

Analysis of Vocational School Supervisory Planning In KARO

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Abstract: *The objective of the research is to know the policies used by Karo in determining the need of supervisors, to know the process of determining the need of supervisors in Karo, to get the ideal number of numbers and the actual number of supervisors in Karo, and to know the process of determining the need of supervisors in North Sumatera Province after the transfer of school supervisor management from the regency / city to province. This research is qualitative with the subject of Secretary of Education Office of Karo and North Sumatera Province, Head of Human Resources Planning of Karo Vocational School and North Sumatra Province, and Coordinator of Vocational School of Karo and North Sumatera Province. Sample, data source is done by purposive and snowball. Triangulation data collection techniques, interviews, and documentation studies. The results showed: (1) Karo implemented the central and regional policies as the legal basis of the functional position of the supervisor; (2) Karo socializes receipt of supervisors through the principal; (3) Based on the ratio of 1: 7 ideally supervisors in Karo there are 2 teams. Based on the cluster of subjects it takes 19 people, the next 5 years Karo requires 11 supervisors, Karo requires 3 young supervisors, middle supervisors 14 people, and the main supervisor 1 person. (4) The requirements of the prospective supervisor from the Province of North Sumatra have a functional certificate of 161 Hours of Lesson.*

Keywords: *Planning, Needs Analysis, School Supervisor, Vocational School Supervisor*

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I. Introduction

The term supervisor in English is called a supervisor who according to [1] (Masaong, 2012: 1) are two terms translated from one of the management functions, namely the function of "controlling" with two different views when interpreting the term that the term supervision is more authoritarian or directive, while supervision is more democratic. However, there are also some views which state that the two terms have the same meaning. Nevertheless, [2] Sudjana (2012: 5) says that the supervisor of the second unit of education is someone who carries out the task of supervision rather than carrying out inspections and not someone who exercises control. Supervision is defined as professional assistance or skill assistance from a supervisor to a person or group of people supervised. Therefore, the school supervisor is called an educational supervisor who means someone who does the coaching instead of doing the examination. As a figure who is not a "superworker" the teacher certainly is not able to solve problems, constraints, plus a heavy task burden. Therefore, education supervisors (education supervisors) should be ready to be colleagues for teachers to help teachers solve various obstacles that may hinder the achievement of educational goals. Teachers and supervisors must work together to improve the quality of education.

The study of management science is known as a management function consisting of planning, implementation, supervision, and evaluation. Almost all management experts include an element of oversight as a function of management. [3] Robbins and Coutler (2010: 9) say that every manager runs five manajemen functions, namely planning, organizing, commanding, coordinating, and controlling. Planning needs of school supervisors is part of human resource planning (HR). Therefore, [4] Mustari (2015: 5) says that planning is a series of actions to achieve a desired result through setting goals, policies, procedures, budgets, and programs of an organization.

In fact, in Karo with the number of vocational schools as many as 13 schools are only supervised by 6 supervisors of Vocational High School with the division of the task of one supervisor in Vocational High School overseeing all the clumps of subjects including clumps of vocational subjects in one vocational school. This certainly makes supervisory supervisory duties ineffective. In fact, there are some vocational schools whose teachers have not been supervised for the last five years. In addition, some vocational supervisors do not even have the same educational background with majors in Vocational High Schools that he coached.

Based on the various crucial problems that have been described, it is necessary to prepare a careful planning analysis in order to fulfill the need of the Vocational School supervisor, so that the result of the analysis can be used as the basis for preparing the preparation program of the vocational school supervisor. For that reason, it is necessary to do research "Analysis of Needs Planning of Vocational School Supervisor in Karo with the formulation of the problem as follows. (1) What are the policies used to determine the need for Vocational School supervisors in Karo (central and local policy)? (2) How is the process of determining the need of the supervisor of Vocational School in Karo? (3) How does the ideal number of needs compare with the actual number of Vocational School supervisors in Karo? (4) How is the process of determining the need of vocational supervisors in the Education Office of North Sumatera Province after the transfer of school supervisor management from the district / city to the provincial government?

Based on the problem, the objectives of this research are (1) to know the policy (central policy and local policy) used by Karo in determining the need of supervisor of Vocational School. (2) To know the process of determining the need of supervisor of Vocational School in Karo. (3) Knowing the ratio of ideal needs to the actual number of Vocational School supervisors in Karo. (4) To know the process of determining the number of needs of Vocational School supervisors in the Provincial Education Office of North Sumatera after the transfer of management of school supervisors from districts to provincial governments.

II. Method

The research used is qualitative with the subject of research of secretary of Education Office of Karo and North Sumatera Province, Head of Planning of human resources Vocational School Karo Education Office and North Sumatera Province, and Coordinator of Supervisor / Deliberation Working School Supervisor Vocational School Karo Education Office and North Sumatera Province. Sampling and data sources were conducted purposively and snowball. Triangulation, interviews, and documentation studies are used as data collection techniques.

III. Result

The central policy implemented by Karo in determining the need of the supervisor of Vocational School. The central policies applied are among others Law Number. 14 YEAR 2005 regarding teachers and lecturers; Government Regulation Number 16 YEAR 1994 on the functional position of Civil Servant JO Number. 40 YEAR 2010 amendment to Government Regulation no. 16 of 1994 on functional positions of Civil Servants; Government regulations. Number 99 YEAR 2000 on the promotion of the rank of Civil Servant JO Number 12 YEAR 2003 amendment to Government Regulation No. 99/2000 on the rank assignment of Civil Servants; Government regulations. Number. 9 YEAR 2003 on the authority of the rank, transfer and dismissal of Civil Servants; Government Regulation NO. 19 YEAR 2005 on national education standard; Government Regulation Number. 74 YEAR 2008 concerning teacher JO Government Regulation Number 19 Year 2017 on amendment to PP. 74 of 2008 on teachers: workload (teachers and principals, teacher allowances and principals); Government Regulation Number 53 of 2010 concerning discipline regulation of Civil Servants; Regulation of the Ministry of Administrative Reform and Bureaucratic Reform NO.21 YEAR 2010 concerning functional positions of supervisors and credit scores Jo Regulation of the Ministry of Administrative Reform and Bureaucratic Reform No. 14 of 2016 on new rules of functional function of school supervisors and credit scores; JOINT REGULATION The Minister of National Education and the Head of the State Personnel Agency Number 01 / III / PB / 2011 regarding the instruction on the functional position of the teacher and Number 6 of YEAR 2011 regarding the instruction on the functional function of supervisor and credit number; Regulation of the Minister of Education and Culture Number. 143 YEAR 2014 on technical guidance of functional function of school supervisor; and the Circular Letter of the State Personnel Board and the Minister of Education and Culture No.1 year 2016 on the explanation of the Regulation of the Minister of Administrative Reform and Bureaucracy Reform No. RI. 14 of 2016 on the amendment to the regulation of the Minister of Administrative Reform and Bureaucracy Reform No. 21 of 2010 on the functional positions of school supervisors and credit figures.

In the meantime, the local policies used by Karo to plan the needs of the Vocational School supervisors include receiving the school supervisor even though the candidate does not yet have the certificate of the school superintendent inspected by the ministry. In addition, the regional policy is also used in addressing the needs of Vocational High School supervisors, especially in relation to the supervisors of some non-existent cluster subjects, which are enforced by empowering existing supervisors. While the local policies used by Karo to plan the needs of the vocational supervisors include receiving the school supervisor even though the candidate does not yet have the certificate of the school supervisor candidate issued by the ministry. In addition, in addressing the needs of Vocational School supervisors especially related to supervisors of some of the missing subject groups, the Karo Education Office is wise by empowering existing supervisors.

Meanwhile, in meeting the needs of school supervisors Karo Education Office perform recruitment by first doing socialization to teachers who have qualified through the principal. This is in line with [5] Sudjana

(2012: 32) states that there are 3 minimum criteria to be supervisor of educational unit, that is a) status as civil servant teacher with minimum working period of 8 years or principal with minimum 4 years of service at education level in accordance with the supervised education unit; b) have a functional education certificate as supervisor of the educational unit; c) passed the selection as the educational unit supervisors.

Since the number of Vocational School in Karo is only 13 with the supervisory number of 6 people, the education office of Karo has made it clear that the vocational supervisor does not follow the supervisor ratio of 1: 7, but makes the supervisory team based on the same vocational school. However, based on data obtained from the Provincial Education Office of North Sumatra the number of supervisors with teachers built is still not ideal because it looks there are supervisors who nurture teachers who are not cognate with the subjects. For example, a supervisor who fosters the department of tourism (hospitality) but also fostering the agricultural majors. In addition, supervisors for Counseling Guidance teachers have not even existed at all. The ideal number of supervisors based on the number of teachers who need can be explained as in table 3.1 below,

Table 3.1 Number of Supervisors Based on Ratio 1: 7

| Num. | School Name | Group of Educational Units | Clumps of Required Subjects | Ideal Number of Supervisors |
|-------|-------------------------------|----------------------------|-----------------------------|-----------------------------|
| 1 | SMKN 1 Kabanjahe | 1 Team Group | 1. Normative | 5 |
| 2 | SMK Sw Immanuel 2 Kabanjahe | | 2. Adaptive | 7 |
| 3 | SMK Sw GBKP Kabanjahe | | 3. Produktive | 4 |
| 4 | SMK Sw Bersama | | 4. Counseling Guidance | 1 |
| 5 | SMKN 1 Berastagi | | | |
| 6 | SMK Sw Al-Karomah Berastagi | | | |
| 7 | SMKN 1 Merek | | | |
| 8 | SMKN 1 Merdeka | 1 Team Group | 1. Normative | Team Supervisors 1 |
| 9 | SMK Sw Pijer Podi Berastagi | | 2. Adaptive | Team Supervisors 1 |
| 10 | SMK Sw Yapim Merek | | 3. Produktive | 2 |
| 11 | SMK Sw Aladhelfi Tiga Binanga | | 4. Counseling Guidance | 1 |
| 12 | SMK Sw Immanuel 1 Kabanjahe | | | |
| 13 | SMK Arta Kabanjahe | | | |
| TOTAL | | | | 20 Vocational Supervisors |

Table 3.2 The Number of Supervisors Needed per Clump of Subjects

| Num. | Clump Subjects | Number of Subject Teachers | Number of Supervisors Available | Ideal Number of Supervisors |
|-------------------|--|--------------------------------|---------------------------------|-----------------------------|
| 1 | Normative: Religion Civic Education Indonesian Language Physical Education Art and Culture | 55 17 25 25 17 | 0 0 0 0 0 | 2 1 1 1 1 |
| 2 | Adaptive: English Mathematics Natural Sciences Social sciences Entrepreneurship | 29 34 25 13 22 | 1 1 0 0 0 | 1 1 1 1 1 |
| 3 | Produktive: Engineering and Industry Business and Management Agriculture and Fisheries Tourism Community Welfare Arts and Crafts | 53 20 9 5 11 18 | 2 0 0 0 1 1 | 2 1 1 1 1 1 |
| 4 | Counseling Guidance | 12 | 0 | 2 |
| TOTAL SUPERVISORS | | | 6 | 20 |

Table 3.1 the number of supervisors of Vocational School in Karo when compared with the result of table 3.2 analysis related to the ideal number of supervisors needed based on the ratio of supervisor of educational unit, the Education Office still lacks the supervisor of Vocational School. Lack of supervisor based on the ratio of educational unit will certainly result in the quality of teachers Vocational School in Karo. Therefore, it is expected to recruit potential Superintendent of the Provincial Education Office as a new stakeholder, taking into consideration the ideal requirement in accordance with the analysis of the need of the Vocational High School supervisor in Karo.

Table 3.3 Total Data of Karo Supervisors by Age Group

| Num.. | School | Age Group of Supervisors | | | | Amount |
|----------------------|------------------------|--------------------------|-------|-------|------|--------|
| | | < 45 | 45-50 | 50-55 | > 55 | |
| 1 | Vocational High School | | 1 | 4 | 1 | 6 |
| Number per Age Group | | | 1 | 4 | 1 | 6 |

Table 3.4 Predicted Number of Supervisors Who Will Retire

| Num. | School | The Number of 2017 | Supervisors of the School's Retirement Years | | | | | |
|-------|------------------------|--------------------|--|------|------|------|------|------|
| | | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
| 1 | Vocational High School | 6 | | | 1 | | | 2 |
| Total | | 6 | | | 1 | | | 2 |

Table 3.5 Prediction of New Vocational High School in 5 Years to Come

| Num. | School | The Number of 2017 | Number of New School (years) | | | | |
|-------|------------------------|--------------------|------------------------------|------|------|------|------|
| | | | 2018 | 2019 | 2020 | 2021 | 2022 |
| 1 | Vocational High School | 13 | 0 | 0 | 0 | 0 | 1 |
| Total | | 13 | 0 | 0 | 0 | 0 | 1 |

Based on the above table 3.5 predicted the number of new Vocational School for the next 5 years amounted to 1 school. Therefore, the mapping of school supervisors needs for the next 5 years can be determined. According to [6] Sudjana (2012: 88) the mapping needs of school supervisors can be determined using the equation:

$$JPnx = (JMx + JMxn) \times R - JPPnx + JPHnx - Jpa$$

Ket: JPnx = number of supervisors on the subject grove x required in year x

JMx = Number of current x-cluster teachers x

JMxn = number of new subject cluster teachers x in year n

R = Ratio of supervisor with teacher of subject clump (1/40)

JPPnx = Number of inspectors of subject family x who will retire year n

JPHnx = Number of x markers that are missing

JPa = Number of current subject controllers x

The calculation result of calculation of the needs of supervisors using the above equation can be seen in table 3.6

| Clump Subjects | JMx | JMxn* | R | JPPn _x | JPH | JPa | The Calculation Result | Amount Needed |
|---------------------|-----|-------|------|-------------------|-----|-----|------------------------|---------------|
| Normative | 139 | 0 | 1/40 | 0 | 0 | 0 | 3,6 | 4 |
| Adaptive | 123 | 0 | 1/40 | 0 | 0 | 0 | 1,2 | 1 |
| Produktive | 116 | 0 | 1/40 | 3 | 0 | 4 | 3,1 | 3 |
| Counseling Guidance | 12 | 0 | 1/40 | 0 | 0 | 0 | 3,1 | 3 |

Information:

* = Number of teachers of new subject subjects x in year n. Suppose the year 2022 is predicted to be opened by 1 new vocational school so that additional teachers of Normative 1 normative subject, Normative 1x5 (number of fields of study: Religion, Civic Education, Indonesiaan Language, Physical Education, Art) = 5 additional teachers in the next 5 years.

** = based on the results of interviews with the Secretary of the education office that the number of vocational supervisors who were absent remained absent.

Based on the calculation in Table 3.6, the results of mapping the needs of supervisors Vocational School in Karo for the next five years can be mapped through the following table 3.7,

Table 3.7 Results of Mapping Needs of Vocational Supervisors in the Next 5 Years

| | Number of Supervisors 2017 | Supervisors needs 5 years (year) | Number of Supervisors Needed per Subject Cluster | | | |
|--|----------------------------|----------------------------------|--|----------|------------|---------------------|
| | | | Normative | adaptive | produktive | Counseling Guidance |
| Vocational High School | 6 | 2022 | 4 | 1 | 3 | 3 |
| Total Needs of Supervisors Vocational High School 5 Years Up: 11 Supervisors | | | | | | |

Based on Table 3.7 it is concluded that 5 years to come, by 2022, the number of supervisors required by the Karo Education Office is 11 persons with details of 4 supervisors for normative subjects, 1 supervisors for adaptive subjects, 3 supervisors for productive subjects, and 3 supervisors for Counseling Guidance.

Table 3.8 Total Karo Based Supervisory Data Rank / Position

| Num.. | School | The position of Supervisor | | |
|---------------------|------------------------|----------------------------|--------|------|
| | | Young | Middle | Main |
| 1 | Vocational High School | | 6 | |
| Number per position | | | 6 | |

The need for supervisors for the next 5 years can be proportioned to the school supervisor's position as primary school supervisor. The data shown in Table 3.8 shows that 100% of Vocational Scholl supervisors in Karo are concentrated in the supervisory position of the middle. If the mapping of school supervisors needs for the next 5 years can be determined the ideal proportion of the need for supervisors based on the position as in table 3.9 below.

Table 3.9 Ideal Proportion of Supervisor Needs Upcoming 5 Years by Position of School Supervisor

| Education Units | Young (30%) | Middle (60%) | Main (10%) |
|------------------------|-----------------|---------------|---------------|
| | III/c s.d III/d | IV/a s.d IV/c | IV/d s.d IV/e |
| Vocational High School | 3 | 7 | 1 |
| TOTAL 11 SUPERVISORS | | | |

Based on table 3.9 it is found that for the next 5 years the position of the young supervisor is required by 3 supervisors, middle supervisors are 7 person, and the main supervisor is 1 person. The proportion of school supervisors based on the position / class of supervisors can be adjusted to local conditions with consideration of the availability of human resources [7] (Sudjana, 2012: 87). Therefore, the next 5 years the government of North Sumatra Province as new stakeholders can do recruitment planning of school supervisors in accordance with the criteria that have been required by government rules. This is consistent with [8] Aedi (2014: 137) which states that the purpose of recruitment is to provide a large group of prospective workers so that managers can select qualified employees they need to fill vacancies within the organization.

Education Office of North Sumatera Province in determining the number of requirement of supervisor of Vocational School do some thing, that is one of them give strict requirement in recruitment of supervisor. Especially the requirement about having a functional certificate, with the number of hours 161 Hours Lesson for the prospective supervisor instead of the number of hours 61 Hours Lessons. However, the reason is still the transition period, while the Provincial Education Office of North Sumatra still provide continuation of duties to the supervisor who was appointed district / city. According to the Supervisory Coordinator of the Provincial Education Office of North Sumatra in the future will be made stages in the school supervisory recruitment system.

Stages in the recruitment system of school supervisors based on files received from the Secretary of North Sumatra Education Office are as follows.

1. Socialization of acceptance of prospective supervisors from the Education Office of North Sumatra Province through Technical Implementation Unit of each District Office to the school.
2. The head of the provincial education office receives a file of registration of a prospective supervisor from each Technical Implementing Unit.
3. The head of the office shall review and select the completeness of the registration file to determine the eligible candidate.
4. Quality Assurance Institution Education shall verify data on the result of the examination of the head of the provincial service office and perform the administrative selection of the prospective supervisor. The results of verification and selection that have been determined are sent to the Directorate of Education Personnel.

5. Eligible candidates will be sent a notification letter from the Directorate of Education Personnel which states that the prospective supervisor is entitled to participate in the selection of supervisors and is required to write a paper on supervision.
6. Selection of supervisors shall be conducted by the Directorate of Education Personnel in cooperation with Education Quality Assurance Institution whose implementation can be held at provincial level or Education Quality Assurance Institution.
7. The determination of candidates who pass the selection is entirely the authority of the Directorate of Education Personnel.
8. The Directorate of Education Personnel proposes the appointment of a supervisor who has passed the selection.

While [9] Sudjana (2012: 91) states that the selection of candidates for supervisors is divided into three stages namely.

1. Administrative selection, focused on election of school superintendent based on the criteria of administrative completeness including education level, relevance of education program, and certification already owned. The next stage, candidates who pass the administrative selection are grouped by type of school, rank / class, age, and clump subjects (Junior High School-Senior High School-Vocational Secondary).
2. Academic selection: selection is done through a test to rank the prospective school supervisor who has passed the academic selection in each group. Form of test given that is (1) Test early mastery of school supervisor competence; (2) preparing and presenting papers on education / supervisors. Based on the results of the test, then selected candidate supervisor with the best level in accordance with the number of needs that have been projected. Unelected school election candidates will be included in subsequent recruitment periods (years). Selection is carried out by the education department involving university education, Association of Supervisors Throughout Indonesia, and the school supervisor coordinator.
3. Interviews are only given to candidates who have passed the academic selection. to reveal the identity of the school supervisor, the reasons for choosing to be a school supervisor, the prospective supervisor's view of the school supervisor's office, the main tasks and functions of the school supervisor, the future of the school supervisory profession.

IV. Discussion

4.1. What policies are used to determine the needs of Vocational High School supervisors in Karo (central and local policy)

Karo in the process of appointing supervisors to obtain qualified human resources supervisors implement some policies, either central or regional policy. The central policies applied are among others Law Number. 14 YEAR 2005 regarding teachers and lecturers; Government Regulation Number. 16 YEAR 1994 on the functional position of Civil Servant JO Number. 40 YEAR 2010 amendment to Government Regulation no. 16 of 1994 on functional positions of Civil Servants; Government regulations. Number. 99 YEAR 2000 on the promotion of the rank of Civil Servant JO Number. 12 YEAR 2003 amendment to Government Regulation No. 99/2000 on the rank assignment of Civil Servants; Government regulations. Number. 9 YEAR 2003 on the authority of the rank, transfer and dismissal of Civil Servants; Government Regulation NO. 19 YEAR 2005 on national education standard; Government Regulation Number. 74 YEAR 2008 concerning teacher JO Government Regulation Number 19 Year 2017 on amendment to PP. 74 of 2008 on teachers: workload (teachers and principals, teacher allowances and principals); Government Regulation Number 53 of 2010 concerning discipline regulation of Civil Servants; Regulation of the Ministry of Administrative Reform and Bureaucratic Reform NO.21 YEAR 2010 concerning functional positions of supervisors and credit scores Jo Regulation of the Ministry of Administrative Reform and Bureaucratic Reform No. 14 of 2016 on new rules of functional function of school supervisors and credit scores; JOINT REGULATION The Minister of National Education and the Head of the State Personnel Agency Number 01 / III / PB / 2011 regarding the instruction on the functional position of the teacher and Number 6 of YEAR 2011 regarding the instruction on the functional function of supervisor and credit number; Regulation of the Minister of Education and Culture Number. 143 YEAR 2014 on technical guidance of functional function of school supervisor; and the Circular Letter of the State Personnel Board and the Minister of Education and Culture No.1 year 2016 on the explanation of the Regulation of the Minister of Administrative Reform and Bureaucracy Reform No. RI. 14 of 2016 on the amendment to the regulation of the Minister of Administrative Reform and Bureaucracy Reform No. 21 of 2010 on the functional positions of school supervisors and credit figures.

In the meantime, the local policies used by Karo to plan the needs of the Vocational School supervisors include receiving the school supervisor even though the candidate does not yet have the certificate of the school superintendent inspected by the ministry. In addition, the regional policy is also used in addressing

the needs of Vocational School supervisors, especially in relation to the supervisors of some non-existent cluster subjects, which are enforced by empowering existing supervisors. This is evident from the following interview.

Sinulingga: The process is yes ... in accordance with applicable terms and policies. Actually, the requirement to become a supervisor must already have certificate of school supervisor candidate issued by the ministry. But none of them meet the requirements. While the need is there. The need for supervisors exists. So because there is none, then we do.

In addition, the regional policy applied by Karo is related to the supervisors of several non-existent clumps of subjects, wired with existing supervisors. This is evident from the following interview excerpt.

Sinulingga: The applied policy exists. The policy of the center yes ... we are based on applicable law. So also with the area there must be policy. For example, the regional policy related to the supervisors of some of the missing subject clusters, we must be wise based on the existing supervisors.

Based on the above statement it can be concluded that Karo in its objective to meet the needs of Vocational School supervisors to implement policies based on applicable laws and local policies made themselves. Policies are applicable provisions, characterized by consistent and recurrent behaviors both of those who make or carry out those needs, the provisions that make the principles for surrendering a planned and consistent way of acting in achieving a particular goal [10] Aedi (2014 : 334).

4.2. The process of Determining the Need of Vocational High School Supervisors in Karo.

Karo, before Vocational School switched to the province, recruited as described [11] Aedi (2014: 138) stating that there are several steps taken in the school supervisory recruitment system:

1. Head of District / Municipality Education Office shall convey information to each Technical Implementing Unit of the Service and each school regarding the recruitment of school supervisors with their qualifications and requirements;
2. The Regency / City Education Office receives the enrollment file of the prospective supervisor from each Technical Implementing Unit of the Dinas or the school;
3. The District / Municipal Education Office checks and selects the completeness of the registration file consisting of administrative requirements and appendices to determine the eligible candidate;
4. Quality Assurance Institution of Education verifies data of inspection result of Head of District / Municipality Education Office in conducting administrative selection of supervisor candidate;
5. To the candidate who fulfills all administrative requirements, the Directorate of Education Personnel shall send a notification letter stating that the candidate is eligible to participate in the selection of the supervising candidate and required to write a paper on supervision and submit it to the Directorate no later than one month after receiving notice;
6. Selection of supervisors shall be conducted by the Directorate of Education Personnel in cooperation with Quality Assurance Institution of Education whose implementation can be held at provincial level or Education Quality Assurance Institution;
7. The determination of candidates who pass the selection is entirely under the authority of the Directorate of Education Personnel;
8. The Directorate of Education Personnel shall appoint the appointment of a supervisor who has passed the selection, in accordance with the applicable regulations.

4.3 Comparison of the Number of Ideal Needs with the Number of Actual Needs of Vocational School Supervisors in Karo

Since the number of Vocational Schools in Karo is only 13, the Karo education office takes the wisdom that supervisors do not follow the 1: 7 supervisory ratio, but make supervisory teams based on Vocational Schools with similar majors. However, based on data obtained from the Education Office of the Province of North Sumatra, the number of supervisors with teachers built is still not ideal because there are still supervisors who cultivate teachers who are not cognate with the subjects. For example, a supervisor who fostering the department of tourism (hospitality) but also fostering majors agriculture. In addition, supervisors for teachers Counseling Guidance is not even there at all. While the vocational supervisors in the District it self is currently only 6 people, the shortage of Vocational High School supervisors in Karo based on the ratio of 1: 7 is 14 supervisors. These shortcomings must be met for the development of human resource plans. A plan must be tailored to the existing conditions and use assumptions for the future so that the goals or objectives to be achieved can actually be realized.

Documentation study results from the Department of Education of North Sumatra Province and list of rank of school supervisor Karo, Vocational School in Karo has 6 supervisors. Based on the document can be seen that the Education Office of the Province of North Sumatra is still continuing the supervisory duties of Karo by not opening the new Vocational School supervisor admissions.

Number of subject teachers of normative clumps are 139 people, adaptive subjects are 123 people, the cluster of productive subjects 116 people, and teachers Counseling Guidance is 12 people. If the rule is used [12] Minister of Administrative Reform and Bureaucracy Reform No. 21 of 2010 with a ratio of 1:40 (1 supervisor build 40 teachers), then the number of supervisors needed is not sufficient. Ideally for each clump of subjects is for Normative clumps are 6 people, adaptive aphid monitors are 5 people, productive prolific supervisor is 7 people, and supervisor Counseling Guidance 1 person. Thus the number of supervisors required based on the subject of Vocational School level is 19 people, while the current supervisor is only 6 supervisors. Therefore, Karo still needs 13 vocational supervisors.

Mapping the need of Vocational School supervisors for the next 5 years using the age grouping analysis of school supervisors and predicting school supervisors who will retire in the next 5 years. The age group of Vocational High School supervisors is on average at the age of 50 years and over, certainly in the next 5 years there will be supervisors of Vocational High School who retired as in 2019 there is 1 supervisor who will retire, in 2022 there are 2 supervisors who will retire. Thus, the prediction of school supervisors who will retire in the next 5 years amounted to 3 people. 5 years to come or coincide with 2022 the number of supervisors required by the Karo Education Office is 11 Vocational High School supervisors with details of 4 supervisors for normative subjects, 1 supervisors for adaptive subjects, 3 supervisors for productive subjects, and 3 supervisor for Counseling Guidance.

Ideally for the next 5 years the required 3 young supervisors are required, the intermediate supervisor is 14 people, and the primary supervisor is 1 person. The proportion of school supervisors based on the position / class of supervisors can be adjusted to local conditions with consideration of the availability of human resources. Therefore, the next 5 years the government of North Sumatra Province as new stakeholders can do recruitment planning of school supervisors in accordance with the criteria that have been required by government rules.

4.4 Process of Determining the Number of Needs of Vocational Secondary School Supervisors at the Provincial Education Office of North Sumatra Post-School Transfer of Management from District / City to Provincial Government

One way to find quality human resources is through the recruitment system. Recruitment is the process of finding, finding, and attracting applicants to be employed within organizations [13] (Sutrisno, 2012: 45). The process of recruiting human resources begins when applicants are sought and terminated when their applications are submitted. The result is a collection of new job applicants to be selected and selected. This process should not be ignored because recruitment is not only looking for good people but also looking for the right person in the job.

Stages in the recruitment system of school supervisors based on files received from the secretary of North Sumatra education Office are as follows.

1. Socialization of acceptance of prospective supervisors from the Education Office of North Sumatra Province through Technical Implementation Unit of each District Office to the school.
2. The head of the provincial education office receives a file of registration of a prospective supervisor from each Technical Implementing Unit.
3. The head of the office shall review and select the completeness of the registration file to determine the eligible candidate.
4. Quality Assurance Institution Education shall verify data on the result of the examination of the head of the provincial service office and perform the administrative selection of the prospective supervisor. The results of verification and selection that have been determined are sent to the Directorate of Education Personnel.
5. Eligible candidates will be sent a notification letter from the Directorate of Education Personnel which states that the prospective supervisor is entitled to participate in the selection of supervisors and is required to write a paper on supervision.
6. Selection of supervisors shall be conducted by the Directorate of Education Personnel in cooperation with Education Quality Assurance Institution whose implementation can be held at provincial level or Education Quality Assurance Institution.
7. The determination of candidates who pass the selection is entirely the authority of the Directorate of Education Personnel.
8. The Directorate of Education Personnel proposes the appointment of a supervisor who has passed the selection.

V. Conclusions

Based on research conducted in Karo Education Office and Education Office of North Sumatra Province can be drawn conclusion as follows,

1. Karo Education Office in determining the number of Vocational School supervisors needs to apply policies from the center and from the regions. Policy from the center with reference to several laws as the legal basis for functional position of school supervisor. In the meantime, the local policies used by Karo to plan the needs of the Vocational School supervisors include receiving the school supervisor even though the candidate does not yet have the certificate of the school superintendent inspected by the ministry. In addition, the regional policy is also used in addressing the needs of Vocational School supervisors, especially in relation to the supervisors of some non-existent cluster subjects, which are enforced by empowering existing supervisors.
2. Karo Education Office in relation to determine the number of needs of Vocational School supervisors in Karo start by socializing to teachers who have qualified through the principal on terms and recruitment, especially the requirement to have a certificate of prospective supervisor.
3. Comparison of the Number of Ideal Needs with the Number of Actual Needs of Vocational School Supervisors in Karo:
 - a. Provisions ideally supervisors of Vocational High School in Karo there are 2 school supervisor teams required for Vocational School level in Karo. Team 1 supervisor of Vocational School consists of 17 supervisors, namely for normative subjects (5 subjects with 1 supervisor), Adaptive 7 people (7 subjects with 1 supervisor), Productive 4 people, and Counseling Guidance 1 person; and 2 teams consisted of 15 Vocational High School supervisors for normative subjects (5 subjects with 1 supervisor from team 1), Adaptive 7 people (7 subjects with 1 supervisor from team 1) respectively, and earning 2 people, and 1 person Counseling Guidance.
 - b. 5 years to come or coincide with 2022 the number of supervisors required by the Karo Education Office is 11 school supervisors with details of 4 supervisors for normative subjects, 1 supervisor for adaptive subjects, 3 supervisors for productive subjects, and 3 supervisors for Counseling guidance.
 - c. 5 years to come the position of the young supervisors needed in Karo as much as 3 supervisors, supervisors as many as 14 supervisors, and the main supervisor as much as 1 person. The proportion of school supervisors based on the position / class of supervisors can be adjusted to local conditions with consideration of the availability of human resources.
4. Education Office of North Sumatera Province in determining the need of supervisors of Vocational School to do some things, one of which provides a firm condition in the recruitment of supervisors. Especially the requirement about having a functional certificate, with the number of hours 161 Hours Lesson for the prospective supervisor instead of the number of hours 61 Hours Lessons. However, the reason is still the transition period, while the Provincial Education Office of North Sumatra still provide continuation of duties to the supervisor who was appointed district / city.

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