership spirit is actually tested when dealing with teacher/school principal problems in the form of protests or objections.

Recruitment and transfer of supervisors have four possibilities: 1.) Achievement; 2.) Sanctions; 3.) Selection; and 4.) Combination. Based on these four possibilities, points (1) and (3) have the opportunity to produce professional supervisors. The appointment or recruitment of school supervisors through a selection process is a long process that demands a number of requirements and qualifications as well as layered mechanisms and procedures. Based on the rules set by the Directorate General of Quality Improvement of Educators and Education Personnel, Directorate of Education Personnel (Ditnaga), Ministry of National Education of the Republic of Indonesia in 2011, someone has been determined to occupy the position of supervisor must meet administrative and academic requirements. After passing the required requirements and qualifications, must follow the

selection of candidates for supervisors of educational units in a transparent, accountable, open and fair, and competitive manner.

Besides that, recruitment is also based on a needs analysis by the city/regency education office so that it is known what field supervisors are needed and how many are needed. The selection process is under the authority of Ditnaga in collaboration with relevant agencies and the education Quality Assurance Institute (LPMP). At the same time, the study results showed that the recruitment process was carried out impromptu and not transparent, which was even worse without going through the proper procedures and not based on needs analysis. Besides that, recruitment is also based on a needs analysis by the city/regency education office to know what field supervisors are needed and how many are needed. The selection process is under the authority of Ditnaga in collaboration with relevant agencies and the Education Quality Assurance Institute (LPMP).

At the same time, the study results showed that the recruitment process was carried out impromptu and not transparent, which was even worse without going through the proper procedures and not based on needs analysis. Besides that, recruitment is also based on a needs analysis by the city/regency education office so that it is known what field supervisors are needed and how many are needed. The selection process is under the authority of Ditnaga in collaboration with relevant agencies and the Education Quality Assurance Institute (LPMP). At the same time, the study results showed that the recruitment process was carried out impromptu and not transparent, which was even worse without going through the proper procedures and not based on needs analysis in the field.

Another finding in the study was the low perception of informants on the supervisory relationship with clients or stakeholders. This situation is a bad signal for the continuity of the monitoring process. Professional supervisors must be able to stimulate clients to be actively involved in the supervision process itself. This active role will be seen in the client's willingness to tell stories, ask questions, and do things assigned by the supervisor without feeling embarrassed or intimidated. Meanwhile, the research results reveal that the opposite is the case. The openness and ability of supervisors to maintain partnerships with clients are one of the successes in supervision (Henderson, 2019). Therefore, a common thread must be found in the disharmony of the relationship between the supervisor and the teacher or principal.

Supervisors are ordinary people who do not escape from all shortcomings and excess. The supervisor must still report to and be controlled by the top manager as a middle manager. In this case, the top manager is the head of the education office. The results of the study show that the education office also has a decisive contribution to the supervision picture. The impact of the recruitment of vocational school supervisors, which is carried out without prior studies or needs analysis, also causes the accumulation of supervisors in certain areas of expertise, while other areas of expertise do not have school supervisors at all. This non-compliant recruitment mechanism also has an impact on the supervisor's capability, especially in terms of motivation and work ethic.

Problems in the recruitment of school supervisors, order culture, and friendship are not easily removed. This situation is further exacerbated by inadequate control and control mechanisms, which only rely on reports that have never been reported and analyzed substantially. The control mechanism can be interpreted from two perspectives: the control of the supervisory coordinator towards each supervisor and, secondly, the control of the head of the service to the supervisor, especially the supervisory coordinator.

The overall picture of the implementation of this supervision is still not satisfactory. Many inequalities have occurred since the recruitment of school supervisors and the process of implementing supervision to control supervision. The results of the study show results that are in line with research conducted by Muchit (2005) that it is necessary to develop a model within the scope of supervision, especially related to the development/renewal of the coaching model, which can be done through three aspects, namely, aspects of supervisor appointments, aspects of education and training (training and training), and aspects of the performance appraisal of school supervisors.

The basic difference with Muchit's research is in terms of the scope of research, location, and year of research. The discussion on the scope of the quality of academic supervision at the Padang City Education Office is currently closely related to many aspects. The general meaning of academic supervision can be observed from 3 aspects including aspects: 1.) Implementation of coaching tasks; 2.) Monitoring; and 3.) Teacher professional assessment and training.

However, in its implementation in the field, these five aspects cannot be separated from various elements, such as: First, the distribution of supervisors accumulates in only a few skill programs: 1.) Building Engineering 3 people for 33 teachers should be in accordance with the number of existing teachers, only one person; 2.) Mechanical Engineering 3 people for 46 teachers should be enough for one person; 3.) Engineering Electricity 2 people for 43 teachers should be enough for this skill one person; 4.) There is only one supervisor for 71 teachers in computer and informatics engineering, and two supervisors should be needed; and 5.) There are two supervisors for 37 teachers in aquaculture engineering and production whose supervisors do not have a full fishery background, only because they have a master's degree in management. Even then, only one person is needed.

Second, the ratio of supervisors to teachers is not balanced. There are only two skill programs with supervisors that are relatively balanced between the ratio of supervisors to teachers, namely in electrical engineering skills of 1:49 and office skills of 1:42. Although the number of teachers is relatively balanced with supervisors, the teachers are spread across many schools. Third, many skills programs do not have supervisors at all, namely: 1.) Automotive engineering with 96 teachers; 2.) Aircraft Engineering with nine teachers; 3.) Broadcasting technique with seven teachers; 4.) Finance with 58 teachers; 5.) Commerce administration with 28 teachers; 6.) Tourism with 90 teachers; 7.) Fine arts and crafts with 71 teachers; and 8.) Performing arts with 31 teachers. Third, many skills programs do not have supervisors at all, namely: 1.) Automotive engineering with 96 teachers; 2.) Aircraft Engineering with nine teachers; 3.) Broadcasting technique with seven teachers; 4.) Finance with 58 teachers; 5.) Commerce administration with 28 teachers; 6.) Tourism with 90 teachers; 7.) Fine arts and crafts with 71 teachers; and 8.) Performing arts with 31 teachers.

Fourth, the supervisory method used by school supervisors is still carried out in an orthodox manner, with the image of being a *pamong* in power. This pattern results in respect of teachers and schools, in general, being not good, so this needs to be addressed so that the partnership process between supervisors and stakeholders really becomes one of the cornerstones in the process of supervision. Fifth, Fifth, control and reporting mechanisms are one of the vulnerable points in supervision. Reporting patterns without paying attention to a substance can stimulate invalid and irresponsible reporting.

Everyone agrees on the need for quality education, but many people will define quality with different perceptions. Sallis (2002) argues that quality is something that is difficult to understand because quality is a dynamic idea that involves emotions and morals. Quality is sometimes felt like something abstract, and people only feel it when it disappears from our side. Quality is easy to feel but sometimes very difficult to define. Quality is not just satisfaction but more emphasis on customer happiness and joy. In the world of education, quality can be juxtaposed with a number of educational attributes, but the ultimate goal always refers to the teaching process and the resulting product. Marzano et al. (2011) states that the most important part of supervision is an improvement in teaching. So the purpose of academic supervision is to improve the quality of learning and the teachers themselves (Zulfikar et al., 2017).

CONCLUSION

The implementation of the academic supervision of vocational high schools in the city of Padang is still not optimal. This indication is shown from the following points: The unpreparedness of the supervisor to carry out supervision; The education office is less than optimal in empowering supervisors; Supervisors are less aggressive in positioning themselves; The supervisory coordinator does not carry out his functions optimally; Low supervisor motivation; The distribution of procurement of supervisors is uneven; The supervisory control mechanism and the supervisory coordinator do not work well; Reward and punishment does not work; School visits are just routine; Relations with teachers and schools are not well established.

REFERENCES

Berliani, T., & Wahyuni, R. (2017). Implementasi supervisi oleh kepala sekolah dalam meningkatkan profesionalisme guru. *JMSP (Jurnal Manajemen Dan Supervisi Pendidikan)*, *1*(3), 218–226. https://doi.org/10.17977/um025v1i32017p218

Dibyantoro, S. S. (2017). Manajemen supervisi akademik untuk meningkatkan kinerja guru mata pelajaran pendidikan jasmani dan kesehatan SMK di Kecamatan Sewon Kabupaten Bantul. *Utile: Jurnal Kependidikan*, *3*(2), 126–137. https://www.jurnal.ummi.ac.id/index.php/JUT/article/view/69

Evanofrita, E., Rifma, R., & Nellitawati, N. (2020). Pelaksanaan supervisi akademik kepala sekolah di sekolah luar biasa. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, *5*(2), 217–229. https://doi.org/10.31851/jmksp.v5i2.3772

Ganefri, G., Hidayat, H., Kusumaningrum, I., & Mardin, A. (2017). Needs analysis of entrepreneurships pedagogy of technology and vocational rducation with production base learning approach in higher education. *International Journal on Advanced Science, Engineering and Information Technology*, *7*(5), 1701–1707. https://doi.org/10.18517/ijaseit.7.5.1510

Henderson, P. (2019). *Supervisor training: Issues and approaches: Guide to supervision*. Routledge. https://books.google.co.id/books?id=YiZTDwAAQBAJ

Hernández-González, J., Inza, I., & Lozano, J. A. (2016). Weak supervision and other non-standard classification problems: A taxonomy. *Pattern Recognition Letters*, *69*, 49–55. https://doi.org/10.1016/j.patrec.2015.10.008

Hidayat, H., Tamin, B. Y., Herawati, S., Hidayati, A., & Muji, A. P. (2019). Implementation of technopreneurship scientific learning for produce electronic product prototypes in engineering education. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, *8*(11), 2842–2846. https://doi.org/10.35940/ijitee.K2406.0981119

Hidayat, H., Tamin, B. Y., Herawati, S., Khairul, K., & Syahmaidi, E. (2019). The contribution of technopreneurship scientific learning and learning readiness towards the entrepreneurship learning outcomes in higher vocational education. *Jurnal Pendidikan Vokasi*, *9*(1), 21–32. https://doi.org/10.21831/jpv.v9i1.20466

Jamilah, Y., Sukardi, S., Tasrif, E., Nendra, F., & Firdianis, E. (2020). Evaluation program of work practice in industrial vocational high school (Seen from respondents teacher supervisor). *International Journal of Educational Dynamics*, *2*(1), 180–187. https://doi.org/10.24036/ijeds.v2i1.244

Karomah, N. (2021). Peningkatan mutu mengajar guru produktif melalui supervisi akademik ketua program keahlian. *Jurnal Ilmiah Pro Guru*, *7*(2), 189–196. http://journal2.um.ac.id/index.php/jipg/article/view/20523

Kaufman, J., Hughes, T. L., & Riccio, C. A. (2010). *Handbook of education, training, and supervision of school psychologists in school and community, volume II: Bridging the training and practice gap: Building collaborative university/field practices*. Routledge. https://books.google.co.id/books?id=17eSAgAAQBAJ

Kervadec, H., Dolz, J., Tang, M., Granger, E., Boykov, Y., & Ben Ayed, I. (2019). Constrained-CNN losses for weakly supervised segmentation. *Medical Image Analysis*, *54*, 88–99. https://doi.org/10.1016/j.media.2019.02.009

Kok, M. C., Vallières, F., Tulloch, O., Kumar, M. B., Kea, A. Z., Karuga, R., Ndima, S. D., Chikaphupha, K., Theobald, S., & Taegtmeyer, M. (2018). Does supportive supervision enhance community health worker motivation? A mixed-methods study in four African countries. *Health Policy and Planning*, *33*(9), 988–998. https://doi.org/10.1093/heapol/czy082

Krisdayati, F., & Hariyati, N. (2020). Evaluasi supervisi akademik dalam pembelajaran berbasis teaching factory pada program keahlian perbankan di SMK Negeri 1 Jombang. *Jurnal Inspirasi Manajemen Pendidikan*, *8*(2), 61–69. https://ejournal.unesa.ac.id/index.php/inspirasi-manajemen-pendidikan/article/download/33436/30034

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. ASCD. https://books.google.co.id/books?id=3-NvWvY1koQC

Mette, I. M., Range, B. G., Anderson, J., Hvidston, D. J., Nieuwenhuizen, L., & Doty, J. (2017). The wicked problem of the intersection between supervision and evaluation. *International Electronic Journal of Elementary Education*, *9*(3 SE-Articles), 709–724. https://www.iejee.com/index.php/IEJEE/article/view/185

Muchit, F. (2005). *Penerapan manajemen mutu terpadu pada SMK Negeri 3 Bogor* [Universitas Islam Negeri Syarif Hidayatullah Jakarta]. https://repository.uinjkt.ac.id/dspace/bitstream/123456789/18042/1/FAHRUL MUCHIT-FITK.pdf

Noviansyah, W., & Sudira, P. (2020). The praxis of project-based learning at PIKA Vocational Secondary School Semarang. *Jurnal Pendidikan Vokasi*, *10*(1), 103–113. https://doi.org/10.21831/jpv.v10i1.29032

Pallawagau, M., Prihatin, T., & Suminar, T. (2017). Pengembangan model supervisi akademik dengan mentoring method dalam pembelajaran yang mendidik pada SMK di Kabupaten Kupang. *Educational Management*, *6*(1), 9–19. https://journal.unnes.ac.id/sju/index.php/eduman/article/view/16458/8553

Riyanto, R. (2017). Pengelolaan supervisi pembelajaran berbasis Kurikulum 2013 di SMK. *Manajemen Pendidikan*, *12*(2), 217–227. https://journals.ums.ac.id/index.php/jmp/article/download/5519/3594

Sallis, E. (2002). *Total quality management in education* (3rd ed.). Routledge. https://doi.org/10.4324/9780203417010

Siladana, I. G. K., & Sudira, P. (2019). Implementation of creative economy entrepreneurial character development through the culture of sustainable development and vocational stakeholders partnership. *Jurnal Pendidikan Vokasi*, *9*(2), 161–171. https://doi.org/10.21831/jpv.v9i2.24354

Sudira, P. (2020). *Paradigma baru pembelajaran vokasional era revolusi industri 4.0*. UNY Press.

Sudira, P., & Juwanto, R. E. (2019). Design training kits CPI for vocational learning in industry 4.0. *International Journal of Recent Technology and Engineering (IJRTE)*, *8*(3), 6293–6302. https://doi.org/10.35940/ijrte.C5917.098319

Tasrif, E. (2019). Academic supervision mechanism by vocational high school supervisor. *Proceedings of the 5th UPI International Conference on Technical and Vocational Education and Training (ICTVET 2018)*, 160–164. https://doi.org/10.2991/ictvet-18.2019.35

Usman, H. (2006). *Manajemen: Teori, praktik, dan riset pendidikan*. Bumi Aksara.

Yulastri, A., Hidayat, H., Ganefri, G., Edya, F., & Islami, S. (2018). Learning outcomes with the application of product based entrepreneurship module in vocational higher education. *Jurnal Pendidikan Vokasi*, *8*(2), 120–131. https://doi.org/10.21831/jpv.v8i2.15310

Zulfiani, Z., Thaha, H., & Mahmud, H. (2021). Model supervisi akademik dalam meningkatkan kinerja guru. *Kelola: Journal of Islamic Education Management*, *6*(1), 25–36. https://doi.org/10.24256/kelola.v6i1.1833

Zulfikar, Z., Yusrizal, Y., & Ibrahim, S. (2017). Supervisi akademik oleh kepala sekolah dalam meningkatkan kompetensi profesional guru SD Negeri 2 Calang Kabupaten Aceh Jaya. *Jurnal Administrasi Pendidikan*, *5*(3), 192–198. http://e-repository.unsyiah.ac.id/JAP/article/view/9354