

Needs Assessment of Senior High School (SMA) Supervisors of Jambi Province

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Abstract: This research is about a need assessment to analyzed the Supervisors needed in Jambi Province, Indonesia for Senior High Schools (SMA). The research has purposed to analyze what be done and what should to do by Jambi government with ideal number of senior high school supervisors based on the number of schools and the subject clumps seen by subject teaching, competency, and distribution of those to all districts. The type of this research is need assessment by qualitative approach. Analysis of supervisors needed according to balance ratio to supervisors needed on the rule of Minister of Birocration Government number 21 2010 year about functional position of supervisors needed and also credit points itself. The research was conducted at the Education Office of Jambi Province from January to June 2017. The data collection techniques used in this research was: interview method, documentation study, and observation. Validation done by triangulation and member check. The Techniques of data analysis in this research used qualitative analysis which refers to the theory of Miles and Huberman. The results showed that Jambi Province has 63 supervisors and needed 125 senior high school supervisors divided by 29 groups. Each group has exist 6 members. Number of supervisors who already done to distribute to 11 districts suitable to school ratio and subject learning group by thinking of prestige, position, education degree, age, and certification. Based on the result of the research has done to be concluded that education supervisory in Jambi Province was not ideal condition yet. On suggestion to Jambi government should to do the need assessment of education supervisor periodically to get needed data as regularly before dealing of planning education supervisory.

Keywords: need assessment, school supervisor, analyzing

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I. Introduction

Starting on January 1, 2017 the Indonesian government enacted Law (Act) Number 23 of 2014 about Regional Government. One of the contents of the law is moving authority of Secondary Education management from the district/city government to the provincial government, included Jambi Province. Senior High School (SMA) is one of Secondary Education in Indonesia that has implicated for high school supervisors who were also moved to the province.

According to the Regulation of the Minister of Education and Culture Number 143 of 2014 about Technical Guidelines for the Implementation of the Functional Position of School Supervisors and Credit Scores, the main task of the School Supervisor is to carry out academic and managerial supervision tasks on educational units that include the preparation of supervisory programs, implementation of guidance, National Standards of Education, assessment, guidance and professional training of teachers, evaluation of results of supervisory program implementation, and implementation of supervisory duties in specific areas. This regulation was issued to clarify the implementation of the Regulation of the Minister of Administrative Reform and Bureaucracy Reform Number 21 of 2010 and Ministerial Regulations with the Minister of National Education and the Head of National Employment Agency (NEA) Number 01 / III / PB / 2011.

The moving of high school management from districts to provinces has implicated for the uniformity of high school management throughout the province, including in terms of supervision. The facts on the ground that it has not necessarily happened, for example in Jambi Province. There is no uniformity of high school supervision in all districts/cities in the province. This was revealed by the statement of high school supervisors in the preliminary study in January 2017. The results of the initial interviews to high school supervisors and Head of High School Development Division of Jambi Provincial Education Office obtained the information on the existence of existing data of high school supervisors in Jambi province, Muaro Jambi, Batanghari, Merangin, Jambi and Sungai Penuh Subjects or clumps of subject already done. While Tanjung Jabung Timur, Tanjung Jabung Barat, Tebo, Bungo, Kerici, and Sarolangun district have not implemented it. The division of High

School Supervisors in the six districts is divided by schools / sub-districts. There are two high school supervisors in Tanjung Jabung Timur District that have 12 senior high schools and 271 teachers from various subjects. Meanwhile in Tanjung Jabung Barat district there are also two High School Supervisors for 24 schools and 396 teachers. Meanwhile, in Tebo District, there are three Supervisors of high school must covered 19 schools with 426 teachers.

According to Komaruddin analysis or assesment is the activity of thinking to describe a whole into a component so that it can recognize the signs of components, relationships with each other and their respective functions in a unified whole^[1]. While in the Great Dictionary of Indonesian Language, the word analysis signifies the unraveling of a subject over its various parts and the study of the passage itself and the relationships among passages to gain a proper understanding and understanding of the whole meaning^[2]. The meaning of the word needs according to Suparman is the gap between the present state and the supposed^[3]. In line with Suparman, Morrison said that the need is defined as the gap between what is expected and the actual conditions, the desire is the future expectation or the ideals associated with solving a problem^[4].

Combined word assesment and need form a need assesment phrase. Needs assesment by Morrison is a tool for identifying problems to determine appropriate action^[4]. While Arikunto suggested needs assesment is defined as a process undertaken by a person to identify needs as well as determine priorities among them^[6]. Meanwhile McNeil in Suparman defined need assesment as: "the process by which one defines educational needs and decides what their priorities are"^[3].

Based on the discussion about the definition of assesment, needs, and needs assesment, it can be said that some things are inherent in the understanding of needs assesment. First, needs assesment is a process, meaning there is a series of activities in the implementation of need assesment. Needs assesment is not a result, but a certain activity in the effort to make certain decisions. Second, the necessity is essentially a gap between hope and reality. Thus, the needs analysis is an activity to gather information about the gaps that should be owned by what has been owned. In this study, the analysis of the need for high school supervisors in Jambi Province to be a constructive tool to get closer between what has been owned and what should be owned by the Provincial Education Office of Jambi in the management of high school supervisor.

Glasgow in Sanjaya describes the need assesment in the form of activities that start from the stage of gathering information to formulate the problem. The following steps of need assesment according to Glasgow are as follows: First, the collection of Information in the form of existing data. Second, identify the gap. Third, analyze Performance. Fourth, identify barriers and sources. Fifth, identify the characteristics of the object being analyzed. Sixth, identify the purpose of needs analysis. Seventh, determine the problem; this stage is the final stage in the analysis process, which is to write a statement as a guide in the preparation of instructional design process^[8].

Based on the discussion according to the experts above, it can be concluded that the step needs analysis through various stages to be passed. The steps of needs analysis in this study are adjusted for the purpose of research, namely: first, explaining the data of existence (existing) high school supervisor in Jambi Province. Second, explaining the determination of the criteria of high school supervisors conducted by the Provincial Education Office of Jambi. Third, explain the results of the analysis of the ideal number of high school supervisors based on the number of schools, clumps of subjects and competencies in Jambi Province. Fourth, explain the ideal distribution of high school supervisors based on schools, subject clusters, and competencies in districts / municipalities in Jambi Province.

II. Method

This research was conducted for 6 months in Education Office of Jambi Province. This study uses the method of needs analysis to determine the supervision condition of SMA Jambi Province and the ideal needs that should be. In this study, the analyzed matters are: (1) high school supervisory conditions that still exist, (2) criteria for appointing high school supervisors (3) ideal needs of high school supervisors; and (3) ideal distribution of Jambi high school supervisors in 11 districts / cities . The calculation of the ideal need of high school supervisors in this study is based on the analysis of the need for school supervisors according to Sudjana [7] and the applicable regulatory model [8].

Data collection techniques in this research using interviews, documentation studies, and observation. Interviews were conducted with officials in Jambi Provincial Education Office related to high school supervision, namely: Head of Department, Head of High School Development, Supervisory Coordinator, and the coordinator of supervisor's secretary. Documentation studies are conducted on various documents in the form of official memorandum, meeting notes, activity photos, organizational structures, regulatory products, etc. that are relevant to support and enrich the information or data required. Observations are made by observing and directly involved in supervisory activities that are related to the analysis of the need for high school supervisors. Techniques Data analysis using qualitative analysis that refers to the theory of Miles and Huberman namely through data condensation, data display, and drawing conclusion and verification^[9].

III. Result And Discussion

The results of this study in the field revealed that there are 203 high schools in Jambi Province and 4005 teachers from 6 subjects, namely 1) Mathematics, Natural Science and Information and Communication Technology (ICT), 2) Social Sciences (SS), 3) Language, 4) Physical Education, Sport and Health (PESH), 5) Cultural Art, and 6) Counseling Guidance. Meanwhile, the number of current high school supervisors are 63 people. Based on the ratio of the school supervisor's need to the number of schools and the number of teachers it is stated that there is a shortage of high school supervisors in Jambi Province, although officials in the Education Office stated that it has been fulfilled.

The ideal number of high school supervisors based on supervisory ratios of subjects are 125 supervisors consisting of: Supervisors of Mathematics, Natural Science and ICT are 43 people, Social Science supervisors are 35 people, Language supervisors are 25, Supervisor of Sports are 8 people, Cultural Art supervisor are 7 people, and supervisor of Counselling Guidance are 7 people. This ideal number of supervisors is the result of calculation of the ratio of supervisors to 40 teachers of subjects amounting to 4005 teachers. It was concluded that Jambi Provincial Government lacked of 62 high school supervisors. Supervisors are 63 people and should be 125 people. The ideal number of supervisors of the study group were grouped into 29 school supervisory teams, each of teams consisted of 6 subjects' supervisors from each subject's cluster.

Based on the statement of some sources and strengthened by the results of documentation and observation studies note that the provincial government has not done the needs assesment for high school supervisors. They also have not made any specific criteria in recruiting candidates for an education supervisor. This research helps to bridge the provincial government and the need of education supervisors by analyzing the needs of supervisors as well as determining the necessary supervisory criteria and their distribution.

Distribution of high school supervisors in 11 districts / cities was uneven. Its administration has not been based on needs analysis in each region. The results of Jambi Province high school supervisor needs analysis were eventually distributed in 11 districts / cities. The distribution of high school supervisors is an ideal requirement that is analyzed based on the number of schools and the number of existing subject teachers in each district / city by taking into account the criteria of supervisors in terms of rank / class, position, subject cluster, education level, age group, and supervisor certification. This distribution takes into account the ideal proportion of supervisors referring to the Regulation of the Minister of Administrative Reform and Bureaucracy Reform Number 21 of 2010.

Generally, Jambi Province requires 125 supervisors consisting of 29 groups. Criteria required from the supervisor are: (1) rank / class III / c to III / d are 17 people, IV / a, to IV / c are 70 Supervisors, and IV / d to IV / e 38 Supervisors. (2) Has a position as a young supervisors are 17, middle supervisors are 70, and the main supervisors are 38. (3) Mathematics, Natural Science and ICT are 43 Supervisors, Social Science are 35 Supervisors, Language are 25 Supervisors, Sports are 8 Supervisors, Cultural Art are 7 Supervisors, and Counselling Guidance are 7 Supervisors. (4) all of them well educated in magister degree. (5) The age less than 45 years are 48 Supervisors, 45 to 50 years 65 Supervisors, and over 50 years 12 Supervisors. (6) All supervisors have been certified by the government.

IV. Tables

Table 1: Result of Needs Assessment and Distribution Jambi Province's High School Supervisors

No	District	Group	Needed	Criteria																
				Rank(1)			Position(2)			Subject(3)						Ed uca tion (4)	Age (5)			Certifi ed
				1	2	3	1	2	3	1	2	3	4	5	6		1	2	3	
1	Ma Jambi	3	12	2	6	4	2	6	4	4	3	2	1	1	1	12	5	6	1	12
2	Batanghari	2	8	1	5	2	1	5	2	3	3	2	0	0	0	8	3	4	1	8
3	Bungo	3	11	2	6	3	2	6	3	4	3	2	1	0	1	11	4	6	1	11
4	Kerinci	2	13	2	7	4	2	7	4	4	4	2	1	1	1	13	5	7	1	13
5	Kota Jambi	6	24	4	13	7	4	13	7	9	6	5	1	1	2	24	10	12	2	24
6	Merangin	3	13	2	7	4	2	7	4	4	3	3	1	1	1	13	5	7	1	13
7	Sarolangun	2	9	1	5	3	1	5	3	3	3	2	1	0	0	9	3	5	1	9
8	Sungai Penuh	1	9	1	5	3	1	5	3	3	2	2	0	1	1	9	3	5	1	9
9	Tanjab Barat	3	10	1	6	3	1	6	3	3	3	2	1	1	0	10	4	5	1	10
10	Tanjab Timur	1	6	0	4	2	0	4	2	3	2	1	0	0	0	6	2	3	1	6
11	Tebo	3	10	1	6	3	1	6	3	3	3	2	1	1	0	10	4	5	1	10
Total		29	125	17	70	38	17	70	38	43	35	25	8	7	7	125	48	65	12	125

Explanation:

(1)	(2)	(3)	(4)	(5)
1 = III/c-III/d	1 = young	1 = Math, natural Science	Post Graduate	1 = Under 45 YO
2 = IV/a-IV/c	2 = middle	2 = Social Science		2 = 45-50 YO
3 = IV/d-IV/e	3 = main	3 = language		3 = over 50 YO
		4 = Sports		
		5 = Art & Culture		
		6 = Counselling Guidance		

V. Conclusion

Based on the results of research needs analysis can be concluded as: (1) the number of existing (active) high school in Jambi Province are 63 supervisors spread in 11 districts / cities. The number of supervisors who have not met the ideal criteria of 125 supervisors. Jambi Provincial Government lacks high school supervisors totaling 62 supervisors. (2) The provincial government of Jambi has not conducted a requirement analysis and the determination of the criteria for high school supervisors. This research can be a first step in helping to meet the needs of needs analysis and supervisory criteria. (3) The ideal number of supervisors based on the ratio of supervisors of educational units at senior secondary level is 29 school supervisory teams. Each team ideally consists of 6 subject supervisors from the cluster of Mathematics, Natural Science, and ICT maps, Social Science, Language, Sports, Cultural Arts, and Counselling Guidance. The ideal number of high school supervisors based on supervisory ranks of subjects are 125 supervisors. (4) Distribution of high school supervisors in each district / city has not been based on needs analysis. It should be distributed based on the ratio of the number of schools and the number of subject teachers in each district / city.

Based on the conclusion, here are some implications that are considered relevant to this research are as follows: (1) Proportion of existing supervisors are not proportional in terms of rank / class, position, and age group. This has implications for non-uniform service delivery among regencies / municipalities. (2) Currently active supervisors do not yet have certification as supervisors. The certification is as a teacher. This implies that there is no high school supervisor in Jambi Province who can follow the Competency Test of School Supervisor (CTSS). (3) The ideal number of high school supervisors based on teacher ratio of subject subjects is still insufficient. This has implications for not maximizing and prevalent high school supervision services such as academic supervision and other coaching services for teachers. (4) Distribution of high school supervisors in 11 districts / municipalities has not been based on the results of needs analysis of supervisors. This has implications for the distribution of high school supervisors in disproportionate districts

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