

Education Supervision of Head of School in SMA Negeri I Lembah Seulawah, Aceh Besar Regency

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Abstract

The implementation of educational supervision at SMA Negeri I Lembah Seulawah Aceh Besar Regency is carried out for the development of student competencies as an effort to build the stages of the learning process, as well as curriculum development through the preparation of learning plans based on the sequence of learning materials. Supervision planning has not gone well in the learning process, principals and teachers plan the implementation of character education by preparing lesson plans and teaching materials. In this case the principal as the leader needs to carry out the function of direction and coordination. The purpose of the study was to analyze the academic supervision of the principal at SMA I Lembah Seulawah Aceh Besar District and to analyze the administrative supervision at SMA I Lembah Seulawah Aceh Besar District using a qualitative approach. Determination of informants is done by purposive sampling and data collection techniques through interview observations and documentation. The results showed that the principal's academic supervision in developing student competencies had not gone well because in the preparation of the learning design the teacher had not been able to make different and varied strategies. Likewise, the development of student competencies, especially teachers, in introducing an interesting phenomenon that has never been recognized by students before has not materialized. The conclusion of the study shows. The importance of educational supervision carried out by school principals for the development of student competencies, including curriculum development by compiling and designing lesson plans in accordance with learning plans based on the sequence of learning materials and selecting learning materials in accordance with the instructional objectives to be achieved. The directive function is also not well coordinated. This condition can get worse if it is not coordinated from planning, implementation, to evaluation.

Keywords

supervision; education;
principal



I. Introduction

The development of educational supervision has a good influence on education in Indonesia so that educators have the ability to educate creatively, actively, effectively and innovatively. Another aspect that makes supervision activities less useful is an inadequate supervision system and an unhealthy mental attitude of the supervisor. One form of supervision is managerial supervision. This supervision is very important because management is an organizational engine that drives all school programs, from leadership, curriculum, student affairs, infrastructure, budget, public relations, and so on. A

Managerial is an individual who becomes a manager to handle new tasks in the implementation of management.

The success of the principal is measured by his ability to carry out managerial functions. These functions are in the form of theory, methods, and techniques. The management and leadership of school principals need to put more emphasis on coordination, communication, and supervision. Because the weakness of educational barriers often stems from a lack of coordination, communication, and supervision, causing different perceptions between implementing components in the field (principals and teachers) as well as a lack of socialization between principals and teachers.

Management and leadership of the principal will directly provide satisfactory results. In the current condition of our education, you can feel the lack of education in terms of quality. Quality education is determined by the readiness and ability of all components of education to be able to compete with or keep pace with rapid technological advances. Excellence in management will increase the effectiveness and efficiency in the quality improvement process. To achieve leadership success in educational institutions as well as success in social interactions with other people, especially subordinates, a leader is required to have various ideal traits.

Academic supervision of the principal at SMA I Lembah Seulawah, Aceh Besar District. Refers to the ability of the principal in conducting evaluation and coaching which aims to develop the learning process for teachers. Even the principal's supervision is the activity of observing, supervising, and guiding activities carried out by others with the aim of improving the learning process.

However, on the other hand, administrative supervision at SMA I Lembah Seulawah, Aceh Besar District, was proclaimed through planning that is related to what needs to be done, then who has to do it, when to do it, where to do it, and how to do it. Meanwhile, in the directing function, there must also be an effort to provide explanations, considerations, and guidance to the officers involved. Then for the coordinating function, it is determined that there is an effort to integrate, unify, harmonize, and integrate all existing activities within an organization. Principal leadership is situational, meaning that leadership can be effective in certain situations and less effective in other situations.

Based on the observations of researchers that school supervision management has not been running in accordance with existing theoretical concepts because there is no coordination between the principal and the teacher. Management in the school is not only planning, organizing, implementing, and even supervising neatly and has been carried out but has not been optimally achieved. This problem is caused by a lack of coordination between the school principal and staff, a lack of professional principals, and a lack of infrastructure.

In fact, there are still many principals who do not carry out their duties and functions properly. In schools that have not carried out their duties in organizing, planning, and supervising every school activity, the principal only aims solely to achieve a position and there are still many who have not worked as leaders but only work according to the rules or meet work targets. Teachers also have not shown professionalism in teaching, there are still many teachers who lack discipline and come late to school, teachers in the teaching and learning process have not prepared learning tools properly, and there are still many teachers who only teach without considering the development of student competencies.

Based on empirical facts at SMA I Lembah Seulawah, Aceh Besar District, information was obtained that in developing student competencies there are still many teachers who do not give students the opportunity to ask questions, teachers do not make

classroom arrangements in teaching, teachers do not provide opportunities for students and do not respond to mistakes. done by students.

The implementation of academic supervision carried out by the principal does not directly involve learning activities in the classroom, but begins with teacher interviews while checking the completeness of learning tools (administration) which includes syllabus and lesson plans analysis and assessment administration. Next, a lesson plan study is carried out which is continued with class visits. After the class visit is finished and have another dialogue related to the obstacles found during the observation to be followed up as well as arrange the next supervision program. The principal hopes that the supervision carried out is clinical supervision. This means that the desire for supervision comes from the teacher, not from the principal.

In administrative supervision, from the planning side, it is not in accordance with what will be done and followed up, to whom it should be done, and when it will be done, and where it will be done, even how to do it, it is still a maze in moving to do it because there is still lack of planning. Then the researcher also saw a deficiency in the directing function, especially in an effort to provide explanations, considerations, and guidance to officers. The coordinating function has not yet made an effort to integrate and unify, harmonize, integrate existing activities within the school.

II. Review of Literature

2.1 Supervision Theory

Academic supervision is basically part of the study of supervision, so before moving on to the definition of academic supervision, we must know what supervision is in general. There are many definitions put forward by experts regarding what supervision is, etymologically the word supervision is taken from English, namely supervision which means supervision in the field of education, while people who carry out supervision activities are called supervisors. Meanwhile, from a morphological point of view, the word supervision comes from two words, namely super which means above, more and vision which means to see, look at, or watch over. Meanwhile, in terms of semantics, this depends on the person who defines it.

Techniques that supervisors can use are to guide teachers in supervision activities more carefully, calculatingly, and solving problems appropriately so as to obtain results that are able to change the way teachers teach in a better direction. Furthermore, supervisors also use certain techniques to help educators overcome their difficulties in carrying out teaching activities such as delivering subject matter, determining teaching materials, using models and strategies and teaching methods, using teaching aids and educational media, using learning resources, learning communication, using educational tools practical tools and other activities related to the implementation of teaching. Waite in Jasmani (2013) states that "Educational supervision in general is an activity to monitor and supervise the performance of staff/teachers in schools in carrying out their respective duties and responsibilities so that they can work professionally and the quality of performance increases".

2.2 Educational Theory

Educating is a noble deed, according to Law number 20 of 2003 concerning the National Education System, it is also explained that education is a conscious and planned effort to create learning facilities and learning processes so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence,

noble character, and skills needed by himself, society, nation, and state. Education requires educational theory because education will provide benefits for humans.

In the teaching and learning process, a teacher is said to be competent if he has a rich repertoire of delivery methods, and has criteria that can be used to choose the right ways of presenting teaching and learning experiences, according to the material to be delivered. All of this will only be obtained if the teacher masters learning theories. According to Sardiman (2011) states that "Learning is a change in behavior or appearance, with a series of activities for example by reading, observing, listening, imitating and so on".

2.3 Human Resources Theory

Human resources have a role in every aspect of the development of a nation. In reality, all nations, including the Indonesian nation, face competition in the future. The development of human resources in an organization, both formal and non-formal, is basically a manifestation of improving overall human resources. This is an investment for the organization and will have positive implications for the development of a nation's human resources. Djojonegoro in Nasir (2012) stated that "The development of the quality of human resources as a process of civilizing the nation aims to improve the quality of Indonesian people who master the knowledge, skills, expertise, and insight in accordance with the development of science and technology".

Human resource development is the main core carried out in the organization. This is of course because human resource development is a process designed in order to improve the quality of human resources in the organization which is needed to solve problems in achieving organizational goals. Human resource development should be based on the needs of individuals and organizations or institutions and planned carefully and systematically using certain scientific methods so as to achieve organizational goals. Human resources as an investment in organizations that play an important role and contribute directly to the economic growth of a nation. For this reason, it is necessary to be aware of all parties in developing human resources.

Human resource development refers to human resource management, which is about how to control and manage human resources in an organizational environment in order to achieve optimal performance which has implications for work productivity in order to achieve institutional goals. The new approach to human resource development management places personnel on a par with manager and places both parties in an inseparable unit in realizing the existence of an institution or organization.

2.4 Leadership Theory

An effective leader is one who gives and takes effective direction for those he leads and his organization. However, to further understand the function of a leader, it is necessary to first study the meaning contained in the definition. Wahjosumidjo (2011) states that "The following definitions give an indication that a leader functions as a person who is able to create changes effectively in the appearance of the group; and a leader function to move other people so that the other person consciously wants to do what the leader wants. The leader functions as a person who is able to create change effectively and move other people so that the person consciously wants to do what the leader wants.

Leadership in education is related to the problem of principals meeting effectively with teachers in conducive situations. The application of leadership is largely determined by the work situation or the circumstances of members and organizational support resources. The type of organization and work situation becomes the basis for forming a person's leadership pattern.

Principal leadership as the process of influencing, coordinating, and mobilizing the behavior of others for positive change, thereby increasing the principal's performance in achieving the results to realize educational goals effectively, efficiently, accountable, and productively. Good principal leadership must be able to seek to improve teacher performance through education staff development programs. Principal leadership is related to various tasks and functions in realizing effective, productive, independent, and accountable schools. The principal's leadership pattern is not just carrying out the same routine tasks from day to day.

The principle is one of the components of education that is influential in improving teacher performance. Wahjosumidjo (2011) argues that "The key to the success of a school essentially lies in the efficiency and effectiveness of the performance of a school principal. The success of the school is the success of the principal and the success of the principal is the success of the school. Furthermore, Supriadi in Mulyasa (2013) states that "There is a close relationship between the quality of school principals and various aspects of school life such as school discipline, school cultural climate, and the reduction of students' naughty behavior".

2.5 Organization Theory

Organizations have elements that are interrelated and cannot be separated from one another, this means that every organization needs good organization, so that the organization can run as it should. Organizations were founded or formed by humans to become a means of achieving goals, but when the organization has been formed and developed, its own needs grow which must be met so that the organization can continue its activities.

In educational organizations it is different from corporate organizations that produce goods. One of the fundamental differences is that the educational organization that is the input is human, who carries out the human educational process and the expected output is also human. Therefore, in educational organizations it is necessary to create a working atmosphere among people involved in the process of achieving goals. National education must be managed appropriately so that goals can be achieved efficiently and effectively. For the management of education required administrators who can perform optimally in order to improve the quality expected by the community.

III. Research Method

The use of methods in research is a must so that problems can be answered in accordance with the objectives that have been set. Considering that the method is a procedure or method that is used to find out something by using systematic steps, in every study, a research method must be used. In accordance with the research objectives that have been set in the previous chapter, the method used in this study is a qualitative method. In line with this intention, Sugiyono (2013) explains qualitative research methods are "Research methods used to examine natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), inductive data analysis,

Determination of informants was determined by purposive sampling of as many as 6 people. While the data collection through observation, interviews, and also documentation. After the data collection process is carried out, the next process is data analysis. In qualitative data analysis, Bogdan in Sugiyono, (2013) states that "Data analysis is through the process of systematically searching and compiling data obtained from interviews, field notes and other materials, so that they can be easily understood and the findings can be

informed to others. Data analysis is done by organizing the data, breaking it down into units, synthesizing it, arranging it into a pattern, choosing what is important and what will be studied, and making conclusions that can be told to others.

The analysis process carried out aims to help researchers facilitate and organize a pile of data that is obtained, stored, or set aside if it does not meet the wishes of the research question. Data analysis was carried out by means of data reduction, data presentation, and drawing conclusions. Data reduction takes place continuously during research activities. During data collection, the next reduction stage occurs, namely summarizing, tracing themes, and making memo partitions in the form of filed notes. Presentation of data (display data), namely, presenting a set of information and providing the possibility of drawing conclusions from theory or previous research results, the theory verification stage includes a comparison of events, theory integration, theory limitations, and theory writing.

IV. Discussion

4.1 Academic Supervision of the Principal at SMA I Lembah Seulawah, Aceh Besar District

a. Development of Student Competence

1. Give Opportunities to Students

Based on the results of observations and interviews, the researcher can conclude that indicators provide opportunities for students, that in order to master learning theory and educational learning principles, it should be done by preparing a learning plan in advance so that the teacher is able to make different and varied methods and strategies when teaching. so that students do not feel bored and are able to learn actively and enthusiastically and make it easier for teachers to achieve success in learning. However, the description of the teacher in mastering the characteristics of students is done by recognizing each student, both from the potential possessed, the type of student, the student's learning model, the strengths and weaknesses of students,

2. Organize Classes to Provide Learning Opportunities

Based on the results of observations and interviews, researchers can conclude that indicators regulate classes to provide learning opportunities that class teachers have their own ways of ensuring students can actively participate in learning activities. Ways to ensure that all students can be active is to arouse the willingness of students to think in solving questions. Class teachers have tried to find out the causes of student behavior deviations, so they can prevent behavior that can harm other students. Teachers help develop potential and overcome student deficiencies. The teacher must be able to develop the potential and overcome the shortcomings of students because then the teacher can be considered capable of understanding the characteristics of students.

3. Provide Opportunities for Students to Ask Questions

Based on the results of observations and interviews, the researcher can conclude that indicators provide opportunities for students to ask questions, that gThe teacher must encourage students to be willing and able to ask questions, especially asking questions that are questions that encourage the person being asked to explore first before answering. In this questioning phase, it is the students who need to make questions, not the teacher. Especially the things that the teacher can do in questioning activities: introduce an interesting phenomenon that has never been recognized by students before. Even the

teacher must be able to make observations. This means that students will ask questions if what is observed is really interesting and makes students curious about what is observed.

Developing student competencies, organizing classes to provide learning opportunities, and providing opportunities for students to ask and answer questions that cannot be separated from providing opportunities for students, in mastering learning theory and educational learning principles should be done by preparing a learning plan first. first so that the teacher is able to make the method. However, the learning model of students, the strengths and weaknesses of students, and so on by approaching students through communication with students. Development of student competence, tEspecially things that the teacher can do in asking activities introduce an interesting phenomenon that has never been recognized by students before.

b. Curriculum Development

1. Develop and Design Lesson Plans

Based on the results of observations and interviews, the researcher can conclude that the indicators for compiling and designing lesson plans, that in the implementation of making lesson plans (RPP) most of the respondents who are English subject teachers say that time is the main obstacle even though they can overcome it and they really hope that the objectives of the lesson plan (RPP) they make can be accepted by students according to their goals.

2. Following the Sequence of Learning Materials

Based on the results of observations and interviews, the researcher can conclude that the indicators follow the sequence of learning materials, that every teacher before entering class must have prepared everything including the material to be delivered, the methods to be used and what media to be used in teaching and learning activities. However, linking the previous material to the material being taught takes time, while repeating the previous material is important for reminding and giving students an understanding of the relationship between one material and another, but all of this has been planned beforehand so that students understand and understand the relationship between one material. with other materials.

3. Choosing Learning Materials

Conclusion of curriculum development with compiling and designing lesson plans, indicators follow the sequence of learning materials, and by selecting learning materials, that in the implementation of making lesson plans (RPP), time is the main obstacle even though they can be overcome. In fact, every teacher before entering the class has definitely prepared everything including the material to be delivered, the methods to be used and what media will be used in teaching and learning activities. However, to associate the previous material with the material being taught takes time. However, sometimes students lack understanding and acceptance of learning because the level of understanding of students is different, especially students with special needs.

4.2 Administrative supervision at Seulawah Valley I High School, Aceh Besar District

a. Planning

1. What is being done

Based on the results of observations and interviews, the researcher can conclude that the teacher in planning the implementation of character education is to prepares the syllabus, lesson plans, and teaching materials. Syllabus and lesson plans are made by loading character values in it. The characters that will be developed in the syllabus and

lesson plans are placed in the expected student character section. Even the teacher divides the learning steps into three parts. Namely the initial, core, and closing activities in the RPP

2. How to do it

Based on the results of observations and interviews, the researchers can conclude the indicator show to do it, namely with The methods used in the learning process carried out by the teacher during the learning process are lectures, questions and answers, assignments, discussions and problem solving. Using lectures, individual assignments, group assignments and questions and answers. The reason is that this method is used for low-grade students because if they are not given information, the results will be less.

Based on the conclusions of the indicators mentioned above, the researcher can conclude the planning dimension, that the teaching and learning process that has taken place is sufficient in accordance with the lesson plans that have been prepared and there are still some activities that have not been carried out properly, so it still needs to be reviewed. and corrected for reflection. Observations were made from the beginning of the learning process to the end of the learning process.

b. Directing Function

1. Attempt to Provide an Explanation

Based on the results of observations and interviews, it can be concluded that the indicators of consideration and guidance for the officers involved, that the duties and functions of the principal in the guidance service are managing and fostering the implementation of guidance and counseling services in their schools so that their implementation can run in accordance with the objectives that have been stated in the the programs. However, the other side kcooperation is less noticed by leaders and teachers in anticipating any changes.

Based on the conclusions of the indicators mentioned above, the researcher can take the following conclusions: In conclusion, the dimensions of the directive function with an effort to provide explanations, instructions, as well as considerations and guidance, there are employees who are involved, both structurally and functionally so that the implementation of tasks can run smoothly, with the direction of staff who have been appointed and entrusted with carrying out tasks in their respective fields. does not deviate from the predetermined program line. However, the consideration and guidance of the officers involved in this matter cooperation is less noticed by leaders and teachers in anticipating any changes.

c. Coordination Function

1. An attempt to Blend

Based on the results of observations and interviews, the researcher can conclude that indicators of an effort to integrate, that the head of the school principal in the process of preparing students to have work readiness will not be optimal if it is only done by the school. Cooperation with other parties is needed to encourage students' work readiness, in this case the business world or the world is expected to be able to provide knowledge to students about the real world of work conditions. The implementation of street vendors is a training for students to improve their abilities both in terms of knowledge and skills according to their field of expertise, so that with the existence of street vendors students will be better prepared to enter the world of work.

2. Unite

Based on the results of observations and interviews, the researcher can conclude that indicators unite as an effort to unite the activities of work units or organizational units, so that the organization moves as a unified whole in order to carry out all organizational tasks to achieve its goals. Putting together is easy to say but hard to do. There are so many agencies that have similar activities but are not well coordinated. This problem also occurs in the relationships between units within the organization. Several units in one organization have similar activities without being able to be controlled by the leadership. This condition can get worse if it is not coordinated from planning, implementation, to evaluation.

3. Match

Based on the conclusions of the indicators mentioned above, the researcher can conclude the dimensions of the coordination function, that one of the management functions that plays an equally important and equal role with other management functions, successful coordination will ensure the successful implementation of work or achievement of organizational goals. For this reason, it is necessary to have a deep understanding of the concept of coordination which includes the meaning of coordination, the purpose of coordination, the types of coordination and the principles of coordination. A good understanding of coordination allows us to be able to plan and carry out coordination properly. However, in bringing together there are so many agencies that have similar activities but are not well coordinated. This problem also occurs in the relationships between units within the organization. Several units in one organization have similar activities without being able to be controlled by the leadership. This condition can get worse if it is not coordinated from planning, implementation, to evaluation.

4.3 Discussion of Research Results

a. Academic supervision of the principal at SMA I Lembah Seulawah, Aceh Besar District

1. Development of Student Competence

Based on the results of the research above, the researchers can discuss the dimensions of developing student competencies, arranging classes to provide learning opportunities, and providing opportunities for students to ask questions that cannot be separated from providing opportunities for students, mastering learning theory and educational learning principles should be done by preparing learning plans first. first so that teachers are able to make different and varied methods and strategies when teaching so that students do not feel bored and are able to learn actively and enthusiastically. However, the learning model of students, the strengths and weaknesses of students, and so on by approaching students through communication with students. Development of student competence, tEspecially things that the teacher can do in asking activities introduce an interesting phenomenon that has never been recognized by students before.

Findings: 1

The teacher has not carried out asking activities to introduce interesting phenomena, which have never been recognized by students before.

2. Curriculum Development

Based on the results of the research above, the researchers can discuss the dimensions of curriculum development by compiling and designing lesson plans, indicators follow the sequence of learning materials, and by selecting learning materials, that in the

implementation of making lesson plans (RPP), time is the main obstacle even though they can be overcome. In fact, every teacher before entering the class has definitely prepared everything including the material to be delivered, the methods to be used and what media will be used in teaching and learning activities. However, to associate the previous material with the material being taught takes time. However, sometimes students lack understanding and acceptance of learning because the level of understanding of students is different, especially students with special needs.

Findings: 2

Curriculum development Seulawah Valley I High School, Aceh Besar District, time is the main obstacle even though they can overcome it.

b. Administration supervision at Seulawah Valley I High School, Aceh Besar District

1. Planning Function

Based on the results of the study, the researcher can discuss the planning dimension, that the teaching and learning process that has taken place is sufficient in accordance with the lesson plans that have been prepared and there are still some activities that have not been carried out properly, so they still need to be reviewed and improved for reflection. Observations were made from the beginning of the learning process to the end of the learning process.

Findings: 3

Planning at SMA I Lembah Seulawah Aceh Besar District, there are still activities that have not been carried out properly, and still need to be reviewed and improved to reflect on the learning process.

2. Directing Function

Based on the results of the research, the researcher can discuss the dimension of the direction function with an effort to provide explanations, instructions, as well as considerations and guidance there are employees who are involved, both structurally and functionally so that the implementation of tasks can run smoothly, with the direction of staff who have been appointed and entrusted with carrying out tasks in their respective fields. deviate from a predetermined program line. However, the consideration and guidance of the officers involved in this matter cooperation is less noticed by leaders and teachers in anticipating any changes.

Findings: 4

Directing function at Seulawah Valley I High School, Aceh Besar District, consideration and guidance for the officers involved, cooperation is less noticed by leaders and teachers in anticipating any changes.

3. Coordination Function

Based on the results, the researcher can discuss the dimensions of the coordination function, one of the management functions that play an equally important and equal role with other management functions, successful coordination will ensure the successful implementation of work or achievement of organizational goals. For this reason, it is necessary to have a deep understanding of the concept of coordination which includes the meaning of coordination, the purpose of coordination, the types of coordination, and the principles of coordination. A good understanding of coordination allows us to be able to plan and carry out coordination properly. However, in bringing together there are so many

agencies that have similar activities but are not well coordinated. This problem also occurs in the relationships between units within the organization. Several units in one organization have similar activities without being able to be controlled by the leadership. This condition can get worse if it is not coordinated from planning, implementation, to evaluation.

Finding: 5

Coordinating functionat SMA I Lembah Seulawah, Aceh Besar District, was not well coordinated.

V. Conclusion

Based on the description in the previous chapter, this study focused on the academic supervision of the principal in improving teacher performance at SMA I Lembah Seulawah Aceh Besar District, the authors can conclude:

1. Developing the competence of students at SMA I Lembah Seulawah Aceh Besar District really needs teachers to provide opportunities for students and manage classes well, but teachers have not been able to evaluate themselves against mistakes that have been made by students as an effort to build stages of the learning process. Then the curriculum development at SMA I Lembah Seulawah, Aceh Besar District needs to be done by compiling and designing lesson plans that are in accordance with the syllabus by following the order of learning materials based on objectives and selecting learning materials according to the instructional objectives to be achieved. The preparation of the teacher's learning tools is good, but the teacher does not yet have a grade book that contains all bills, as there are still many teachers who have not prepared and formulated KKM scores. Based on the results of the research, it can be concluded that planning, that activities that have not gone well in the ongoing teaching and learning process, the principal and teachers plan the implementation of character education by preparing syllabi, lesson plans, and teaching materials. Syllabus and lesson plans are made by including character values in them. The characters that will be developed in the syllabus and lesson plans are placed in the expected student character section. Even the teacher divides the learning steps into three parts. Namely the initial, core, and closing activities in the RPP Syllabus and lesson plans made by loading character values in it.
2. Based on the results of the study, it can be concluded the directive function, that the principal as the leader, in order to provide guidance to the officers involved in the cooperation is less noticed by leaders and teachers in anticipating any changes. So that the principal as the leader can provide guidance and instructions to the officers, as the principal has sufficient time. The direction of the officers who have been appointed and entrusted with carrying out tasks in their respective fields does not deviate from the predetermined program lines. Based on the results of the study, it can be concluded that the coordination function unites the insider agencies that have similar activities but are not well coordinated. This condition can get worse if it is not coordinated from planning, implementation, to evaluation. As a leader, and school principal, to function property management functions that play an equally important and equal role with other management functions, successful coordination will ensure the successful implementation of work or achievement of organizational goals. For this reason, it is necessary to have a deep understanding of the concept of coordination which includes the

meaning of coordination, the purpose of coordination, the types of coordination, and the principles of coordination. A good understanding of coordination allows us to be able to plan and carry out coordination properly.

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