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Muslih
Post Graduate Program,
Manado State University,
Indonesia

Roos MS Tuerah
Post Graduate Program,
Manado State University,
Indonesia

Meisie L Mangentes
Post Graduate Program,
Manado State University,
Indonesia

Corresponding Author:
Muslih
Post Graduate Program,
Manado State University,
Indonesia

Implementation of educational supervision in state vocational school 1 Tomohon

Muslih, Roos MS Tuerah and Meisie L Mangentes

Abstract

The principal as a supervisor has the burden of roles and responsibilities to monitor, foster, and improve the teaching and learning process in the classroom or in the school. This responsibility is known as the responsibility of supervision. In carrying out his duties as a supervisor, the principal experiences several obstacles that can be an obstacle to the implementation of educational supervision. This research was carried out at state vocational school 1 Tomohon (SMK Negeri 1 Tomohon), using a qualitative descriptive research approach. This study aims to obtain the results of analysis and description of: 1) Implementation of educational supervision by the head at SMK Negeri 1 Tomohon, 2) Factors that hinder the implementation of supervision of educational supervision by the principal at SMK Negeri 1 Tomohon and, 3) Efforts carried out by the Principal and teachers to overcome obstacles to the implementation of educational supervision by the principal at SMK Negeri 1 Tomohon. The results of the research are as follows: The implementation of supervision at SMK Negeri 1 Tomohon is carried out with the following stages: planning, implementation and evaluation and follow-up, supervision is an effort taken by the principal to find out the obstacles to the implementation of teacher teaching and learning and school administration services. The obstacles to the implementation of supervision are as follows: Complexity of duties of the principal, uneven competence, seriousness of teachers and employees, curriculum adjustments, subjectivity of supervision implementers and infrastructure. The efforts carried out to overcome the obstacles to the implementation of supervision at SMK Negeri 1 Tomohon are as follows: Forming a supervision team, involving school supervisors, principals providing enthusiasm and motivation to teachers and employees, implementing follow-up of the results of supervision implementation.

Keywords: Implementation, educational, supervision, vocational school

1. Introduction

The progress of a nation's civilization is largely determined by the level of progress of education and science in that nation. Along with the development of education and science led to the creation of new technologies that mark the progress of the times. The world of education seeks to develop science that produces sophisticated technology, until now all parts of the world have entered the stage of digital technology development. Likewise, in Indonesia, advances in digital technology have been utilized in various fields, including in the field of education. Technology as a result of the process of developing science in the world of education should be reused to assist the implementation of the learning process. Utilization of this technology in educational institutions is to support learning, either as an information tool in order to access information or as a learning tool to support learning activities. However, technology is the result of human work which in addition to having a positive impact on the world of education also has a negative impact.

The challenge of education in the current era of globalization concerns how much the process in educational institutions can produce quality outputs that can contribute to the progress of a country. It cannot be denied that the role of the teacher as an educational staff is a very important component determine success in educational activities. Although technological advances have provided various tools to increase the effectiveness of the learning process, the position of a teacher cannot be completely replaced. The most sophisticated technology will not be able to provide a learning experience like the learning experience presented by a teacher. This means that the function of the teacher is a very important component in the success of education. Education is an effort designed to achieve the goals that have been set,

namely to improve the quality of human resources. One of these efforts is through the learning process. The teacher is one of the components that play a role in the learning process that must be fostered and developed continuously.

Effective learning will be able to produce quality student output. Conducive and dynamic learning cannot be separated from the role of the teacher as an intermediary for the transfer of knowledge to students. The existence of educational supervision has an important role in supervising, observing and directing the performance of teachers in guiding students to become quality human beings. In fact, not a few of the teachers encountered several obstacles that caused the implementation of the teaching and learning process to be less than optimal. The existence of obstacles can result in a lack of teacher innovation power in teaching and weak teacher motivation in improving students' abilities (Wijaya, 1994) ^[21]. A teacher will not be separated from imperfections, so teachers also need guidance and direction, as well as help from people who are more experienced and experts in the field of education. It is undeniable that the existence of unprofessional teachers will be very worrying for the world of education. Many factors cause teachers to be unprofessional, such as (1) the teacher's lack of understanding of the teaching materials delivered, (2) it could also be due to the condition of school facilities that are not conducive to the teaching and learning process.

State vocational school 1 Tomohon (SMK Negeri 1 Tomohon) is one of the educational institutions under the Regional Education Office of North Sulawesi Province which always strives to improve the ability of every educator to achieve educational goals in order to produce quality students. The function of supervision or supervision is one part of educational management which has an important role to control in order to achieve effective and efficient educational goals. As for the implementation, the success of learning is also influenced by the style and managerial role practiced by the principal. The function of the principal as a leader in the school plays a full role in the implementation of all activities carried out, including teacher teaching activities. Therefore, school principals are required to be able to develop insight and guidance in collaboration with teachers and overseeing the curriculum, carrying out supervision of teachers' teaching activities by seeing how they explore learning materials. Using good teaching methods, using evaluation of learning outcomes, stimulating teachers to develop teaching methods and processes, helping teachers develop curricula according to the interests, needs and abilities of children and assessing the characteristics and abilities of teachers so that school principals can help them in the direction of good teaching, better.

The results of initial observations on several teachers carried out at SMK Negeri 1 Tomohon related to supervision activities, it was found that although supervision activities were routinely carried out every semester by the principal schools, but found several cases including: 1) to carry out supervision activities for the learning administration of the principal, it really depends on the provisions outlined by the supervisor which is considered very rigid because each semester only uses a format that is not much different so that there is no improvement to support the progress of teacher administration in order to support learning in accordance with the times where our education is more required to be able to adapt to the industrial era 4.0. 2)

Another obstacle, although the administrative supervision format is very familiar to teachers, it is found that there are still teachers who are not serious in making learning administration the main concept for carrying out learning activities that can be assessed for what administration is and 3) it is even more sad that sometimes there are teachers who try to avoid the implementation of learning supervision that is carried out every semester.

The objectives to be achieved from this research are to obtain the results of the analysis and description of:

1. Implementation of educational supervision by the head of SMK Negeri 1 Tomohon.
2. Factors that hinder the implementation of educational supervision by the principal in schools at SMK Negeri 1 Tomohon.
3. Efforts made by school principals and teachers to overcome obstacles to the implementation of educational supervision by school principals at SMK Negeri 1 Tomohon.

2. Literature Review

2.1 Education supervision

Etymologically, the term "supervision" is taken from the English word "Supervision" which means supervision in the field of education. The person who supervises is called the Supervisor. Judging from the morphology, supervision can be explained according to the form of the word. Supervision consists of two words, namely super means above, more, vision means to see, observe, supervise" (Jasmani, Syaiful Mustofa, 2013: 25-27). While the definition of supervision according to experts is as follows: 1) According to P Adam and Frank G Dickey as quoted by Hendiyat Soetopo, (1984: 41-42) ^[21] "supervision is a program that plans to improve lessons. This program can be successful if supervisors have the skills and work together with teachers and other education officers". 2) According to Boardman, Doughlass and bent, as quoted by W. Mantja (2000: 2-3): Educational supervision is an effort to encourage, coordinate and guide the development of teachers both individually and in groups so that they gain a better understanding and effectively carry out all teaching functions so that they are more likely to encourage and guide the development of students towards rich participation and intelligence in society"

According to Haris and Bessent (1971:31) ^[8] defines supervision as an administrative action, namely: Supervision is what school personnel do with adults and goods with the aim of maintaining or changing school administration so that it can directly affect the achievement of the main teaching goals. School. Negley argues that "any service to teachers that aims to produce instructional, learning, and curriculum improvements is said to be supervision." "Academic supervision is professional assistance to teachers, through a cycle of systematic planning, careful observation, and objective and immediate feedback. That way the teacher can use the feedback to pay attention to his performance" (Daresh, 1989, Glickman, *et al.* 2007:62). Another source said that "Academic Supervision is supervision that focuses on observing academic problems, which is directly within the scope of learning activities carried out by teachers to help students while in the learning process" (Sergiovanni 1987:46) ^[19].

Based on the opinion above, it can be concluded that the notion of educational supervision is an activity carried out by someone in this case the principal to improve the quality

of teachers in order to improve student learning outcomes by encouraging, improving, guiding, and motivating teachers to have good quality better. Supervision is divided into several types. Based on the object observed, supervision is divided into 3 types, namely:

1. Academic supervision that focuses on observing academic problems, which is directly related to the scope of learning activities when students are in the learning process.
2. Administrative supervision that focuses on observing administrative aspects that function as supporting the implementation of learning.
3. Institutional supervision that focuses on observing the entire school as an educational institution. The scope of its scope is not focused directly on the quality of learning activities or the quality of administrative services, but on the quality of the institution, on the good name of the entire school.

Pidarta (2009:24) ^[16] describes the function of education supervision more broadly and further, as follows:

a) The main functions of educational supervision are

- Supervision as a comrade in arms administration. Functionally inseparable from one another. Both are coordinated correlated, complement each other and support each other in implementing the teaching system.
- Supervision of coordinating school personnel, especially teachers and school activities so that
- they do not deviate too much from planning.
- Supervision as a controller of the teacher's efforts in educating students so that each student develops in total, namely every individual aspect of the child develops in a balanced, harmonious and optimal manner.

b) Additional supervisory functions are as follows:

- Provide encouragement to teachers to be creative and innovative in carrying out their duties.
- As an example for teachers in carrying out their duties as educators, especially in willingness, work spirit, and personality.
- As an enforcer of teacher work discipline, by setting an example and supervising and implementing sanctions.

2.2 The Principal's Role as Supervisor

There are several stages of curriculum management that must be carried out by the principal, such as planning, organizing and coordinating the curriculum, implementing the curriculum and controlling. Activities within the framework of curriculum administration include according to Samani (2007:67) ^[13] including: "determination of student admission requirements/criteria; organize classes and divide students into class groups; compiling an annual program or a monthly program, as well as conducting repetitions, working on, recording and reporting the results.

All school activities involving student administration must be completely controlled by the principal. In this regard, school principals are required to be able to provide motivation and attention to various student activities, both intra and extra-curricular activities. Various student activities are basically always related to improving the quality of education. Schools as a system must emphasize the learning process as student empowerment, which is

carried out through the interaction of teacher behavior (teacher) and student behavior, both inside and outside the classroom. This effort must be able to be carried out by the principal as the top manager in the school he leads. Because the learning process is the empowerment of students, the emphasis is not only on teaching something to students, then telling them to work on questions so that they have answers that are considered correct by the teacher. Actually the most important learning is instilling attitudes, increasing knowledge, and motivation to students.

According to Daclani and Sumantri, (2007:24) to become an educational leader, one must meet the following requirements: "1) Have extensive knowledge in the field of work; (2) Have knowledge in human relations; and (3) Have a healthy body and soul and have tenacity and fortitude." In addition, a leader is also required to have a fair and friendly nature.

School management and development efforts are carried out by the school principal. Thus the principal as an administrator functions to carry out management functions, such as planning, organizing, directing, coordinating and supervising all educational activities held in a school. In addition, the principal as an educator functions to create harmonious human relations, foster and develop cooperation between school personnel (including administrative personnel), so that they can move towards achieving the expected goals. The principal as an education manager functions to realize the proper utilization and guidance of each person, so that they are able to carry out their duties optimally to obtain the maximum results, both in terms of quantity and quality.

Implementation of the supervisory function by the principal is to improve the quality of the educational institution itself. As long as humans exist on earth, education will continue to exist and need to be arranged in such a way as to achieve goals. Educational management is a means of educational development, one of which can be realized through educational supervision activities. The principal is the executor of the school management function. In carrying out their duties, principals as managers in educational institutions are required to have sensitivity and serious attention to the implementation of various duties of their personnel, namely teachers and administrative staff. As the first person who is responsible for the smooth management in schools, according to Musanef (2007:10) that: "the principal as a manager must know and understand the managerial tasks that are his responsibility."

3. Research Method

Every research basically has a technique to approach a research object, because the determination of the approach taken will provide clear instructions for the research plan to be carried out. In this study, a qualitative descriptive approach was used. In this study, when viewed from the location of the data source, it belongs to the category of field research (field research). While the approach used according to the type of data, this research is a qualitative research. In qualitative research, humans are the main data source and the results of the research are in the form of words or statements that are in accordance with the actual (natural) situation. This is in accordance with the opinion of Denzin and Lincoln as quoted by Ahmad Tanzeh (2009: 180) ^[1] who said that "qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that

occur and is carried out by involving various existing methods.

The presence of researchers in the field as a key research instrument is absolutely necessary because it is related to the collection of accurate and complete data. This is in line with the opinion of Sugiyono (2012: 78) that "humans are the key instrument". Researchers are the main data collectors (key instrument) because if they use non-human tools, it is impossible to make adjustments to the reality in the field. Therefore, the validity and reliability of qualitative data depends on the methodological skills, sensitivity and integration of researchers. In this study, researchers will use three methods of collecting data, namely: participant observation, in-depth interviews, and documentation to add reinforcement from existing data. During the research, the researchers also used notebooks, journals, and recording media as well as cameras. The presence of researchers at the research location can support the validity of the data. Therefore, researchers always make direct observations to the research location. In this research, researchers will visit SMK Negeri 1 Tomohon. Researchers will come to the educational location to observe, research and participate in ongoing activities, of course while maintaining a certain code of ethics (courtesy and maintaining the good name of the school). For this reason, the presence of researchers is very important in this study.

Places of this research are SMK Negeri 1 Tomohon with the address: Jl. Sreko, Woloan Dua Village, West Tomohon District, Tomohon City, North Sulawesi Province. According to Suharsimi Arikunto (2013:172) ^[2] states that "the source of data in research is the subject from which the data is obtained". If the researcher uses the observer technique, the data source can be in the form of objects, motions or processes of something. The data must be obtained from the right data source, otherwise it will result in the collected data being irrelevant to the problem under study. Person / key informant) in this study are:

- The Principal of SMK Negeri 1 Tomohon as the party responsible for improving school development.
- Deputy principal who is responsible for the teaching and learning process.
- Other informants were selected based on purposive sampling which included; there are 7 teachers, and 3 education staff.

To collect valid and objective data in this study, the author uses data collection techniques with interviews (interviews), observation and documentation. The research instrument is a very important tool used in research activities. The instruments used in this research are as follows:

- Researcher himself.
- Guidelines for interviews conducted on informants related to research activities
- Checklist when making observations on the object of research.
- Documentation note format used to record written documents or archives about the data needed in research

The steps taken by the author in analyzing the data are as follows

- data reduction
- data presentation
- data verification

4. Result and discussion

4.1 Description of the research site

The State Vocational School I (SMK Negeri I) Tomohon, is located in the Woloan 2 village, West Tomohon District, Tomohon City. This school was established in accordance with the establishment decree number 194 dated 16 September 2007. The school's vision is to create quality, professional, independent schools and a competitive culture. The school's mission is:

- Improve the quality of personality and character
- Train students to be able to develop their potential according to their level of intelligence
- Develop a professional, independent, entrepreneurial and skilled attitude
- Developing the potential of students towards independence and a culture of competitiveness according to their interests and talents
- Improving the spirit of the nation and the state for school residents
- Showing caring behavior towards the environment
- Empowering educators and education staff to meet the standards set

The condition of educators, education staff and students can be seen in the table 1 below

Table 1: Number of educators, staff and student

No	Description	Teacher	staff	Student
1	Male	21	4	408
2	Female	24	7	211
Total		45	11	619

Source: School documentation

The condition of infrastructure can be seen in table 2:

Table 2: Infrastructure Condition

No	Uraian	Jumlah
1	Classroom	20
2	Laboratory room	1
3	Library	1
Total		22

Source: School documentation

4.2 Research findings

Based on the exposure of assessment data regarding supervision management observations, interviews with informants related to research subjects and documentation studies, the following findings were obtained:

- How is the implementation of educational supervision by the principal?
 - Implementation of supervision is one of the duties and responsibilities of the principal in the education unit in an effort to provide assistance or guidance to improve the competence of teachers and employees. SMK Negeri 1 Tomohon as one of the vocational high schools in Tomohon also always strives to carry out a supervision program in order to improve the competence of all teachers and employees at SMK Negeri 1 Tomohon.
 - Implementation of supervision is carried out in stages: planning, implementation, evaluation and follow-up. At the planning stage, the principal forms a supervision team and makes goals, objectives, and supervision instruments. At the implementation stage, the principal

and the team disseminate information to teachers and employees regarding the implementation of supervision. c. The implementation of supervision at SMK Negeri 1 Tomohon in addition to providing competency assessments for teachers and employees, the most important thing is the efforts taken by the school principal to find out the obstacles to the implementation of teaching and learning for teachers and school administration administration services so that the principal can provide assistance and solutions. problems faced by teachers and school administrators.

2. What are the factors that hinder the implementation of the implementation of educational supervision by the principal?

- a) The principal as the executor of supervision has complex duties and responsibilities so that other tasks can be an obstacle to the implementation of supervision.
- b) Having several skill programs or majors with various vocational subject teachers as well as general subject teachers so that in the implementation of supervision the availability of supervisory competence will be an obstacle to carrying out supervision. This is due to the limitations of supervisors who can reach each teacher of different subjects with the competence of the teachers and employees who will be supervised.
- c) The lack of seriousness of teachers in participating in supervision activities is also an obstacle encountered during the implementation of supervision even though prior to the implementation of supervision it has been socialized to teachers but during its implementation there are still teachers who cannot maximally follow the supervision carried out.
- d) The adjustment of the new curriculum to the making of learning administration and the methods used in the implementation of teaching and learning activities are obstacles that are also experienced by SMK Negeri 1 Tomohon. Training is needed so that teachers and employees can prepare administrative tools that will be assessed by the supervision team in accordance with the instruments that have been made which are guided by changes to the curriculum used by the school.
- e) The subjectivity of implementing supervision, especially the team formed by the principal, sees that the seniority level can also be a factor in the implementation of supervision constraints. There will be an assumption if the team formed consists of more junior members while those who will be assessed are more senior teachers.
- f) Infrastructure is also an obstacle in the implementation of supervision. When teachers and employees try to perform optimally following
- g) supervision by following technological developments but the availability of facilities or facilities in schools is still lacking.
- h) Another obstacle encountered in supervision at SMK Negeri 1 Tomohon is the follow-up to the implementation of supervision which shows that when the implementation of supervision there are deficiencies found but in the future no treatment is given that can correct the deficiencies found or when the schedule for the implementation of supervision has been completed in learning activities or School administration services are not as maximal as those carried out by teachers and employees as during the implementation of supervision.

3. How are the efforts carried out by the principal and teachers to overcome the obstacles to the implementation of the implementation of educational supervision by the principal?

The efforts carried out by school principals and teachers in the implementation of supervision are as follows:

- a) The complexity of the principal's task requires assistance from stakeholders in the school in terms of implementing the supervision of the principal, forming a supervision team consisting of the principal and teachers who have better competence than the teachers to be supervised.
- b) The involvement of school supervisors in the implementation of supervision can be a good solution to anticipate the distribution of competence of the supervision team which is considered uneven. Because school supervisors are trained to be able to master not only one competency but various competencies, it is possible to handle several teacher competencies in schools with different subjects.
- c) The results of the supervision assessment as outlined in the Teacher Performance Assessment (PKG) and become the basis for assessing the employee performance targets (SKP) of teachers and employees will be a strong motivation for teachers and employees who will participate in supervision activities so that they are really serious about preparing themselves for anticipating attitudes. non-seriousness following the implementation of supervision scheduled for each semester.
- d) The implementation of In House Training (IHT) which is held at the beginning of each semester is a good thing so that teachers and employees can always follow the development of making learning tools as well as effective methods of implementing teaching and learning activities in accordance with the curriculum adopted by the school. The implementation of the IHT program is very effective in anticipating obstacles in the implementation of supervision.
- e) Confirmation through the issuance of a SK The supervision implementation team is a good thing that can anticipate the existence of seniority views on teachers and employees who are supervisors and those who will be supervised. Because with the decree, it becomes the legal basis for the team formed to act in accordance with the guidelines, goals and objectives that were designed prior to the implementation of supervision.
- f) Giving enthusiasm and motivation to teachers and employees to be creative in using the facilities available in schools as learning media even though the facilities and infrastructure are still lacking while schools are still trying to submit proposals for the procurement of learning equipment is an effort to deal with the limitations of infrastructure in the implementation of supervision.
- g) Based on previous experiences, the principal still takes the time to monitor the implementation of classroom learning carried out by subject teachers and continues to monitor the implementation of school administration services after the implementation schedule has been completed in an effort to follow up on the implementation of supervision.

4.3 Research result

Analysis and description by comparing relevant theoretical references, it is obtained a description that the implementation of educational supervision at SMK Negeri 1 Tomohon is as follows:

1. How is the implementation of educational supervision by the principal at SMK Negeri 1 Tomohon? The Principal of SMK Negeri 1 Tomohon in carrying out his leadership duties which includes his duties as a supervisor always tries to carry out this task well, this is evident from the supervision program programmed by the school every semester. This supervision is carried out as an effort to provide assistance to teachers and school administrative staff in dealing with problems carrying out their duties at school is not just to carry out an assessment of the performance of teachers and school employees. Thus, it is hoped that after the implementation of supervision there will be an increase in the teaching competence of teachers and administrative staff services at SMK Negeri 1 Tomohon.

The principle of clinical supervision is also applied at SMK Negeri 1 Tomohon where in planning, implementing evaluation and follow-up, it is hoped that there will be an increase in the individual competence of teachers. In addition, in carrying out supervision there is a principle of openness between the principal and the supervision team with the teachers and employees who want to be supervised, this can be seen before the implementation of the supervision of the principal and the team socializing the guidelines in carrying out supervision.

2. Factors that hinder the implementation of educational supervision by the head at SMK Negeri 1 Tomohon. The principal is one of the components of education that has the most role in improving the quality of education. For this reason, the principal must know the tasks he must carry out. The duties of the principal according to Wahjosumidjo (2009) are: 1. Communication channels 2. Responsible and accountable 3. Ability to deal with problems 4. Analytical and conceptual thinking 5. As a mediator or intermediary 6. As a politician, 7. As a diploma 8. Difficult decision maker. The principal's job is not as easy as turning the palm of the hand, but the principal's job requires attention, thought and various things activities that take time, energy, costs, and aspirations to achieve educational goals held in schools. Observing the duties and responsibilities of school principals will certainly be an opportunity to hinder the implementation of supervision at SMK Negeri 1 Tomohon. This is because apart from being a supervisor, the principal also carries out managerial functions and other functions that cannot keep the principal only at school but on other occasions must carry out tasks outside of school.

Another thing is not to let the teacher feel doubts about the supervisor's ability because in such a condition there will be no motivation to welcome this supervision properly. This condition is also one of the obstacles in implementing supervision at SMK Negeri 1 Tomohon where teachers perceive that there is a level of seniority between supervisors and those who will be supervised. The inhibiting factor for the implementation of supervision is that the teacher is not ready to make preparations for making learning administration and teaching due to curriculum changes. From some of these opinions it can be concluded that the factors that can hinder the implementation of

supervision include: a. educational calendar, b. The KBM method has not been understood by the teacher, c. teacher readiness

3. How are the efforts made by the principal and teachers to overcome the obstacles to the implementation of educational supervision by the principal at SMK Negeri 1 Tomohon? The principal must be able to create a conducive and innovative atmosphere in carrying out activities at school. This is in accordance with the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals/Madrasah, it is stated that principals manage teachers and staff in the context of optimal utilization of human resources, creating a conducive school culture and climate.

Based on these guidelines, to assist the duties and responsibilities of the head of SMK Negeri 1 Tomohon, he is able to empower human resources in the school, one of which is to form a supervision team so that the complexity of the principal's task that can hinder the implementation of supervision can be overcome. The involvement of school supervisors in the implementation of supervision at SMK Negeri 1 Tomohon to anticipate the lack of competency distribution in the supervision team is the right solution to overcome the obstacles that arise in the implementation of supervision.

Supardi, 2013: 79 states that the purpose of educational supervision can be divided into two types, namely general goals and special goals. The general objective is meant about what is actually to be achieved through the implementation of supervision of teachers in schools. One of these goals is as a basis for making decisions for principals to reposition teachers or in other words as an assessment or giving credit points to teachers and employees. In carrying out supervision to prevent teachers and employees from being serious, the principal makes the results of the assessment as one of the assessment items for employee performance targets. Based on interview observations and documentation studies conducted by researchers at SMK Negeri 1 Tomohon regarding the implementation of supervision has been going well in accordance with the principles of supervision in vocational high schools.

5. Conclusion

1. The implementation of educational supervision by the principal at SMK Negeri 1 Tomohon is carried out in accordance with the principles of educational supervision where there is planning, implementation and follow-up. At the planning stage, it begins with the principal forming a supervision team, then together with the supervision team set goals, objectives, schedules and instruments for implementing supervision. At the implementation stage, it begins with socializing to teachers and employees and then implementing administrative supervision and supervision of class visits. At the final stage is a follow-up where after supervision by the principal conveys the results, at this stage there are also deficiencies found during supervision, certain treatment will be given to the teacher concerned so that the expected goals can be achieved.
2. The factors that hinder the implementation of the implementation of educational supervision supervision

- by the principal at SMK Negeri 1 Tomohon include: the complexity of the principal's duties, the uneven distribution of competencies, the readiness of teachers to follow supervision, subjectivity, adjustment of the new curriculum, facilities and infrastructure and follow-up implementation of supervision.
3. Efforts carried out by school principals and teachers to overcome obstacles to the implementation of educational supervision by school principals at SMK Negeri 1 Tomohon include: forming a supervision team, involving supervisors, implications for supervision, adjustment of effective learning media and follow-up actions. further to the implementation of intense supervision.
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