

Analysis of Implementation of Vocational High School Supervision Policy in Tebing Tinggi

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ABSTRACT

This study aims to determine the implementation of supervision policy in Tebing Tinggi. The subjects of this research are Head of Education Office of City of Tebing Tinggi, coordinator of vocational supervisor, principal and teacher. This study uses the Mazmanian model. Data collection is done by interview, documentation and observation. Data were analyzed by means of reduction, categorization, synthesis, and developing work hypothesis. The result of the research shows that technical difficulties of the policy of Permenpan RB no. 21 Year 2010 can be overcome with the existence of Permendiknas No. 143 of 2014 on Technical Guidelines for the Implementation of Functional Position of School Supervisor and Credit Score. Permenpan RB No. 21 of 2010 requires professional supervisors who can improve the quality of education by changing the mindset and behavior of school supervisors that will impact the mindset and behavior of principals and teachers. The structure of the policy implementation process contained in the policy material of Vocational High School (SMK) supervision in Tebing Tinggi. At this stage it begins in the analysis is the clarity and consistency of goals. Permenpan RB No. 21 of 2010 explains the main task of school supervisors is to conduct academic and managerial supervision. External factors influencing the implementation of SMK supervision policy in Tebing Tinggi include socio-economic and technological conditions, high public support, and leadership agreements and leadership of the executing officials. The conclusion of this study is that the implementation of supervision policy in Tebing Tinggi has not been implemented in accordance with Permenpan RB no. 21 of 2010

Keywords: Implementation, Supervision, Policy

I. INTRODUCTION

The work done by the government to improve the quality of education is the enactment of Law No. 20 of 2003. In the framework of the implementation of Law No. 20 of 2003 on National Education System, has been set on Government Regulation No. 19 Year 2005 on National Education Standards which include standard: (1) content; (2) process; (3) the competence of graduates; (4) teachers and education personnel; (5) facilities and infrastructure; (6) management; (7) financing; and (8) the assessment standards of education. The standards mentioned above is a reference and also the criteria in the improvement and quality assurance of education. One of the standards that hold important and strategic role in improving the quality of education is the standard of teachers and education personnel.

Supervision of the educational unit is one component of education personnel need to be upgraded.

Further scrutiny of the eight National Education Standards issued Government Regulation No. 74 of 2008, concerning the assignment of school inspectors regulating the number of schools built by the vocational supervisor minimal amount of 7 schools, while the superintendent subjects teachers who nurtured at least 40 people. This was confirmed also in the Regulation of the Minister of Administrative Reform and Bureaucratic Reform No. 21 of 2010 on Functional Supervisory and credit figures Article 6 Paragraph 2b states "for junior high school / MTs and high school / madrasah aliyah / vocational schools / madrasah aliyah at least 7 units vocational education and / or 40 (forty) Teachers of subjects / group of subjects".

According to the laws and regulations applicable, the existence of a clear and unequivocal school superintendent. But in its application, the school superintendent has not been free of problems. Implementation of policy is a very important stage in the overall structure of the policy. This stage determines whether the policies pursued by the government can really be applied in the field and produce outputs and outcomes as planned. To be able to realize the outputs and outcomes are defined, then public policies need to be implemented without implemented then the policy will only be the records of the elite, as confirmed by Udoji (in Agustino, 2006) which says that the implementation of the policy is something that is important and perhaps more important than policy-making. These policies will only be a dream or a good plan that neatly stored in the archive if not implemented. Many models to analyze the process of policy implementation that can be used. One is the rational implementation model or a Top-Down. According Mazmanian and Sabatier (in Subarsono, 2010: 94), there are three groups of variables that affect the success of the implementation, including the following: 1) whether a variable is controlled; 2) Ability to structure the process of policy implementation; 3) Variable out policies that affect the implementation process.

Top-down model position taken by Sabatier and Mazmanian centered on the relationship between the decisions of his achievement, the formulation with the implementation, and the potential of the hierarchy to its limits, as well as seriousness implementers to achieve the goals set out in the policy. Implementation model proposed by Sebatier and Mazmanian basically not much different from the model of top-down approach as proposed by Van Meter and Van Horn (1975); Hood (1976); Gun (1978); and Grindle (1980) in terms of attention to policy and environmental policy. Just thought Sebatier and Mazmanian assume that an implementation will be effective if the executive bureaucracy comply with what has been outlined by the regulations (guidelines and technical guidelines). Thus, it is understandable if the implementation model as proposed by Sebatier and Mazmanian more focused on the correspondence between what is established by execution of the program (Dicta, 2008).

The discrepancy between what is stipulated by the implementation of programs / policies are also experienced in education, especially school supervisory

policy. This is in accordance with the opinion Almannie (2015: 170) explain that school superintendents face challenges for the implementation of policies and regulations. Most of them are not prepared to development of education in their school and they tend range to act more as managers than educational leaders. Based on the above opinion can be concluded that the school superintendent faces challenges in the implementation of policies and legislation in developing education. In line with this Paulsen (2014: 815) explains that the relationship supervisory positions with the political system. The school superintendent in implementing the policy is influenced by the local political system. So that policy implementation is not running as they should be. Based on the above opinion can be concluded that there is a relationship supervisory positions with the political system. The school superintendent in implementing the policy is influenced by the local political system. So that policy implementation is not running as they should be. This was confirmed by Surya (2011: 75-76) explains that within the framework of regional autonomy promotion superintendent of schools the authority of the regent / mayor. This supervisory positions should be filled by teachers who do meet the criteria of administrative and professional but the regent / mayor to make a new political tool for the politicians at the local level.

More specific supervisory issues described Arikunto (2006: 3-5) that the authority of the district / city is much larger than the provincial authority and the authority of the central government so that the impact on the various problems associated with the implementation of policies relating supervisory issues, ranging from the burden of the supervisory task has not been set well, there is no distinction number of schools in the building based on the distance of the location of the school that was built, targeted surveillance activities are still mixed among the aspects of the academic and administrative, with a little tend to prioritize administrative, regarding to whom the report drawn up by the supervisor is submitted and who which should be checked out, as well as what to do with the information obtained. In short it can be said that the results of the teacher's performance is not well understood by the party bosses, let alone used as material for further career development. In accountability report Dept. of Education, has not been mentioned explicitly effort and result of the construction has been done on human resources (HR particularly academic, that principals and

teachers) that exist in the area of liability management. Further Wastandar (2015: 8) says that the problem of policy implementation oversight schools ranging from 65% of the educational qualification of school supervisors of secondary education yet S2, recruitment is not based on competence, position and career supervisor has not been optimized and appreciated, mostly less mastered the competencies in particular supervision academic, image and prestige of the academic supervisor is still low, program implementation and evaluation have not been patterned and programmed properly, untapped monitoring reports for decision-making, facilities and resources to support inadequate.

Problems such as these are also found in Tebing Tinggi which has a Vocational High School (SMK) that 15 schools consisting of four and eleven SMK SMK Private, with details of the number of teachers as follows:

Table 1.1.
Number of Vocational Teachers in Tebing Tinggi

No.	Teacher	Master Status		Total
		PNS	Non PNS	
1	Normative Master	58	54	112
2	Teacher Adaptive	69	68	137
3	Master Productive	91	87	178
Total		218	209	427

Source: Interview with the coordinator of the vocational supervisor on 18-01-2017

Based on the table above, the number of vocational teachers is 427. this condition is not proportional to the number of vocational supervisor number 7, consisting of 3 inspectors vocational subjects/productive, four supervisors subjects adaptive / normative. With a limited number of vocational supervisor still inadequate to meet the needs of supervisors. This is an obstacle for the Supervision of Vocational High School (SMK) in maximizing the development of good-coaching managerial coaching for principals and coaching for teachers of academic subjects.

The interview with the coordinator supervisor in Tebing Tinggi on January 18, 2017 is that the supervisor of vocational high schools in Tebing Tinggi has not functioned optimally by management education. Besides the organizational structure of the regulatory, supervisory patterns, well-being, the competence of

supervisors and no budget for the inclusion of a school supervisor in local budget add to the list of issues the school superintendent.

Based on the above problems, which became the focus of research in this study is SMK supervisory policy implementation in Tebing Tinggi in 2017. While the formulation of the problem is as follows: 1) How is the level of ease and difficulty controlling SMK supervisory policy implementation in Tebing Tinggi?; 2) How was the structure of the policy implementation process contained in the material supervisory policies in SMK Tebing Tinggi?; 3) The external factors that influence the implementation of vocational supervisory policies in Tebing Tinggi?.

Based on the formulation of the problem above, which is the goal in this study as follows: 1) To determine the level of ease and difficulty controlling SMK supervisory policy implementation in Tebing Tinggi; 2) To determine the structure of the policy implementation process contained in the material vocational supervisory policies in Tebing Tinggi; 3) To know the external factors that influence the implementation of vocational supervisory policies in Tebing Tinggi. While the benefits of research both theoretically that the development of science, particularly in the field of public policy for reviewing and analyzing the policy formulation of SMK supervisory, examine and analyze the implementation of SMK supervisory policies, as well as reviewing and formulating alternative model program oversight SMK Tebing Tinggi, while the practical benefits as follows a) Head of North Sumatra Education Office, the results of this study can be used as a reference in the development and recruitment of vocational supervisor in accordance with applicable supervisory policies; b) Supervisor vocational coordinator in Tebing Tinggi, as an input for the development of school inspectors, increased competence and professionalism of the school inspector; c) vocational supervisor in Tebing Tinggi, as the basis for the development and improvement of the quality of the school superintendent profession; d) The principal and teachers of SMK in Tebing Tinggi, as information about the SMK supervisor in accordance with applicable regulations.

II. METHODS

Subjects of this study, namely: First, the main informant was the head of education for the highest leadership in the institution as well as coordinator of the vocational supervisor as head supervisor. Second, supervisors of SMK, consideration of researchers in interviewing supervisors of SMK because researchers assume SMK supervisory is what went into the field in order managerial and academic supervision, so expected that the researchers were able to obtain more accurate data about the role of supervisors in order to implement the policy oversight SMK in Tebing Tinggi. Third, the head of SMK, amounting to 4 people and teachers - teachers of SMK, consideration interviewed the head researcher in vocational and vocational teachers because they relate directly to the vocational supervisor. The type of data in this study are: 1) primary data, words and actions subject to data obtained from the field by observing or interviewing; 2) secondary data, the data obtained from the archives coordinator of supervisors consisting of letters, diaries, meeting notes associations, to official documents from various government agencies.

Data collection techniques used in this study were : 1) Interview, in this study, researchers used a semi-structured interview. Type interviewing requires the interviewer making framework and outline the main points that are formulated unquestionable sequentially; 2) documentation, in this study, researchers get some official documents, such as records of policy implementation of SMK in Tebing Tinggi, such as ministerial regulations, the data supervisors, principals and teachers, strategic plans, standard operating procedures and so forth. Furthermore, as personal documentation, researchers have photos of interview, observation by supervisors, principals and teachers in Tebing Tinggi; 3) Observation, in this study, the researchers observed the implementation of managerial supervision and academic supervision, preparation of reports, program supervisor.

Furthermore, the data were analyzed with the following steps: 1) data reduction; 2) categorization; 3) sintesisasi; 4) develop working hypotheses. This study used triangulation to check the validity of the data / test the credibility of the data. Once researchers get the data, whether it's an interview data, documentation of data, as well as observation data, we then researchers triangulate the source of, among others, by: 1) comparing the

observation data obtained by interviews with informants; 2) to compare data between informant interviews with one another; 3) comparing the data interviews with documentation that has been collected.

III. RESULTS

A. Presence Easily Controlled Variable Issues

1) Technical Difficulties

Supervisory policy implementation in Tebing Tinggi has been run in accordance with applicable regulations. Technical obstacles which have become an obstacle to implementation of the policy can be overcome with the implementation guidelines that the minister Joint Regulation No. 01 / III / PB / 2011 and Chief BKN 6 Year 2011 on Implementation Guidelines for School Supervisors and credit figures and Permendikbud No. 143 of 2014 on Technical Guidelines for Implementation of the Functional School Supervisors and credit figures.

2) The diversity of behavior set

Permenpan RB No. 21 of 2010 on Functional Supervisors and credit figures imply that the supervisory targets for a Vocational High School superintendent at least 7 units of education and / or 40 teachers of subjects / group of subjects. With such regulations, an inspector will have difficulty in performing activities of supervision to teachers who did not come from the field of study. The school superintendent could only perform administrative supervision that Men-check the completeness of teacher learning without being able to assess the substance of the teacher learning device. These conditions will make it difficult for supervisors to give feedback to teachers because the supervisor was not in accordance with the subjects taught by the teacher. This also applies to teachers, teachers have difficulty when discussion with a supervisor who did not come from the same field of study. So the teacher learning device the same from year to year.

Based on the above it can be concluded that the diversity of behavior set out in this policy makes a supervisor will have difficulty in conducting supervision to teachers who did not come from the field of study. So

in his assignment, a school supervisor should oversee subject teachers allied with the supervisor.

3) The percentage of the target group compared to the total population

Total superintendent of schools in Tebing Tinggi is seven (7) members consisting of four people already S2 and three people are still S1 while the number of vocational schools in Tebing Tinggi as many as 15 schools consisting of 4 SMK and 10 vocational private sector with the number of teachers as much as 422 teachers consisting of 177 civil service teachers, 141 teachers and 104 teacher foundation is not permanent foundation. When referring to article 6, paragraph 2 Permenpan RB No. 21 of 2010 on Functional Supervisors and credit figures indicating that the supervisory targets for a Vocational High School superintendent at least 7 units of education and / or 40 (forty) subject teachers / groups of subjects.

Based on the above it can be concluded that the percentage of the target group compared to the total population according to the RB No. Permenpan 21 of 2010 on Functional Supervisors and credit figures indicating that the supervisory targets for a Vocational High School superintendent at least 7 units of education and / or 40 (forty) subject teacher / subject groups are met.

4) The level and scope of the desired behavioral changes

Permen PAN and RB no. 21 Year 2010 Article 5 says that the principal task of school inspectors are carrying out supervisory duties of academic and managerial education unit which includes the preparation of the surveillance program, implementation guidance, monitoring the implementation of the eight National Education Standards, assessment, coaching and professional training of teachers, the evaluation of the results of the implementation of the surveillance program and the execution of supervisory tasks in specialized areas.

Recognizing the importance of improving the quality and effectiveness of schools conducted by school inspectors, the surveillance activities should be focused on the behavior and development. This is very important because the school superintendent will conduct both academic and managerial supervision. In

addition, the focus of school supervision includes standards and achievements of students, the quality of student services in the school (teaching and learning effectiveness, the quality of school activities program in meeting the needs and interests of students, the quality of student guidance), as well as leadership and management of schools.

B. Variable Ability Structuring Policy Implementation Process for

1) Clarity and consistency of purpose

Key task of school inspectors by Permenpan RB No. 21 Year 2010 Article 5 is to carry out the task of supervision of academic and managerial education unit which includes the preparation of the surveillance program, the implementation of the guidance, monitoring the implementation of the eight (8) National Education Standards, assessment, coaching and training of professional teachers, the evaluation of the results of the implementation of control programs, and implementation supervisory duties in special areas. Furthermore, Article 6 paragraph 1 indicates that the workload of the school superintendent is 37.5 (thirty-seven and a half) hours per week on it, including the implementation of coaching, monitoring, assessment, and coaching in the target schools. While the surveillance targets for each school inspectors as referred to in paragraph (I) is at least 7 units of education and / or 40 (forty) Teachers of subjects / group of subjects.

Facts on the field that the implementation of supervisory policy in accordance with Permenpan RB SMK Year 2010 has not been done properly. The school superintendent still perform the inspection function rather than supervision. Supervisors come at the beginning of the semester to ask the administrative requirements of teachers from the syllabus, the annual program, the semester program, RPP. The school superintendent just Men-checlist such deficiencies without any feedback to the teacher concerned. So the teacher learning device from year to year did not change significantly.

2) Use of Causal Theory

Implementation of supervisory policy is a stimulant to the improvement of the quality of education in

Indonesia in general and in Tebing Tinggi in particular so that the quality of education can be improved. The purpose of this implementation is to provide services to teachers so as to improve the quality of teacher learning that can ultimately improve the quality of learners.

3) Appropriateness of Resource Allocation Fund

The working area school superintendent is as far as the distribution of the location of surrogate teacher or elementary schools. This condition would need to support the operational costs of the duties and functions of the school superintendent. Education department budget allocated to the school superintendent is still considered lacking. Even in operations is not uncommon superintendent of schools should use his personal funds.

Based on the fact the field that budget support oversight policy in vocational Tebing Tinggi inadequate. Government Tebing Tinggi from the beginning have not been able to design carefully the budget for education supervision and how the target. Therefore, the school superintendent could not accomplish their work maximum number of work programs. Budget constraints make school supervision could not accomplish their duties up to monitor the management of vocational schools in Tebing Tinggi.

4) The integration of the hierarchy in the environment and among implementing agencies

Horizontal relations among employees organizationally defined as working relationships have equal authority status. This relationship can be a problem when the implementation structure has a relationship of interdependence and in exercising their sequential pattern of delay completion of tasks by a section will result in delays also continuing implementation of other tasks. This horizontal relationship clearly requires strong coordination and clear communication smoothly.

Based on the facts on the ground concluded that the structure of the bureaucracy in development of vocational high school supervisory policy standards in Tebing Tinggi still complicated between decision-makers within the executive. The vertical relationship between the parts in the education office complex causes a delay in vocational supervision policy decisions. In addition, the deviation of interest and

miscommunication among employees. The bureaucratic structure of this policy make this bureaucracy would be vulnerable to a conflict of interest, while achieving the goals will not be achieved well. Moreover, the attitude of implementing the development of vocational school supervisory policy standards in Tebing Tinggi has not gone well. The policy implementers do not carry out the orders given well. Therefore, it needs a good recruitment, especially for school superintendents in order to have a good dedication in carrying out policies that have been set.

5) The rules of decision makers implementing agencies

Permenpan RB No. 21 In 2010 a delegation of legislative authority directly to the minister. Permenpan regulates the functional position of superintendent of schools and numbers of credit. However, this policy only up to the national level. Tebing Tinggi has no regulations on the provision of education in particular about the school superintendent.

Based on the facts on the ground found that Tebing Tinggi has no regulations concerning school superintendent so that implementation of supervisory policy refers to the RB No. Permenpan 21 of 2010 on the functional position of superintendent of schools and numbers of credit. Furthermore he added that this regulation is also important so that as each region has its own uniqueness. One of them Semarang, they already have their own regulations.

6) Recruitment enforcement officials

Officer-executor or as of the actor implementation of supervisory policy department head is associated recruitment Tebing Tinggi school superintendent. Head office recruitment as officials who do not yet fully guided school inspectors to Permenpan RB No. 21 Year 2010 on recruiting candidates for superintendent of schools. Article 31, paragraph 1, letter f stating that civil servants are appointed in the post of superintendent of schools must pass the selection of candidates for superintendent. In addition, article 31, paragraph 1, letter g stating that civil servants were raised in the post of school superintendent must have the education or training of functional candidate school supervisors and receive STTPP.

According to the coordinator of the vocational supervisor that all vocational supervisor appointed not

by the selection of candidates and the school superintendent has no STTPP. STTPP obtained by supervisors after they are appointed as superintendent of schools. In addition, the school superintendent election is still based on seniority that's five of seven vocational supervisor will retire in 2019.

7) formal access outsiders

One of the elements in a policy implementation is going well with their access to outside groups to participate in policy implementation. A comprehensive program that provides opportunities for people to engage in it will relatively gain support than programs that do not involve the community. The public will feel alienated if merely a spectator of the program in their area. Community in vocational supervisory policies are superintendents, principals and teachers.

Based on the fact the field found that the lack of understanding of the principals and teachers due not socialized this policy on an ongoing basis so there is no feedback from principals and teachers of the duties and functions of the supervisory especially vocational school superintendent Tebing Tinggi.

C. Variables beyond policies that affect the implementation process of

1) Socio-economic condition and Technology

Society in Tebing Tinggi particular vocational supervisor has a forward-thinking and open. SMK Supervisory generally accept the policies related to the duties and functions. If there is a new policy, the chairman of the supervisory vocational study, following the policy dissemination and socialize to other SMK supervisors.

In connection with the advancement of technology, vocational supervisor has followed the development of technology. It is seen among the WA group of Tebing Tinggi vocational supervisors so that a variety of information received by the chairman of the supervisory or other vocational schools will be delivered in the WA group.

2) Public support

Policy implementation oversight in Tebing Tinggi has received a positive appreciation both from the

supervisors themselves as well as principals and teachers. In terms of perceptions of supervisors, this policy has been accommodating the needs - the need for vocational supervisors in particular. Their Guidelines are contained in the minister Perbersama III PB 1, 2011 and Chief BKN 6 in 2011 and set out in the Technical Guidelines No. 143 of 2014 Permendikbud greatly assist inspectors in performing basic tasks and functions. This is in accordance with the opinion of Tebing Tinggi vocational school supervisors that with the technical manual in 2014, the work supervisor becomes easier, which so far we still confusion in working toward becoming clearer.

This is confirmed by the coordinator of the vocational school supervisors in Tebing Tinggi that with Permendikbud No. 143 of 2014 has been the aspirations of the regulatory and supervisory tasks it easier.

3) Attitude and sources owned by the community group

Supervisory policy as outlined in Permenpan RB No. 21 of 2010 on Functional Supervisors and credit figures had a positive impact on society. Such community is the school supervisors, principals and teachers. This policy has been arranged for a supervisor in charge of the professional in carrying out their duties and functions. Things that have not been regulated in detail in this RB Permenpan can be found in the technical instructions that Permendiknas NO. 143 2014.

4) Agreements and leadership abilities executive officials

Supervisory institution to implement policies at the municipal level is vocational education department of Tebing Tinggi. Permenpan RB No. 21 The year 2010 signaled an education and training (training) School Supervisor functional candidate is at least 161 hours. However, in practice, a school supervisor especially vocational supervisor in Tebing Tinggi absence of selection and training candidates for school superintendent. This condition will impact the institution handling float supervisory policies for each region vary greatly in assessing the importance of this supervisory policy.

Alternation Permendiknas 12 of 2007 which suggests a lowest qualified school superintendent Masters (S2) based education with bachelor degree (S1) in a relevant

subject cluster at an accredited college with Permenpan RB No. 21 Year 2010 hinted a school supervisor lowest qualified Bachelor (S1) / Diploma IV education illustrates that the commitments, agreements and executive leadership abilities officials still need to be questioned again.

IV.CONCLUSION

The level of ease and difficulty controlling SMK supervisory policy implementation in Tebing Tinggi. At this stage in the analysis is the technical difficulties of policy Permenpan RB No. 21, 2010. The technical difficulty can be overcome with the Permendiknas 143 of 2014 on Technical Guidelines for Implementation of the Functional School Supervisors and credit figures. Next is the diversity of behavior regulated. RB Permenpan stipulates that targets the supervision of a school superintendent at least 7 or 40 education units subject teachers. These conditions have not been met given the number of vocational schools in Tebing Tinggi are 15 vocational school while SMK Air superintendent number 7. Presentation of the target group compared to the total population is still not appropriate. Supervisory of SMK totaling 7 422 teachers while teachers numbered consisting of 177 civil service teachers, 141 teachers and 104 teacher foundation is not permanent foundation. The magnitude of the ratio between vocational supervisors and teachers have an impact on the level and scope of the desired behavior change. Permenpan RB No. 21 Year 2010 requires supervisors professionals capable of improving the quality of education by changing mindset and behavior that will impact the school superintendent mindset and behavior headmaster and teachers.

The structure of the policy implementation process contained in the material vocational supervisory policies in Tebing Tinggi. At this stage in the analysis is initiated that clarity and consistency of purpose. Permenpan RB No. 21 Year 2010 describes the basic tasks of the school superintendent is doing academic supervision and management. But its implementation, school inspectors still conduct inspections at the beginning of the semester to examine the administrative requirements of teachers from the syllabus, the annual program, the semester program, RPP. The arrival of the school superintendent semester just beginning due to lack of precision of the allocation of resources. Budget limitations make maximum school supervision could

not accomplish their task management supervision of vocational schools in Tebing Tinggi. School supervisors through the school supervisor coordinator have submitted the budget to the education office. However, the lack of integrity of the hierarchy in the environment and among the lead implementing agency of the budget is not realized as it should be. The existence of a supervisor clearly and unequivocally set up by Permenpan RB No. 21 in 2010. However, this policy only up to the national level. Tebing Tinggi has no regulations on the provision of education in particular about the school superintendent. Recruitment supervisory policy enforcement officials have also not been done properly. Permenpan RB No. 21 of 2010 requires that a supervisor was recruited to go through the stages of selection and must have STTPP. But in its implementation, vocational supervisor in Tebing Tinggi absence of selection and does not have STTPP.

External factors that affect implementation of supervisory policy SMK in Tebing Tinggi. At this stage in the analysis is the socio-economic conditions and technology. The influence of socio-economic conditions and the level of technological progress can provide a snapshot of how the implementation of a policy running well or not. Tebing Tinggi community especially vocational supervisor has a forward-thinking and open. Supervisory SMK generally receive policy-related duties and functions. If there is a new policy, the chairman of the supervisory vocational study, following the policy dissemination and socialize to supervisor - SMK other supervisors. In connection with the advancement of technology, vocational supervisor has followed the development of technology. It is seen among the WA group Tebing Tinggi vocational supervisor so that a variety of information received by the chairman of the supervisory or other vocational school will be delivered in the WA group. On the other hand, public support for policy oversight has received a positive appreciation both from the supervisors themselves as well as principals and teachers. When viewed from the perception of the supervisor, this policy has been accommodating the needs - the need for vocational supervisors in particular. Their Guidelines are contained in Perbersama minister III PB 1, 2011 and Chief BKN 6 in 2011 and set out in the Technical Guidelines No. 143 of 2014 Permendikbud greatly assist inspectors in performing basic tasks and functions. Furthermore, the implementation of supervisory policy also requires agreement and leadership abilities

executing officials. This agreement is a function of the ability of legislation to institutionalize its influence on the implementing agencies through the selection of institutions and officials from the terrace. Appointment of vocational supervisor in Tebing Tinggi absence of selection and training candidates for school superintendent. In addition, the alternation Permendiknas 12 of 2007 which suggests a lowest qualified school superintendent Masters (S2) based education with bachelor degree (S1) in a relevant subject cluster at an accredited college with Permenpan RB No. 21 Year 2010, which implies a minimum certified school superintendent Degree (S1) / Diploma IV education illustrates that the commitments, agreements and executive leadership abilities officials still need to be questioned again.

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