

Strategy of the Head of Department of Education in Improving the Performance of an Inspector of Primary Schools in North Sumatra (Case Study at the Department of Education of the City of Binjai and Langkat)

Sri Rahayu¹, Engkus Kuswarno², Hanafiah³, Deti Rostini⁴

¹Student of the Doctoral Graduate of the University of Islam Nusantara Bandung

^{2,3,4}Lecturer of Doctoral Graduate of the University of Islam Nusantara Bandung

Corresponding Author: Sri Rahayu

ABSTRACT

The superintendent of schools as the educators has a very strategic role in the process and outcome of quality education. However, there are still problems in the field related to the duties of trustees among others: the trustees much less able to provide solutions to the problems faced by teachers, there are still many supervisors who have excessive workloads, there are still found many school superintendents who are lazy to carry out their work so that the school superintendent was almost removed. Because of this need for a strategy from the Head of the Department of Education to improve the performance of the inspector of primary Schools in the province of North Sumatra. The purpose of this study is to determine: (1) planning performance coaching supervisor, (2) the implementation of performance coaching supervisor, (3) assessment of the coaching supervisors, (4) barriers to performance coaching supervisor, (5) a solution to overcome the performance barriers of trustees. The method used is qualitative research by taking the data from the source study of the Head of the Department of Education, Pengawas Sekolah Basis, Kepala Sekolah and Teachers. Data collection techniques used in this dissertation research are: Observation, interview, documentation study. The instruments used observation sheet and interview guide. Method of data analysis is descriptive. Based on the results of the research can be concluded that (1) the planning performance coaching supervisor, planning is

done by studying the requirements of the superintendent of schools basic melalui perencanaan rational and implementation of the guidance to the inspector of primary schools with the involvement of stakeholders (2) coaching techniques the performance of the superintendent of Schools the Basis of which implemented is a coaching strategy that is implemented is through the activities of the Working Group the Superintendent of Schools, trainings and seminars. This is carried out in an attempt to improve the performance of the superintendent. (3) evaluation of the coaching supervisors, can not be implemented in accordance with the program that has been set. Peningkatankinerjapengawaslebihbanyakdiperoleh melalui validation peer. (4) the factors that hinder the performance of supervisors, among others: the number of workload of supervisors and the vastness of the region, the lack of competence of the supervisors in terms of it, the lack of the number of trustees, qualifications of trustees the kurangesuai, kurangnya sarana and infrastructure, and funds. (5) the Solution in overcoming the obstacles of the performance of the supervisor are: to optimize the activities of the MGMP, to involve in the activities of workshop/training, increase the number of supervisors, the recruitment of trustees which is selective, providing adequate facilities and infrastructure, enter budget supervisor in the DIPA.

Keywords: Head of Department Of Education, Supervisory Performance, Education Quality

INTRODUCTION

One of the problems faced by the Indonesian Nation in education, now this is the low quality of education at every level and unit of education, especially primary and secondary education. Various attempts have been made to improve the quality of national education, for example curriculum development, national and local, increased teacher competence through training, procurement of books and tools lessons, procurement and repair of facilities and infrastructure education, teacher certification, and quality improvement of school management. However, various indicators of the quality of education not show a significant increase nationally, although some schools/educational units, especially those located in urban, already showing results towards the quality of education is good and quite encouraging, but on the contrary most are still quite alarming. The purpose of education is to educate life of the nation in building the Country towards a just and prosperous society. A fact that education plays a very important role in improving the quality of human resources, in accordance with the express in the formulation of the function and purpose of national education in Law Number 20 Year 2003 Article 3 of the National Education System, namely : “the national Education serves to develop performance and form the character and civilization of dignity in the context of the intellectual life of the nation, aimed at developing the potential of learners in order to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become democratic citizens, as well as responsible”. (Abd. Halim Soebahar, introduction: 2012:10). For this reason, the demands of quality education must continue to be met and improved. Improving the quality of education has actually been stated in the national Education Act No. 20, 2003 as the main agenda in the world of education. The education system must be able to guarantee

the improvement of the quality, relevance and efficiency of education management to face the challenges in accordance with the changing demands of the life of local, national and global, so we need education reform in a planned, purposeful and sustainable. Educational success is closely associated with success in improving the competence and professionalism of teachers and education personnel. The superintendent of schools as the educators has a very strategic role in the process and outcome of quality education. School superintendent is one of the drivers of education the most important in improving the quality of education. Therefore, the superintendent of schools responsible for the progress of school education, which is directly related with the guidance and the training of teachers of professional, direct, supervise, manage, control in the achievement of the objectives and tasks of supervision namely the task of supervision and academic management. This is in accordance with the Regulations of the Minister of State for Administrative Reform and Bureaucratic Number 21 Year 2010 concerning “the Functional Position of Superintendent of Schools and Numbers of Credit Chapter V Article 12 thus the superintendent of schools are required to have qualifications and competence sufficient to perform the task *kepengawasannya*”. Furthermore, in the explanation of these laws was stated that National education has a vision or view of the future, that the realization of the system quality, so capable and proactive in answering the challenges of the times are always changing. One of the tasks of the Department of Education in improving the quality of education in Indonesia is to improve the performance of the education supervisors, in particular supervisors of basic education. The duty of the superintendent of education is to solve problems in learning. It can be said that the role of the superintendent of education is to help teachers and educational leaders in addressing the problems and making wise

decisions that affect the education of students. Supervisors have a strategic role in improving the quality of education including guide, develop, monitor, supervise, evaluate, report and following the results of supervision. The performance supervisor will have an impact on the quality of education, so that in carrying out its functions, the supervisory elementary school often face a variety of problems, especially to help teachers achieve student learning outcomes that are optimal. Lack of knowledge and approach to managing the teaching process will become an obstacle to the superintendent. The involvement of supervisors in improving the quality of education can be optimally supported by the system choice. Surveillance system that is dynamic and quality is very important to improve the quality of education. The needs will be the function of the supervision of a professional increasingly being recognized by the teacher in relation to their role in maintaining the process of teaching and the demands to improve the quality of education. Efforts to improve the quality of education as outlined above must be supported by the program for improvement the quality of supervision. Aware that the success factors in the teaching process can be achieved by teachers if the superintendent is able to work effectively and professional, so that the performance of the superintendent professional can be achieved through a system of manual oversight that is sustainable. Efforts to improve the performance of the superintendent professional for example with training that aims to increase knowledge about monitoring and introducing new ways that are innovative to the superintendent of schools. Despite these efforts conducted by the Department of Education of the City of Binjai and Langkat, the results achieved far exceeded expectations and is just a routine activity and not professional, which means that the effectiveness of service education of teachers by the superintendent is still questionable. How supervisors perform their

duties from time to time, whether the supervisors always get the guidance from the Department of Education of the City of Binjai and Langkat Regency in connection with the improvement of the performance of the superintendent?

LITERATURE REVIEW

Theory of strategic management (Strategic Management) from Wheelen & Hanger (2012:5) who stated that strategic management is a series of decisions and managerial actions that determine the performance of the institution in the long term. This process consists of four basic elements, namely (1) environmental scanning, (2) strategy formulation, (3) strategy implementation, and (4) Strategy evaluation. A series of decisions and actions this includes the determination of policy, the recording environment, strategy formulation (Planning Long-Term Strategy), strategic implementation, and evaluation as well as control continuously and sustainably to meet the demands of the dynamic development. Other than that using also the theory of human resource management (Human Resource Management) from the Robert L. Mathis - John H. Jackson, (2009:3) stated that human resource management is the design of the system-formal systems in an organization to ensure the use of human talent effectively and efficiently in order to achieve the organizational purposes.

MATERIAL AND METHODS

The approach used in this paper is the approach mode of inquiry is qualitative interactive, namely in-depth study by using data collection techniques directly from the people in their natural environment. The method of inquiry is done through the steps of observation and measurement, hypothesis, interpretation, and formulation of a theory. Inquiry requires experimentation, reflection, and recognition of the strengths and weaknesses of the methods used. The authors interpret the phenomenon found in the field about how

people search for the meaning of the problem under study. Then made a picture of a complex and thorough with the description of the detail of the spectacles of the informant. The author of the interactive describes the context of the phenomenon and continually revise questions based on experience found in the field.

RESULTS AND DISCUSSION

The formulation of the Development Strategy of the Head of the Department of Education In Improving the Performance of the superintendent of Schools the Basis of Education of Binjai and Langkat

Based on the results of data collection obtained a picture that the Head of the Department of Education in carrying out the coaching supervisor begins with policy making. The starting point of the policy, the next activity is the preparation of the plan development, preparation of programs, program implementation, and evaluation and control. The preparation of the guidance policy the performance of the superintendent of Schools the Basis of this is constituted by peraturan legislation, the policies of good policy of the Minister of National Education, Directorate General of Basic Education and the Base, the Governor and the Regent in connection with efforts to increase the quality of education through professional development of trustees. Essentially an effort to develop the performance of the inspector of primary Schools has been implemented by the Head of the Department of Education on the concept of strategic management. This is evident from the pattern of performance coaching supervisor which starts with the determination of policy, and continued with the formulation of planning, which implies the presence of purpose (vision, mission), and the sequence of actions that menyeluruh and integrated by relating the conditions of excellence that will be achieved by considering the internal environment in the form of strengths and weaknesses, as well as pay attention to the external environment in

the form of possible challenges and opportunities eksternal with the demands of the environment (global competition) to ensure that the main objective of the institution i.e. performance coaching supervisor can be achieved through the implementation of the right. Therefore, the Head of the Department of Education the District is required to have leadership traits visionary able to see possibilities the demands of quality education in the future, so as to play a role as a determinant of direction, change agent, spokesperson and as a coach. This already illustrates the strategic management, as stated by Wheelen-Hunger (1995:3) that "Strategic management is that set of managerial decisions and action that determines the long run performance of a corporation". Management performance coaching supervisor of Elementary School can be interpreted as a series of decisions and managerial actions that determine the performance of the institution in the long term so that the performance of supervisors trained in accordance with the established competence, namely competence of pedagogic, personal, social and professional development. This is due to management performance coaching supervisory Elementary School is a rationalization that is comprehensive about the various issues concerning the factors that cause the low quality of education, which is the obligation of educational leadership that are organizational to formulate management performance coaching supervisor, because the supervisor is spearheading efforts to increase the quality of the effectiveness of the learning that will have an impact on improving the quality of education.

The implementation of the Coaching Performance of the superintendent of Schools the Basic Education Department of the City of Binjai and Kabupaten Langkat.

In the implementation of the management performance coaching supervisory primary School, the Head of the

Department of Education to implement management performance coaching supervisor by utilizing all existing resources, namely the Head of Basic Education as the coordinator of coaching performance, and Section Chief as executive coaching, as well as supervisors of primary School as the subject of development in accordance with the duties and functions of each, through the actions of a rational and systematic. Program development the performance of the trustees which was made better by the Head of the Field of Basic Education, and Head of the Section of Education is essentially the implementation of the planning performance coaching supervisor as the policy Head of the Department of Education is the making of strategy development, organization, movement or motivating, assessment, as well as the development of the results of the coaching, to achieve the goal namely to build the performance of supervisors which is reflected in the increase in the effectiveness of supervision.

The involvement of all elements of human resources in accordance with the duties and functions of such with the hope of increasing the understanding and heightens their motivation to implement the decision of the organization. "Management is the process of utilization of the entire resources of the organization are carried out through the actions of a rational and systematic way (planning, briefing, action, and control) to achieve goals effectively and efficiently" (Satori D.,2000:6). Each element in the involvement have to think is strategic, because it will be entirely involved in management in a certain way that may be different but all lead to the basic strategy that is centralized, i.e. coaching the performance of the superintendent of Schools the Basis to improve the quality of education. Implementation of performance coaching supervisory primary School aimed at the development of the culture of every element (the Head of Elementary Education and Head of the Section of Basic Education) are creative, study hard, disciplined, honest

and independent so is able to develop professionalism continuously in accordance with their respective functions in an effort to improve the quality of regulatory impact is expected can improve the quality of education. Coaching the performance of the superintendent of Schools the Basis of this is essentially looking for the best alternative for the Head of the Department of Education, Head of Basic Education, and Section Head in developing the performance of supervisors to improve the quality of education which is one of the main tasks and functions of the organization from the Department of Education. Therefore in the implementation of the coaching performance of the superintendent using the technique or how to carry out strategic management. Technique performance coaching supervisory Elementary School that was implemented is as follows: a) KKPS, b) Trainings and Seminars, c) the Validation of the Peer.

Assessment of Implementation Performance Coaching supervisory Elementary School

The stages are also important in the development of the performance of the superintendent of Schools the Basis is the evaluation stage. Performance evaluation is a measurement of the performance of the implementation of the program to view and evaluate the performance results that have been conducted by executive-executive coaching the performance of the trustees namely the Head of Basic Education to carry out the coordination of activities, the Head of the Section of Education as the governing board and the superintendent are fostered, to achieve the goals become objectives that have been set, namely improving the quality of education through the improvement of the performance of the superintendent. This is in accordance with that proposed by J. David Hanger (2003:20) that the evaluation and control of is "Comparing what actually happened with what actually is planned in the level of formulation". Activity evaluation of

strategic is the measurement of performance coaching the performance of the inspector of primary Schools by the Head of the Field of Basic Education, and Head of the Section of Education, as well as changes to increase the professionalism in the supervisory board. This activity includes comparing expected results with actual results, an investigation against various irregularities, evaluate the performance individually as well as test the success of the coaching performance of the supervisors that have been achieved are in accordance with that set by the top management (Head of District Education Office) in the policy and planning performance coaching supervisor. Performance measurement using performance indicators activities adapted to the level of target achievement of each goal that has been set in the work plan, namely terbinannya the performance of the superintendent. At the stage of evaluation or performance measurement is necessary to analyze the performance necessary to get an overview of the development of the realization of performance coaching the performance of the superintendent of Schools the Basis of what has been achieved, as well as the obstacles- the obstacles encountered. Analysis in order to evaluate the strategic this is better carried out by internal and external parties including the self-evaluation on the elements involved namely the Head of Basic Education, and Head of the Section of Education in the implementation of performance coaching supervisors and self-evaluation on supervisor the extent of the efforts that have been implemented and how far the increase in professionalism that has been gained through a program of performance coaching supervisor. The implementation of the evaluation in fact has not been implemented in accordance with the program Head of the Department of Education received a report, written or verbal, from the Head of the Basic Education received a report from the Head of the Section of Education about the implementation of performance coaching

supervisory Elementary School without going through field observations, so that the possibility of subjectivity is very large.

Barriers to Performance coaching Supervisor

Many of the barriers or constraints faced by the supervisors of the elementary schools in the City of Binjai and Langkat Regency in performing their duties and functions. But on the other hand there are some things that can support the performance of the superintendent. Based on the above data can be obtained that the factors supporting the performance of the superintendent of schools basic distributors is the creation of a good relationship between the supervisors of primary school, head of school and ELEMENTARY teacher as well as the growth of consciousness and the discipline of teachers that is high in carrying out their duties. Communication went well and smoothly can help trustees in carrying out its duties and functions. Either the supervisor or the head of the school strive to give you the information concerning about the teachers under her training. This is in accordance with the opinion of the Timple (2002: 3) suggests that to improve the performance of employees can be done by improving the working atmosphere. On the other hand the teacher is also very expect the presence of a supervisor to be able to help resolve the problems they face. Teachers serve as factors supporting the performance of the supervisors because, basically, teachers have a strong commitment in carrying out their duties. As the proof the teacher has already prepared the administration of the prior learning. It means the absence of supervision of the superintendent any teaching and learning activities run well as usual, which is adjusted with the planning listed in the RPP, so also in the forum MGMP. As for the factors that hinder the performance of the superintendent of schools the basis, among others, the number of workload of supervisors and the vastness of the region, the lack of competence of the

supervisors in terms of it, the lack of the number of trustees, qualifications of trustees, lack of infrastructure and the absence of operational funds trustees. The workload of supervisors is very much automatically will hamper its performance. The number of supervisors that are not comparable with the amount of patronage impact is uneven and not optimal implementation of the supervision that will be done. Langkat regency consists of 23 districts. A vast territory it is not comparable with the number of supervisors that have just 1 person to oversee all levels of elementary school. It is assumed the number of schools built more than 148 schools with number of teachers reached 500 people will have an impact on the mobility of the supervisors. Distance and travel time to the target schools will also be influential on the implementation of the supervision focused on the supervision of the administration. Whereas on the other hand the supervision of the class which is very important to be implemented precisely ignored by supervisors. Supervisors are expected to meet all competencies at the required. With so supervisors will have more competence compared to teacher's development. Supervisors are also required to always follow the development era and the development of technology. If the superintendent does not meet it is certain that the coaching program is done by the supervisor less effect on the improvement of teacher competence. The factors of lack of infrastructure and funds needed by supervisors can result in weak coaching to primary school teachers. If barriers to the performance of the superintendent of schools above basic connected with factors that affect performance, then these obstacles in accordance with the opinion of Bardawi and Arifin (2014: 43) that the factors that affect performance there are two, namely: 1). Internal factors: ability, skill, personality, perception, motivation, field experiences and family background, 2). External factors: salary, infrastructure, physical work environment, and leadership.

Solution to Overcome the Barriers to Performance Coaching Supervisor

As for the solutions in overcoming the barriers to the performance of the inspector of primary schools in carrying out the supervision to improve the quality of Education in the City of Binjai and Langkat Regency, among others: a) the Number of workload of supervisors and the wider region. A solution to overcome these obstacles is by way of supervisory optimize the activities of the Musyawarah Guru Mata pelajaran (MGMP). With the activities of the MGMP which is routinely carried out once a week will make the program development supervisor is maximum so that the face-to-face supervisor with the teacher target will be more intense. b) Lack of competence of the supervisors in terms of it. This can be overcome by following a training organized by the Department of Education periodically and participate in computer courses independently. c) the Lack of the number of supervisors and qualifications of trustees. A solution to overcome this is to ask the Department of Education to increase the number of supervisors that are adjusted by the amount of mentoring as well as recruitment supervisor selectively adjusted by the applicable Law so in accordance with the qualification and competence. d) Lack of facilities and infrastructure. These barriers can be overcome by providing adequate facilities and infrastructure and adapted to the needs of trustees. e) Absence of funds operational supervisors. A solution to overcome this obstacle is to enter the budget of the supervisory in the List of fields the Use of the Budget (DIPA) of the Department of Education of the City of Binjai and Kabupaten Langkat.

Based on some of the barriers and solutions above, we can explain that the solution is still of a technical nature only. Should the main solution of the factors inhibiting the performance of the inspector of primary schools is the lack of commitment from the superintendent of

schools the basis of his own to try to fix and improve its performance to the maximum in carrying out supervision continuously and programmed.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. Conclusion General

In general, this study concluded that efforts to improve the performance of the inspector of primary Schools by the Head of Department of Education of the City of Binjai and Langkat Regency in carrying out the coaching is strongly influenced by leadership, organizational structure, organizational culture, competence and commitment of human resources involved in it (the Head of the Department of Education, school principals, Teachers, and Supervisors of Elementary School). School supervisors have the authority and responsibility in any educational institution the school is cultivated. Where the school superintendent is the key in improving the ability of teachers in the learning process, can devise a program of school supervision, assessing learning outcomes and the ability of the teacher, is able to develop teachers, manage the data resources of education, KBM (Learning Activities), the Guidance, can evaluate the results of supervision of the entire school supervision, and can carry out coaching other schools in addition to the PBM (the Learning Process). Not all the competency of supervision required is owned by the trustees of the school, whereas in order to carry out the duties and functions of supervisors the school must have a standard of competency of the same, in accordance with the interests of coaching in schools and the results of the research supervisors of the school are required to have a wide range of competencies in accordance with the position to which it aspires. School superintendent an academic who should be equip with the ability of managerial and academic in accordance with the duties and functions as a supervisor of academic and managerial in school. The

empowerment school superintendent are very important to encourage the growth of a sense of responsibility and confident of the superintendent of schools in carrying out guidance in the school. Coaching conducted by the school Supervisors with the competence-competence will define success in the quality assurance of education in schools. Where education quality assurance is the school's effort in achieving the national education standards.

2. Conclusion Special

a) Planning Development Supervisor Elementary School

Coaching education supervisors need to be preceded by planning to conduct a study of the needs of the supervisors of primary schools through the rational planning and implementation of guidance to the trustees of primary school should involve stakeholders in a coordination of synergies to improve the performance of the superintendent. Then to find out the results of the coaching that has been conducted on the supervisors need to do an assessment about the success of her coaching and career development of supervisors.

b) The Implementation of Coaching Supervisors Elementary School

Technique performance coaching supervisory Elementary School implemented is a coaching strategy that is implemented is through the activities of the Working Group the Superintendent of Schools. KKPS is a forum for the professional activities of trustees which is the container of the implementation of the deliberations of trustees to discuss efforts to increase the quality of the performance of the superintendent of Schools the Basis with mutual exchange of information. Then upgrading and seminars in order to develop the performance of the superintendent of Schools implemented by the Department of Education of the District, and by Provincial departments of Education. Trainings and seminars

implemented in an effort to improve the performance of supervisors, among others, to Improve the quality of the competence of the supervisors that has been owned, to improve the efficiency and effectiveness of the performance of the inspector of primary Schools in diverse real.

c) Assessment of Coaching Supervisors Elementary School in the City of Binjai and Langkat

Evaluation of coaching supervisors Elementary School. implemented by the Head of the Department of Education through the Head of the Field of Basic Education and Head of the Section of Education as well as the Coordinator of the Watchdog can not be implemented in accordance with the program that has been set. Increase the performance of the superintendent is obtained through the validation of the peer, i.e. the supervisor who is considered to have excess used as a resource for supervisors who feel they have weaknesses.

d) Barriers to Coaching the Performance of the Superintendent of Schools Basic

Factors that hinder the performance of the superintendent in improving the quality of primary school education, among others: 1) the number of workload of supervisors and the vastness of the region, 2) the lack of competence of the supervisors in terms of it, 3) the lack of the number of the supervisor, 4) qualifications of the supervisors are less suitable, 5) lack of facilities and infrastructure, the last is 7) funds.

e) The Solution in Overcoming the Performance Bottleneck of Trustees of Elementary School

Solutions in overcoming the barriers of performance the supervisor is: 1), optimizing the activities of the MGMP, 2) engage in the activities of the work shop/training, 3) increase the number of supervisors, 4) the recruitment of trustees that selective, 5) providing adequate facilities and infrastructure, 6)

enter the budget supervisor in the DIPA (the List of fields the Use of the Budget).

Research Implications

The results of the analysis and conclusions in this dissertation research has proved that academic supervision the superintendent of schools, interpersonal communication watchdog with the teacher, and the teacher motivation affects performance of teachers in learning. These results will certainly have implications, among others:

1. Planning Performance Coaching Supervisory Elementary School

To know the exact and measured, especially from the efforts to meet the needs of the coaching skills of supervisors. Review of the policy carried out comprehensively so as to touch the can find weaknesses and advantages as well as threats and opportunities from the results of the recording (analysis) of the environment both internal and external, problem formulation, planning, program, procedure, implications, targets to be achieved as well as the evaluation and control of the program, objectively, so that in the formulation of the management coaching skills of supervisors further more rational and visionary. Coaching is less adaptive and innovative to the needs of the superintendent of Schools Basic professional, need to be changed to be capable of fostering the performance of the superintendent so as to produce supervisors who have the competence and the impact will improve the quality of education in accordance with the demands of the development of science and technology and the demands of global competition. Model management coaching supervisory Elementary School programmed is a system or work procedures that are strategic to realize the development of the ability of trustees visionary and culture of my choice. It is

considered ideal for supporting the development of quality education, especially in Elementary School the City of Binjai and Kabupaten Langkat.

2. Implementation of Performance Coaching Supervisory Elementary School

The supervisor has three duties and responsibilities. a) identify the problems of teaching, b) act as a resource person, c) has the skills in doing communication with the principal, teachers, and school staff as well as trying to implement the supervision of the trustees.

3. Assessment of Performance Coaching Supervisory Elementary School

The first Procedure of recruitment of inspector of primary schools in the area of Unit Pelaksana teknis (UPT) Dinas Pendidikan Kota Binjai and Kabupaten Langkat not carry out the procedure of recruitment of trustees with the right as it should be, as stated in the Decree Number 21 of 2010 on standards of qualification and competence of school supervisors. Both the unavailability of the infrastructure that support the task of the supervisory i.e. the activities carried out in a cycle of periodic Third-the Ability of supervisors in preparing the program supervisor no doubt. The fourth Effort of trustees in carrying out supervision, coaching, monitoring, and assessment, among others, by using several approaches and methods, among others: a Collaborative Approach and the Approach of Coordinative. Fifth, the Capability of supervisors in preparing reports on the implementation of the supervision is quite good. Sixth the Results of monitoring the national education standards for the elementary school generally has been good, the results of the assessment of the performance of the Head of School elementary school, educators, and educational personnel for public elementary school already belongs to the category of very good, the results of the build/ guide/ train the primary school

teachers of the country in general in the category of good.

4. Barriers to the Implementation of The Performance of the Superintendent of Schools Basic

The lack of such visits has an impact on the minimal activities of supervision managerial. In the implementation of supervision managerial end, not the supervisors that down to the schools, but what often happens is the head of the school down to the education office to simply ask questions or ask for input , as well as seek information from supervisors, as well as the head of the school that directly intervene in developing teachers, who should be the principal task and responsibility of trustees. The lack of visits makes the supervisors sometimes do not have time to do academic supervision to teachers, even if they go down to school just enough time to check out the things the administration at the school just so the teachers far away from fostering academic. In addition the part of the school especially the principal is still much giving a speech or an attitude of excessive against the presence of a supervisor, whereas the supervisor is a partner not a boss. The welcome and attitude of excessive is not uncommon to make the trustees not forget that their arrival to give input and help is not just a check and blame. On the basis of some assumptions mentioned above about the superintendent and school supervisor, so it is considered to be one of the problems that arise. Related to the above that education is an element that plays an important role in the progress of a nation, and in the process of educational supervision or supervision is an integral part in an effort to increase learning quality, learning achievement and school quality. school trustees have a significant role and love in the process and results of quality education in the school.

5. Solutions in Overcoming Barriers to Coaching the Performance of the Superintendent of Schools Basic

Supervision of class visits ongoing, the supervisor gives the spirit of the work of a teacher to be able to work with the maximum. Should the supervisor meet the standards of educational qualifications minimum: bachelor degree (S1), a certified educator with teaching experience at least 8 years, and the experience of the head of school at least 4 years, has a rank/group a minimum of stylist Level I/III, pass the selection supervisory education units, namely the competency test certified cawas, and the age as high as 50 years since it was appointed as the supervisor of the education unit. Should the superintendent receive assistance facilities and infrastructure in carrying out the task supervisor, such as a computer, printer and transportation advice. Ideally the intensity of regular visits supervisors should be performed at least one time in a month to elementary schools.

RECOMMENDATIONS

The strategy of the Head of the Department of Education in improving the performance of an inspector of primary Schools by the Head of Dinas Pendidikan Kota Binjai and Kabupaten Langkat through the governing board (Head of division and Head of the Section of Basic Education) visionary and organizational culture conducive to capital is strong for efforts to foster the ability of the superintendent that the impact will be to improve the quality supervisor to improve the quality of education. Trustees of the visionary (who sought to realize the vision and mission of the institution) will be able to perform the repositioning of the development strategy, to proceed with the important steps in the development of the professionalism of the supervisory drastically (radical change), to proceed with the quality improvement supervisor in the sustainable (continuous

improvement). In connection with the results of this study, in this occasion the authors recommend the following matters:

1. To the Head of the Department of Education of the City of Binjai and Langkat

Conceptual management towards the embodiment of coaching professionalism effective is the model-based development on leadership that is visionary and organizational culture that is conducive. Organizational culture as a system of values describe the working culture that build solid team work at all levels of the organizational units, the implementation of the management function in driving the organizations inhere, so that the implementation of the coaching professionalism of School superintendent effective Basis can produce supervisors who are competent are able to increase the effectiveness of the supervisor that its effects can improve the quality of education. In the implementation of the recording environment or environmental analysis describe the actual state of the professionalism of the supervisors will be fostered, the ability of trustees that will foster as well as the factors influencing both internal factors and external, so that it becomes the right input in drawing up the development program. There are the activities of coaching and training to the Head of Section and Head of division of Basic Education as a coach on a continuous basis about the role and function of trustees in carrying out the coaching, so the coaching supervisor can be implemented in real and sustainable. The activities of evaluation and control is very important to be implemented either by the Head of Department of Education of the District or with the involvement of related elements, i.e. the Head of Basic Education in carrying out their duties in a real so that every deviation can be immediately straightened adapted to the demands of

the program, as well as if there is a weakness can be corrected immediately so that any weaknesses do not reoccur.

2. To the Head of the Field and the Section Head of Basic Education

The governing board is spearheading the success of improving the quality of education through the efforts of the coaching skills of supervisors of primary School. In coaching the supervisor becomes the subject of the coaching that supervisors themselves assisted to find the excess to continue to be improved. In addition, the superintendent is assisted to find his weakness, as well as find alternative solutions to improve its ability to increase the effectiveness of the supervisor. This requires the Head of division and Head of Section for Basic Education to continuously improve its ability as a builder that has the ability of a professional in fostering the ability of supervisors in a sustainable manner.

3. To the trustees of Elementary School

The superintendent is spearheading an effort to increase the quality of education is therefore directly responsible in the implementation of the process supervisor in learning. Therefore, the competence of the supervisors to continuously developed both through active participation and creative in diverse and validation of peers in the container KKPS or coaching to meet the demands of the development of science and technology in an effort to improve the quality of education, so that the output can win the competition in this globalization era.

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