

DESIGNING SUPERVISION SYSTEM IN JUNIOR HIGH SCHOOL: SUPERVISORS' ROLES IN FACILITATING SCHOOL IMPROVEMENTS

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DESIGNING SUPERVISION SYSTEM IN JUNIOR HIGH SCHOOL: SUPERVISORS' ROLES IN FACILITATING SCHOOL IMPROVEMENTS

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ABSTRACT

The main duties of school supervisors include coaching teachers and school principals, mentoring professional training in teachers' association and school principals' association forums, as well as teacher and school principal performance appraisal. The standardized ratio of the junior high school supervision is 1 supervisor assigned to assist 7 junior high schools. In practice, in several districts, junior high school supervisors have more than 7 target schools to supervise. Even though supervision has been carried out, the quality of school performance was not significantly improved. This study aims to describe the role of school supervisors in the improvement of the quality of education. The data were gathered by analyzing the supervisory documents and the supervising activities, guiding focused group discussions, and conducting in-depth interviews. There are 3 supervisory roles, namely detector, assessor, and effector. Detector is the role of supervisors in capturing the real conditions of the schools. Assessor is the role of supervisors in assessing real conditions toward the national education standards. Effector is the role of supervisors in following up on the results of the supervision. The analyzed data suggests that the role of detectors carried out in monitoring 8 national education standards, the role as assessors carried out through teacher and school principal performance appraisal, and the role of effectors conducted through teacher coaching activities related to the improvement of the competence of teachers and school principals as well as mentoring teachers and school principals for their professional development. Moreover, the results also reveal that the role of effectors is the most dominant in supervisory activities.

A. INTRODUCTION

School as an educational organization needs a system of control or supervision. Schools need a supervision system to ensure all components in the school system work properly. It is a demand to get precise information why there are not many school improvements though supervision has been carried out. This condition arouses to study to get the proper role of supervisors in enhancing school improvements.

Supervision consists of detectors, assessors, and effectors (Anthony, 2011). The task of the detector is to detect what really happens in the administration of the school. An assessor is in charge of comparing what happens in the school with the existing standards. While an effector has the duty to make improvements to things that are not in accordance with the standards. According to Anthony (2011), the stages of effector 8 activities are: analysis looking for cause and effect, identifying actions, carrying out actions, and evaluating the results of new actions.

In Indonesia, the school supervision system is implemented comprehensively by several components i.e. school principal, school supervisor, and / or accreditation assessors from the National Accreditation Board (NAB) as an independent institution (see Minister of Education and Culture, 2016). The role of internal assessors is carried out by the principal through conducting their task in supervising teachers and education personnel (see Minister of Education and Culture Regulation, 2018). Principals have managerial duties and acts as a detector in which they are responsible to ensure that schools activities are met the standards set by both the government and the school itself. School supervisors and NAB accreditation assessors duty is to ensure whether there are any gaps between the efforts made by the schools and the standards. The results of supervision of school supervisors and NAB accreditation assessors are submitted to the central and local governments. The results must be followed up on compliance to meet the standards. Accordingly, schools need an effector team whose functions are to facilitate the stakeholders to make improvements for the school programs so that they can meet the National Education Standards (NES). NES is a minimum education standard that must be achieved by

schools as a fulfillment of the quality of education. Improving the quality of education can be done if the school has made efforts to fulfill quality on an ongoing basis (Ministry of Education and Culture, 2016).

There are several things which could not be solved by supervisors in their effector functions as they need other component system including the bureaucracy. Those are like: infrastructure, educators and educational staffs, the availability of special service staffs, and budgeting. There are some requirements of the number and kinds of rooms at schools, qualification and educational backgrounds of educators and staffs, and the guidance of how to make school budgeting.

School supervisors act as assessors in their main task of monitoring the fulfillment of NES in their target schools. This activity provides an opportunity for school supervisors to identify the real conditions of fulfilling 8 NES. School supervisors are civil servant teachers who are appointed to the position of school supervisors of educational units (Ministry of Education and Culture, 2018). They are functional position expertise groups that have the main task of carrying out academic and managerial supervisory duties in the education unit which includes the preparation of supervision programs, implementation of coaching, monitoring the implementation of eight educational standards, assessment, guidance, and professional training of teachers, evaluating the results of supervision programs, and implementation of supervisory tasks in special areas (see Regulation of the Minister of Administrative Reform and Bureaucratic Reform, 2010).

School supervisors have the main task of guiding and training teachers in Teachers Association Forums (TAF). The guidance and training are related to the activities of the main tasks of the teacher, namely planning the learning process, carrying out the learning process, and conducting assessments and the follow-up. School supervisors have the obligation to guide at least 40 teachers with the same subject background. These guidance and training activities are carried out in TAF target schools and districts forums.

Supervision by school supervisors has not been fully able to read how the quality of school management and learning processes. Likewise, assistance provided by school supervisors has not been able to significantly improve school quality and can be demonstrated with clear measures (Ministry of Education and Culture, 2016: 43). In the Medium-Term Education Development Plan (2015-2019) education quality improvement is measured by the proportion of junior high schools that have accreditation results of at least B the percentage: 70% (Ministry of Education and Culture, 2016: 3). The results of the education quality mapping in 2014 showed that only about 16% of education units met the NES.

Initial study results in 12 target schools that have received supervisory training guidance, 50% of all teachers in schools have learning tools at the beginning of the semester, 40% of school principals carry out academic supervision, 60% of schools use School Self-Assessment (SSA) results as a basic preparation of school programs. This has an impact on the availability of learning tools during supervisors' visits and the suitability of the lesson plans with the implementation of the learning process. One out of 12 principals conducts academic supervision by observing the learning process and its suitability with the lesson plan. Three schools conducted a peer assessment of the lesson plans prepared at the beginning of the semester and visited one class of teachers of one subject or group of subjects, whereas, most of the 8 schools of academic supervision were carried out by the principal assisted by senior teachers. The results of this academic supervision showed most teachers taught without referring to the lesson plan or even do not have the lesson plan so that the score of the implementation of the learning process was not good. The learning materials the teacher used were taken from the textbook or supplement book. Teachers hardly use authentic materials and tasks. The results of the assessment in the lesson plan were mostly good or very good because the lesson plans owned by teachers were usually the result of duplication of the lesson plans from MGMP results that have not been revised during the workshop to prepare learning tools at schools.

Besides academic supervision, school supervisors also have the main task of carrying out managerial supervision. Managerial supervision activities include: monitoring the fulfillment of 8 NES, School Principal Performance Appraisal (SPPA), conducting School Principals' Guidance, and Principal Guidance and Training in the Principal Consultative Forum. Supervision activities such as inspections are intended to see the reality gaps in schools against standards. The results of the school supervisors SPPA have not yet been used to give awards or sanctions from the police makers of the Education Office. Even the unsatisfactory SPPA results are not always used by policy makers of the Educational Office to impose sanctions on school principals to improve school quality.

Based on the regulation (Ministerial Regulations of State Apparatus Empowerment and Bureaucratic Reform) the target of supervision for each school supervisor is different for each level of education. Madrasah and junior high school supervisors should at least be responsible for 7 education units and or 40 subject teachers; special school supervisors at least 5 educational units and or 40 teachers; and guidance and counseling school supervisors of at least 40 guidance and counseling teachers. Different from the provisions in the regulation, the real condition of the ratio of the number of school supervisors is not appropriate, the data held by the Directorate of Teachers and Education Personnel the number of school supervisors in the Special Region of Yogyakarta (DIY) is as in table 1 and the number of schools in DIY as shown in table 2:

Table – 1: Number of DIY school supervisors per level

	Elementary Schools	Junior High Schools	Senior High Schools	Vocational Schools	Special Schools	Guidance Counseling
DIY	145	66	38	29	4	10

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Bantul Regency	33	20	26	21	2	6
Gunung Kidul Regency	43	22	7	4		3
Kulon Progo Regency	20	8	2	2		1
Sleman Regency	39	10	2	2		
The City of Yogyakarta	10	6	1		2	

Table – 2: The Number of Junior High School in Yogyakarta Special Region 2017/2018

No	Regency	Public School	Private School	Total
1	Bantul	47	42	89
2	Sleman	54	57	111
3	Gununkidul	61	50	111
4	Kulon Progo	36	29	65
5	Yogyakarta City	16	43	59
Yogyakarta Special Region		214	221	435

Based on the data presented, it can be seen that the ratio of the number of schools and the number of school supervisors is far from the provisions in the regulation. The ratio of junior high school supervisors is 1: 7. However, in Sleman Regency the number of junior school supervisors is 10 people who should be responsible for 113 junior high schools so that the average responsibility of 1 school supervisor supervises 11 or 12 target schools. The above conditions indicate that the provisions of the ratio of the number of school supervisors and target schools cannot be fulfilled. The condition of the mismatch ratio of the number of school supervisors and the number of target schools seems not only to occur in Sleman Regency but also in 3 Regencies and City of Yogyakarta in the Special Region of Yogyakarta. In addition to the main tasks, school supervisors also get additional tasks from activities in the Education Office or Education and Culture Ministry. These activities include: assisting in writing the questions, compiling the curriculum, jury of scientific work competition, achievement jury, and accreditation assessors from BAN S / M.

This research is aimed at evaluating supervision system to:

1. reveal the role of supervisors as detectors, assessors and effectors.
2. reveal the role of supervisor for school principals and teachers.

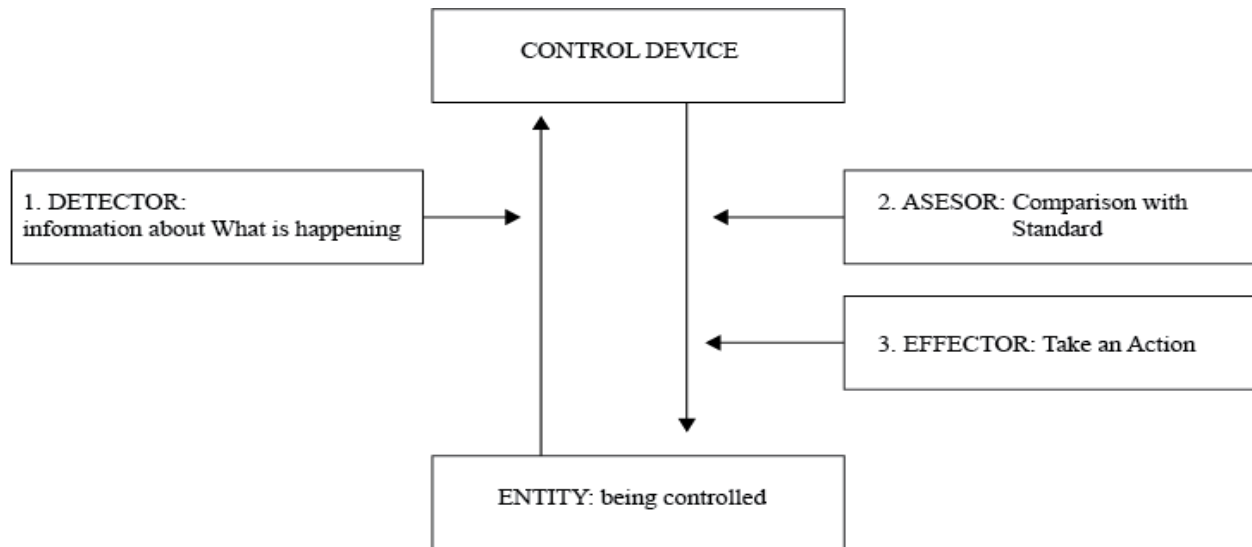
B. LITERATURE REVIEW

1. Supervision System

Control, supervision (controlling) is the last part of the management function which is the process of monitoring, evaluating, and reporting on plans for the objectives to be achieved in an organization. There is a difference between control and supervision, that is, authority to be able to go directly. A school superintendent only gives advice, implementing the follow-up that can be done by the controller. Assessment, evaluation and control phase emphasize on checking the circumstances that are happening and doing things correctly routinely. The supervision will direct the organization at a higher level (Kuei, 2012). Kerzner (2017) adds that controlling is a three-step process for measuring progress toward goals, evaluating what remains to be done, and taking corrective actions needed to achieve or exceed objectives. Therefore, the aim of the first control becomes the verification process which is carried out by comparing the actual performance to date with the plans and standards that have been set forth in the planning phase. The second goal of control is decision making. In line with Kerzner, Anthony (2011) describes the control system carried out by the functions of detectors, assessors, and effectors as shown in Figure 1.

Element 1. The detector (tracker) or sensor is a device to measure what actually happens in a controlled process. At the school level, the role of the detector is carried out by the principal. Element 2. The assessor is a device that determines the significance of an actual event by comparing it with some standards or expectations of what should have happened. And the third element of the Effector is the role of providing feedback that changes behavior if the assessor indicates the need to do so (Anthony, 2011).

Figure 1 Figure of Control Process Elements



2. School Supervision Systems

School managers and supervisors have an important role to ensure the success of the organization or unit. School managers and supervisors must see that the strategic planning of the organization or unit and effective management will lead to success (Huffmire, 2006). Supervision functions as a means, a means used to improve methods in teaching. School supervisors are advised to be honest with their professionalism. Based on this, the community or people can see that the monitoring actions carried out correctly and adequately will make schools more effective. Alphonso (2006), sees that supervision is a planned exercise designed to provide guidance services to teachers so that they can achieve targets according to their task schedules. School monitoring and supervision is carried out with the aim of maintaining or improving the quality of student learning and other factors that influence learning in the school system. At present, supervision services provided by each subject have improved the quality of teaching and learning in schools. Idhogo (2013) explains that traditional teacher-centered supervision and classroom situations are based on a misunderstanding that says teachers need to be trained, need direction, and also constant training.

Pennickx (2016) supports that school supervisors do not have the legal right to give advice to the school about how they overcome existing weaknesses. Supervisors merely explain the strengths and weaknesses of the school. An effective organization is able to control the availability of all its citizens. The responsibility of school supervisors in the true sense is to provide feedback to the government and school stakeholders. Some experts say that the feedback given by supervisors can be used as an improvement in the quality of schools (Ehren et al., 2005; Wilcox, 2000). In principle, feedback will enhance teaching and learning when schools have insight into their own strengths and weaknesses. Routine supervision involves meditation and initiative activities where the supervised people describe their actual work so that the supervisor can carry out inspections in the learning process. There are considerations and actions that can be taken to look good, but behind that all the will, improvement, and struggle must remain in harmony between practice, documents and regulations (Lindgren 2015).

Meanwhile, Idhogo (2013) states that supervision does not only encourages flexibility and initiative, but also tries to provide everything related to the school system regarding the direction, ways, and means to achieve goals as well as inspection visits must enable the education system to meet the aims and objectives in rational system. Therefore, supervisors will conduct formal learning observations on permanent and non-permanent teachers. This formal observation takes the form of a visit to school or through video recording (Norman, 2011: 35). Supervisor visits to classes provide an opportunity for school supervisors to observe directly the teacher's actions. Informal class visits are also a routine part of school supervisors in conducting observations. For new teachers and teachers who experience difficulties, formal classroom observations are needed (Norman, 2011).

This condition is in line with the humanistic view which says that every person or human being has the need for self-esteem and self-actualization. This paradigm becomes the foundation that school supervision must prioritize process rather than results (Prasajo, 2015). The function is actually not limited to that, there are still many functions held by a school manager and supervisor, including giving rewards to individuals and groups according to their contribution, using monetary and non-monetary rewards, creating a climate of openness and good trust in organizations and in each unit, bring about change, make good decisions, develop good decision makers, and choose capable people.

Ebele (2005) argues that supervision is a combination or integration of a number of processes, procedures and conditions that are consciously designed with the aim of advancing the effectiveness of the work of teachers and other personnel involved in school. Supervision is considered as a way of advising, guiding, refreshing, encouraging, stimulating

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improvement, and supervising certain groups in the hope of working together so that the implementation of supervision can be successful. Other opinions see that supervision as a way to persuade people to stop applying the wrong procedures in carrying out certain functions at work and try to emphasize the importance of good human relations in an organization. Usually this is related to HR who lacks insight and low competence. In the field of infrastructure, the problem lies in the lack of availability and less optimal use. Klerks (2012) says that the school supervisor's approach has a positive effect on school improvement, teacher behavior, and student achievement.

During the inspection, Ehren (2017) explained that each inspector in the team evaluated a representative sample of education providers related to their respective specialties such as pre-school centers, primary schools, post-primary schools, alternative education providers, special schools, and further educational or youth settings. This is almost the same as the provisions of the workload of school supervisors in carrying out supervisory duties of 37.50 hours per week. the supervisory duties include the preparation of an oversight program, the implementation of an oversight program, evaluating the supervision program, and carrying out professional guidance and training of Teachers and / or Principals / Madrasas in the built Schools / Madrasas.

Ehren (2006) proposes that supervisors need to have a broad knowledge base and a good view of how each school works. Furthermore, schools that are in difficult and challenging circumstances will need various types of feedback from schools that serve students with high socioeconomic status. Supervisors will get a big impact such as openness about the strengths and weaknesses of the school if they can have a good relationship with the school (Ehren, 2008).

Holger (2013) explains that school supervision is a systematic, evaluative assessment of the working conditions, work methods, and results of each school. Supervision is based on standard criteria for evaluating good teaching in accordance with normative expectations determined by administrative bodies. Idhogo (2013) defines supervision as inspection, namely the assessment of problems in total school management, both in professional matters, for example in curriculum and teaching or in non-professional matters such as social crimes such as sexual harassment, alcoholism, cults, etc. Thus, inspection involves evaluating, identifying possible deviations from the norms and enforcing corrective actions. Herbert Altrichter (2016) "accountability pressure" generally seems to be an important driving factor in the current surveillance system. The surveillance system broadly demonstrates a number of "accountability pressures felt by the mop.

C. RESEARCH METHOD

1. **Data Collection Technique:** The data generated in this study were obtained by using several data collection techniques, which are as follows.
 - a. **Interview technique:** The researcher conducts interviews with all predetermined sources. In this interview process the researchers used a flexible method, meaning that the researcher tried as much as possible to make the resource person always in a relaxed and happy condition during the interview so as to provide various information needed by the researcher. In this interview process the researcher also triangulated, the researcher conducted interviews with several resource persons on the same topic in order to obtain information that was truly valid.
 - b. **Observation technique:** The researcher makes observations or observations on all matters related to the focus of this research that is related to the supervision system to improve the quality of schools in the research location, both before the implementation process and after the implementation process, meaning that what is observed is not only the system currently in force but also the result of the development system and the impact it has.
 - c. **Documentation technique:** The researcher makes various efforts to see and record all documents that have been found related to the supervision system to improve the quality of schools in the research field, both in the form of hardcopy and softcopy and in the form of data that can be searched offline or online.
2. **Data Collection Instruments:** Researchers in this study besides acted as product developers, but also acted as data collection instruments. This is based on the theory that in research that seeks to obtain qualitative data the best instrument is the researcher himself. Based on this, of course, shows that the researcher is the best instrument in qualitative data collection, researchers are expected to have the ability to see the hidden meaning of each interviewee or observed.

D. DISCUSSION

1. Componential Analysis of Monitoring Conditions
 - a. **Detector:** The role of detectors is the role of supervision in detecting the real conditions of compliance with standards in schools. The role of the detector cannot be carried out by supervisors without going through its role as an assessor. As a real condition the ability of new teachers can be detected by supervisors. The condition of fulfilling NES in schools has also just been detected by asking schools to fill in accreditation instruments or self-assessment instruments. Detection of real conditions in schools can only be done if the principal gives supervisor information. All instrument filling is well guarded, so supervisors have data. They do the school self-assessment themselves. This application is off line application. (I: Yogya City Supervisor, 2020) There are a variety of instruments used by supervisors in monitoring the school achievements of ENS. Some of them use instruments they got at supervisor training but most use the 2017 accreditation instruments. This is used to help schools prepare for accreditation assessment. In one of the districts monitoring of the 8 ENS is done by giving schools the opportunity to fill in the data

on the SISPENNA-like application on line and it is open and close at the specified time period. In its implementation, several regencies used the combined supervision technique or the recommendation team and the follow-up was left to the supervisor of the schools. When the supervisor carries out the instrument filling and fulfillment with the school, its accreditation result is usually better than the previous. This condition is like what Ebele (2005) and Holger (2008) said: "Supervision is considered as a way of advising, guiding, refreshing, encouraging, stimulating improvement, and supervising certain groups in the hope of working together so that the implementation of supervision can be successful." There is one district which gives the results of the school self-assessment fulfilment of 8 NES become the initial data for the preparation of a monitoring program. Another district issues a certificate based on the results of fulfilling the NES. However, the supervisor has not yet conducted an analysis of the results of the supervisor and the follow-up. Mapping 8 NES using SISPENNA, filling in the system in a scheduling time from the Education Office. The results become the basis for the preparation of an integrated supervision program to help schools meet the other 4 standards. At least on the Content Standard, Process Standard, Graduate Competency Standard, and Assessment Standard. Supervisors coaching is done before the accreditation visit, when the school is accompanied by the supervisors in fulfilling the ENS, the school has got better results. (I: S Gunungkidul, 2019) Monitoring the fulfilment of 8 NES that began with SSA activities showed the supervisor's role as a detector. Early detection (introduction) of supervisors on real conditions in schools makes it easy for supervisors to arrange a supervision program as a follow-up to the supervisor's efforts to help fulfil them. In 4 NES namely: Content Standards, Process Standards, Graduates Competency Standards, and Assessment Standards are academic supervision activities that are usually followed up with teacher guidance and training as well as coaching and mentoring. 4 Other NES such as: Educator and Education Personnel Standards, Infrastructure Standards, Management Standards, and Financing Standards. There are 2 standards that the fulfillments cannot be carried out by supervisors, namely: Personnel and Infrastructure because they require other stakeholders' involvement and bureaucracy policies. It is like what Idhogo (2013) and Herbert (2016) define supervision as inspection, namely the assessment of problems in total school management and it has accountability pressure.

- b. Assessors:** Supervisors carry out the main tasks of supervision in the form of School Principal Performance Appraisal (SPPA). In SPPA activities the supervisor performs the role of an assessor. By using the existing instruments the supervisor compares the criteria that should be met as evidence of the performance of the principal with the portfolio of evidences they have. The annual SPPA is conducted by supervisors to reflect on the achievements of the results of performance and guidance. Supervisors in their role as assessors carry out SPPA based on a letter of assignment from the Head of the Regency or City Education Office. SPPA is also carried out with the same technique as routine or formative SPPA by supervisors. What distinguishes it is that the results of the SPPA are used by stakeholders to make a policy of continuing the principal's work or dismiss it. Only the principal who has a minimum grade of Good can continue his duties as a principal. The role of assessors in SPPA requires objectivity and accountability so that the decisions made are beneficial for improving the quality of schools. So we do the annual SPPA routine so that the principal is always ready and accustomed to meeting the evidence of performance as demanded in the SPPA instrument. The principal who is still in office has a minimum good performance score. Also if the third period means SPPA results are very good, the principal can still continue his job. When it is not very good, the principal is dismissed as the principal. When it was not very good, the principal was dismissed as the principal though he is in his first period, like Pak W, who had to become a teacher again even though he was retired in one month. (I: S, 2019) The role of the assessor occurred in supervision in the cities of Yogyakarta, Bantul, Kulon Progo, Gunungkidul, and Sleman. Supervisors carry out the main tasks of SPPA both annually and periodically according to the assignment of the head of department. SPPA routinely becomes a place to supervise of the target schools, while periodically ones are for decision making purposes. SPPA is done by comparing the real conditions of principals' performance with the ideal conditions that exist in the instrument. SPPA results data are periodically used by stakeholders to make decisions whether a school principal can still serve as a school principal or should be dismissed. Whereas the SPPA results routinely become the basis for determining the School Principal's annual Credit Score. This should be done in order that the Education office can do the quality assurance. Based on the observation, only in the City of Yogyakarta SPPA is done openly and results are directly shown to the principals and they are asked to give signature on the SPPA documents. It is done in line with Kuei (2012) and Kerzner (2017): The supervision will direct the organization at a higher level.
- c. Effector:** The main task of supervising teacher development is in accordance with the effector's role in the Controlling system (Anthony, 2011: 19). The effector's role begins with the role of the detector in academic supervision, namely class visits. In preparation, supervisors prepare academic supervision instruments consisting of: learning planning, learning implementation, and assessment. Supervisors observe the learning process by comparing with the plans made by the teacher. Data obtained during class visits become the basis for determining teacher training materials. After detecting the weaknesses of the process, the supervisor follows it up by correcting the existing shortcomings or conditions that are still below the standard so that there is an increase towards achieving the standard. Teacher formation is carried out individually on the teacher observed and jointly on all teachers for general findings. Effector's

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role is to make improvements to the results of the assessment or findings of real conditions related to compliance with the Standards. The role of the supervisor as an effector appears in the activities of fostering teachers and principals in all districts or cities in DIY. Teacher guidance is carried out as a follow-up by the supervisor to carry out academic supervision. Coaching material is related to findings on learning planning, learning process implementation, and assessment. It is like Alphonso (2006) and Ehren (2013) who see that supervision is a planned exercise designed to provide guidance services to teachers so that they can achieve targets according to their task schedules. Spontaneous coaching is carried out after academic supervision but several schools that already have programs and are budgeted in their budgeting plans usually ask supervisors as the resource persons to give training. Some Education Offices also have work programs that have been budgeted so that supervisors also carry out the task of guiding teachers on the assignment of the Head of the Education Office. Teacher guidance is carried out in a theoretical and practical experience. Through the strategy of workshops, discussions, seminars, and scientific meetings in which the supervisors present theories, provide examples, and mentoring. (I: S, 2020) The effector's role occurs in supervision in the cities of Yogyakarta, Bantul, Kulon Progo, and Gunung Kidul. In the most prominent city of Yogyakarta. Supervisors do not only carry out SPPA but are also given the authority to be involved in structuring the principal. The supervisor who compiles the structuring draft is then discussed with the authorized official for decision making. In the city of Yogyakarta, supervisors can also help in the structuring and management of teachers. Supervisors can propose rotations and mutations as well as arrangements for meeting hours based on the teacher's performance. As Lappierre (2012) states that a high level of control in the workplace often implies that employees participate seriously. In this case SPPA can affect to higher performance of principals than before because SPPA can function as control. In Gunungkidul, the supervisor also plays an effector role when the relationship between the principal and the teacher is not harmonious. School supervisors empowering the vice principal who has been trained as school principal, which has made an impact on improving communication with teachers. School accreditation has been prepared since the beginning of the school year. The principal does not have enough courage to pursue the teachers to meet the standards. Many schools ask for the supervisor's assistance in fulfilling the National Education Standards. In some schools the supervisor helps to explore the advantages of local content, for example in one of the schools its location is close to silver craftsmen, the supervisor recommend it as a place for children to learn. Previously the school had not been thought of it and the supervisor's input was valuable in the development of the school. This condition is like what Idhogo (2013) and Holger (2013) define inspection involves evaluating, identifying possible deviations from the norms and enforcing corrective actions. Professional Guidance and Training (PGT) of School Principals is one of the main tasks of the study program but not many can distinguish between the task of guiding the school supervisor with the guidance. PGT includes the preparation of school programs, curriculum, driving license, accreditation and professional development. Some supervisors have done the planning but most of them are following the activities that have been programmed by the Office such as mentoring curriculum preparation, School plan budgeting and SSA preparation. It is like what Henderson (2009) states supervision is a process to maintain an adequate standard and a method to reach the experience of practitioners. Some supervisors make guidance in their respective target groups and conduct FGDs. The results of the training are not very visible because the implementation depends on the principal, when there is no structural bill, it is not immediately followed up.

- 2. Analysis of Cultural Themes:** Sugiyono (2016) states that the analysis of cultural themes is an attempt to find a common thread that integrates across domains or components. Based on the compounding analysis above, the supervision tasks: SPPA, 8 NES Monitoring, Teacher or Principal Guidance and Professional Training in teachers' or principal forums have been carried out by Junior High School (JHS) supervisors of DIY. When related to the conditions of supervision with 4 components of Anthony's control system: detectors, assessors, effectors, and communication networks, it appears that the role of JHS supervisors at DIY is mostly as an effector. It is shown that the role of the assessor is only done in SPPA, and Academic Supervision while the role of the detector is only in Monitoring the Fulfilment of 8 SSA. The effector's role dominates most of the supervisory activities. These conditions occur like what Idhogo (2013) define supervision as inspection, namely the assessment of problems in total school management, both in professional matters, for example in curriculum and teaching or in non-professional matters such as social crime such as sexual harassment, alcoholism, cults, etc. Thus, inspection involves evaluating, identifying possible deviations from the norms and enforcing corrective actions. The above conditions indicate that supervisory positions carry out more of the effector role realized as mentors and coaches who provide guidance, assistance, and training, compared to supervision which is often interpreted as monitoring, examination, and evaluation. The role of effectors that have not been maximized is related to the giving of rewards and sanctions. Supervisors often feel helpless when the recommendations given are not followed up by the school. Supervisors do not have the authority to impose sanctions on both teachers and school principals who do not follow up on the recommendations of the supervision results. The role of the effector as a mentor can already be lived but the role of a kind of executor has not been maximized so that the improvement of school quality has not yet appeared. Antiniou (2017) describes the failure of school improvement with the lack of a relationship between the field of educational effectiveness that focuses on

theory, and the tradition of school improvement related to practice. In the surveillance system that is run there is no communication network that facilitates the connection between the roles of detectors, assessors, and effectors. In the Education Quality Assurance (Kemendikbud: 2016) it is stated that schools must have an internal quality assurance team and the District or City must have an external quality assurance team. According to Ngang (2015) supervision is carried out to help schools make changes not only in learning but all aspects of internal school conditions. Not all schools have them and neither do all Regencies. In addition, supervisors also do not yet have a device that can contain track records of evidence of supervision that has been conducted that can demonstrate the interrelation between the three roles. From the in-depth interviews, it was obtained that the supervisors did not evaluate the results of the supervision with a description and did not conduct an analysis. Meanwhile in the Education Quality Map application there is a supervision link that can facilitate supervisors to document the track record of monitoring activities. This facility can also be used by stakeholders to see the progress and results of supervision. Shah (2013) suggests Management information systems (MIS) are used by schools to support various administrative activities including monitoring attendance, assessment records, financial management reporting, and resource allocation, as well as staff. Thus supervisors can also make a good use of MIS in order to keep their documents in such a way that is accessible anywhere and anytime.

- E. The Limitation of the Study:** This study was conducted in Yogyakarta special region. This region had got good achievements in the previous national exam. It also has got a good acknowledgement of integrity. However, it still also has some barriers in enhancing school improvements. It cannot represent other provinces with worse condition otherwise it could be an awareness. The awareness that in such a condition like Yogyakarta Special Province still could not get their best. The study was done at junior high school level. Though it was expected to be a generate model, it still has a weakness not to accommodate school specific characteristic. The specifications that should be put into consideration are as follow: at vocational schools there are various study programs while elementary schools there are classroom teachers besides subject teachers.
- F. Conclusion and Recommendation:** School supervisors are teachers who are assigned to conduct academic and managerial supervision in a minimum of 7 junior high schools. In the control system there are 3 roles: detector, assessor, and effector. In contrast to naming their positions, school supervisors in Yogyakarta Special Province have function as effectors, namely to provide guidance for teachers and / or principals as well as professional training of teachers and / or principals in the TAF / PAF. Their roles focus more in giving guidance, help, and motivation rather than assessing or supervising schools. In order to facilitate schools enhancing improvements, supervisors still need other components of system but stakeholders such as: The Education Office policy, High Education Institutions, also the society. Even though supervisors do a lot of things in relation with their roles, they are not able to provide proper evidences so that stakeholders can access them. This condition provides a chance to facilitate supervisors to be able to make regular documentation using information communication and technology. In this way stakeholders could have access to see what supervisors do and their evidences. These will enable the policy decision makers in Education Office to make a good use of the data for school improvements.

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