



Model Development of Managerial Supervision for the Elementary School Principal in Medan Indonesia

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Abstract

The purpose of this study is to obtain a model of effective managerial supervision improves performance Head Elementary School (SD) in the city of Medan. This research includes studies for school action to take real action to improve conditions or innovations to improve the performance of school principals. This research was carried out two stages over two years involving a team of researchers, supervisors, school supervisors and prospective students. The first phase in 2016 found the instrument valid and reliable performance and map the performance of primary school principals based on the model used by the managerial supervision of a superintendent for elementary schools head. Based on trial results of research instruments to 60 Primary Schools in Medan obtained a total of 44 items were valid performance of 50 items distributed by the reliability coefficient of 0.95. Furthermore, based on the results obtained descriptions descriptive analysis of performance of primary school principals based on the model of supervision applied supervisor.

Keywords: development; supervision; model; managerial; performance.

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1. Introduction

The problems of education quality experienced in Indonesia at this moment cannot be separated from management problems conducted by the principal. Bahrumsyah in her description of the macro conditions of education suggests that one factor contributing to the poor quality of education in North Sumatra is the issue of school management [1]. As we know that principals and supervisors play an important role in improving the quality of education and educational accountability in the education unit, but the principal problems faced today is the lack of management competence. In connection with that, Manullang in its research report on the results of monitoring and evaluation organized by the Department of Secondary and Higher Education of Jakarta on the performance of 60 heads SMK showed that no single person has a value of satisfactory performance, even the Ministry of Education estimates that 70% of 250,000 principals in Indonesia incompetent [2]. In particular, the Ministry of Education explained that the strategy of socialization and supervision counseling strategies that have been implemented so far was still not adequate in improving the quality of education [3]. The school superintendent has an important and strategic role in improving the quality of education, especially in improving the quality and performance of the school. Elementary school superintendent in charge of implementing the guidance in the field of academic and managerial fields. Managerial coaching to do supervisors to principals through monitoring, coaching, and supervision of the principal and all elements of other schools in managing, administering, and performing all school activities, so that it can work effectively and efficiently in order to achieve the objectives of the school and meet national education standards. In connection with it, in order to improve the quality of school inspectors supervise the academic and managerial supervision, the State University of Medan education for students S2 supervisory Studies Program. Education Administration Graduate Program is specifically prepared as a candidate for school superintendent. On the issue of supervision and performance, Suyono in his research found a significant positive correlation between the performance of the regulatory supervision of the head of a junior high school in Deli Serdang [4]. Hutapea in his research found a significant positive correlation between supervision with head performance Vocational High School in the city of Medan [5]. The above research include ex post facto study, which found a correlation between supervision with performance, so it can be understood if supervision is getting better, the performance is getting better. Therefore, in order to improve the quality of education, need to do further research on ex post facto study, namely the act of research to find effective managerial supervision models improve the performance of primary school principals.

1.2. Formulation of the problem

Based on the background can be seen that one factor contributing to the poor quality of education in North Sumatra is the issue of school management conducted by the principal and strategy guidance given inadequate supervision supervisors to teachers and principals. In connection with the background of the problem, the proposed formulation of the problem as follows:

- 1) How is the performance of primary school principals in Medan?
- 2) Model managerial supervision which most effectively improve the performance of primary school

principals?

2. The Literature Review

2.1. The essence of performance principals

Performance is the result of work that can be achieved by a person or group of people within an organization in accordance with the authority and responsibilities of each. Colquitt, Lepine, and Wesson argued that "job performance is Formally defined as the value of the set of employee behaviors that Contribute, either positively or negatively, to organizational goal accomplishment" [6]. Sutrisno proposed that performance is a result of work that can be achieved by a person or group of people within an organization in accordance with wewengan and responsibilities of each in order to achieve organizational goals legally, does not violate the law, and in accordance with moral and ethical [7]. Furthermore, Hersey, Balanchard, and Johnson suggests that the performance is the result of an activity or employment [8]. Performance is the result of the quality and quantity of work achieved an employee in performing their duties in accordance with the responsibilities given to him [9]. Explanation Prawirosentono, Hersey, Balanchard, Johnson, and the above-mentioned Mangkunagara stressed that the performance refers to the results achieved in executing a task or job.

Performance is the result of work that has a strong relationship with the organization's strategic objectives, customer satisfaction, and contribute to the economy [10]. Thus, according to Armstrong and Baron that performance is a factor whose existence does not stand alone, but in accordance with the basic assumption of science that says everything there is a causal, then the ideal performance should be consistent with the objectives of the organization, to give satisfaction to the consumer, and contribute meaningful for economic development. In general, it can be argued that the performance is about doing the work and results of the work. Specifically explained that the high level of performance is the result of doing the right thing at the right time [11]. Explanation doing something right point to the effectiveness of the actions taken to achieve the goal of workers. Thus, effective performance at work is the result of doing the right thing at the right time. Based on the explanation Robin and Kotze and Wibowo can be seen that the effective performance is a high level of performance that is doing the right thing at the right time. Performance can be interpreted as an expression of one's potential in the form of behavior or the way in executing the task, resulting in a product that is a manifestation of all the duties and responsibilities of the job assigned to him [12]. Furthermore, the performance of the principal explained that include the behavior in the execution of the task, how to carry out the task, and the results of its work. Performance principals covering behavior in the implementation of tasks and how to perform tasks in achieving the work can be successful, if the principal has the competencies required for it. Thus, the performance related to the competencies required to do any work. This is in accordance with the statement of Jex who argued that the competence related to an individual's performance [13]. There are five competencies required of the principal, namely: social competence, personal competence, supervision competence, managerial competence, and competence of entrepreneurship. The school principal as a manager requires competence for the following: (1) flexibility demonstrated willingness and ability of the manager to change the structure and managerial processes required to implement the strategy of organizational change; (2) the implementation of changes that demonstrate leadership ability to communicate the needs of the organization

change will be a change to the subordinate; (3) entrepreneurial innovation that shows the motivation to spearhead and outperformed by generating new products ahead of its competitors, and in providing services and more efficient production processes; (4) understand the relationships between people who demonstrate the ability to understand and assess the input of others who are different; (5) empowerment shows managerial behavior to share information, participatory brainstorm subordinates, encouraging the development of labor, delegating important responsibilities, provide feedback, coaching, and appreciate the improved performance, thus making the workers feel more capable and motivated to accept responsibility the greater one; (6) facilitates a team that shows the group process skills necessary to make different people working together effectively achieve the goal; and (7) the ease of adjusting in any foreign environment [14]. Based on the above it can be stated that a manager should have the appropriate competence in the field of work-managed in order to perform well. Martin and Millower in the Directorate of Personnel suggests the characteristics of school principals effectively obtained in detail based on the results of research in developed countries as follows: (1) have a strong vision of the future of his school, and he encouraged all staff to realize the vision ; (2) have high expectations on student achievement and staff performance; (3) diligently observe teachers in the classroom and provide positive feedback and constructive in order to solve problems and improve learning; (4) encourage the use time efficiently and to design measures to minimize clutter; (5) able to utilize the resources in a creative material and personnel; and (6) monitoring the performance of students individually and collectively and utilize information to drive instructional planning. Furthermore, based on the reformative steps and objective analysis found the performance indicators for effective school principals in the global era as follows: (1) creating effective learning; (2) implement an effective system of evaluation and continual improvement; (3) self-reflection toward the formation of strong school leadership character; (4) carry out the development of competent and dedicated staff is high; (5) implement the management of student activities / extracurricular effectively; (6) fosters an attitude responsive and adaptable to the needs; (7) creating a school environment that is safe and orderly; (8) establish and clearly define the vision and mission; (9) fosters a willingness to change; (10) carry out the openness / transparency of school management; (11) raised hopes of high achievement; (12) implement effective management of educational personnel; (13) develop instructional leadership; and (14) managing the learning resources effectively [15]. Based on the above it can be argued that the performance is the result of work that can be achieved by a person or group of people within an organization in accordance with the authority and responsibility. In accordance with the nature of the performance and managerial supervision, can be presumed that the effectiveness of managerial supervision models determines the level of performance of the principal.

2.2. The essence of managerial supervision

Supervision is an activity undertaken by a unit supervisor of education in order to help principals, teachers and other education personnel to improve the quality and effectiveness of education. Supervision is an integral part of the whole process of education administration are primarily intended to increase the effectiveness of the performance of school personnel associated with the task of education [16]. Supervision is a professional surveillance undertaken by the rules of scientific about his field of work, learning and understanding. Supervision as a procedure to give directions and conduct a critical assessment of the teaching process [17]. Supervision is all the efforts of officers in leading school teachers and other education personnel in improving

teaching, including teachers promote growth, completing and revising the educational objectives, teaching materials and methods of teaching and teaching assessment [18]. Supervision of education is an important instrument in quality assurance education process implemented in the educational unit. The central function of supervision is to build toward repair and / or improvement of the situation of education and teaching. Amatembun suggests that there are four educational supervision functions, namely: research function, function assessment, repair function, and the function of the increase [19]. In general it can be argued that the function of supervision consists of inspection functions, functions of research, training function, the function of guidance and assessment functions. Amatembun in Mulyasa explained that the purpose of educational supervision are: (1) fostering principals and teachers to better understand the actual purpose of education and the role of schools in the realization of these objectives; (2) increase the ability of principals and teachers to prepare their students become more effective members of society; (3) assist principals and teachers held a diagnosis is critical of its activities and the difficulties of teaching and learning and to help them plan improvements; (4) increasing the awareness of principals and teachers and other school communities against the workings of a democratic and comprehensive, and increase willingness for mutual assistance; (5) Enlarge the spirit of teachers and increase achievement motivation to optimize the profession; (6) help the principal to popularize the development of educational programs in schools to the community; (7) to protect the people who supervised the demands are not reasonable and criticisms unhealthy society; (8) assist principals and teachers in evaluating their activities to develop the activity and creativity of learners; and (9) to develop a sense of unity and integrity of the school community [20]. Furthermore, it can be explained that the ultimate goal of education supervision is to improve the quality of teaching and learning outcomes of students through the promotion and development of school principals and teachers. There are seven objectives of supervision, namely: (1) face-to-face interaction and relationship building between the teacher and the supervisor; (2) ongoing learning; (3) the improvement of student's learning through improvement of the teacher's; (4) Data-based decision making; (5) capacity building of individuals and the organization; (6) trust in the process, each other, and the environment; (7) change the result in a better life for teachers and Reviews their developmental learning [21]. The school superintendent is the professional education personnel that serve as the executive element of supervision of education that includes academic supervision and managerial supervision. Managerial supervision essence is activity monitoring, coaching, and supervision of the school principal and other school all elements in managing, administering, and implementing school activities, so as to effectively and efficiently in order to achieve school goals [22]. Managerial supervision focused on the field of school management, which includes the functions of planning, organizing, directing, and controlling educational resources to achieve school goals effectively and efficiently. The focus of supervision managerial are: (1) management of curriculum and learning, (2) student, (3) infrastructure, (4) energy, (5) finance, (6) the relationship of the school with the community, and (7) a special service. Variety of activities in the framework of the implementation of the basic tasks and functions of school supervisors include: (1) the implementation of a needs analysis; (2) preparation of school inspectors work program; (3) the performance appraisal principals; (4) development of school principals, teachers and other education personnel; (5) monitoring school activities and educational resources that includes learning tools, educational infrastructure, costs, and the school environment; (6) processing and data analysis results of the assessment, monitoring, and coaching; (7) the evaluation process and results of monitoring; (8) the preparation of monitoring reports; and (9) the follow-up results for the supervisory oversight [23]. There are several models

of supervision of education, namely: (1) the conventional model, (2) model of scientific, (3) a clinical model, and (4) artistic model. In connection with that, the method can be used for the conduct of managerial supervision, namely: (1) monitoring and evaluation; (2) reflection and focused group discussion; (3) The Delphi method; and (4) Workshop. Supervisors in its activities should be guided by national standards consisting of (1) competency standards, (2) the content standards, (3) a standard process, (4) the standard of teachers and, (5) the standard of facilities and infrastructure, (6) standard financing, (7) the standard of management, and (8) the assessment standards.

Based on the above it can be argued that managerial supervision is a series of activities conducted school supervisors assist school principals to improve school performance in managing to achieve school goals effectively and efficiently.

3. Materials and Methods

3.1. Research design

The design used in this research is Action Research School. Measures used to improve the performance of teachers through the implementation of managerial supervision is carried out in a repeating cycle, namely: (a) planning, (b) measures, (c) observation, (d) the reflection.

3.2. Research subject

The subjects were all Primary Schools in Medan in 2016 - 2017. In the first phase of research 2016 research subjects taken as many as 60 people.

3.3. Data collection technique

Data collection techniques used in this study is a non-test techniques. The use of non-test techniques aimed to obtain primary data, ie data obtained directly from the research subjects. Djaali and Muljono noted that to obtain valid research instruments necessary steps as follows: (1) synthesizing theories be assessed on a concept of change to be measured, and formulate constructs of change; (2) based on the construct developed dimensions and indicators of the changes that will be measured; (3) make a grating instrument in the form of a table of specifications that includes dimensions, indicators, item number and the number of items for each dimension and indicators; (4) determining the amount or parameter which is engaged in a range of the continuum; and (5) writing instruments grains that can be shaped or a statement or question [24]. Therefore, the research instrument used to collect the data variables in this study were made through the stages, that is to study the theory of the concept of the variables and formulate its construction, develop indicators of each of the variables, makes grating instruments, and arrange items statement in the enclosed questionnaire. Furthermore, a rational analysis and statistical analysis of the questionnaires are compiled. Based on data from the trial results of research instruments obtained a total of 44 items were valid performance of 50 items distributed by the reliability coefficient of 0.95.

3.4. Data analysis technique

Analysis of the data used in this research include descriptive analysis, test requirements analysis, and analysis of variance and t test in order to test the effectiveness of the model as a result of the treatment given through action research.

4. Results and Discussion

4.1. Research result

In accordance with the analysis results obtained descriptions Primary School principal performance based model of supervision applied supervisors as in Table 1.

Table 1: Description Variable Data Research

	X ₁	X ₂	X ₃
Sampel (N)	12	26	22
Mean	154.92	166.19	171.59
Median	150.00	174.50	171.50
Mode	132.00	169	168
Std.Deviation	18.34	17.21	12.03
Skor Minimum	132	131	147
Skor Maksimum	186	188	189
Mean Ideal	132	132	132
Std. Deviation Ideal	44	44	44
Skor Ideal Minimum	44	44	44
Skor Ideal Maksimum	220	220	220
Tingkat Capaian	70.42%	75.54 %	80%

Deskripsi:

X1= Model Konvensional

X2= Model Klinis

X3= Model Saintifik

Based on the analysis, as in Table 1 above it can be seen that the mean performance observations of research subjects who supervised the conventional model of 154.92, the mean performance observations of research

subjects who supervised the scientific models amounted to 166.19, and the mean observation of the performance of the research subjects who received supervision of clinical models of 171.59. Minimum score performance observations of research subjects who supervised the conventional model of 132 and a maximum score of 186, the minimum score performance observations were supervised model of scientific amounted to 131 and the maximum score of 188, the minimum score performance observations were supervised clinical

model of 147 and the maximum score at 189. In addition, it is also known that the level of achievement of performance principals who received conventional model of supervision by 70.42%, the level of achievement of performance principals who gets the model of scientific supervision of 75.54%, and the level of achievement of performance principals who gets models clinical supervision by 80%. Thus, clinical supervision models produce the level of achievement of a better performance than the conventional model of supervision and scientific supervision models.

4.2. Discussion

The findings of the study which found that the model of clinical supervision resulted in the level of achievement of performance better than conventional models of supervision and scientific supervision models are consistent with the theory. In accordance with the theory that the clinical model is a fusion of scientific models with artistic model that can provide a greater effect than the influence of scientific models in performance enhancement. In theory also explained that the scientific models give even greater impact than conventional models influence in performance enhancement.

5. Conclusion

Based on the findings, it was concluded that the gains of the principal is getting better model of clinical supervision of the gains of the principal who get a model of scientific supervision. Moreover, it can be concluded that the gains of the principal who get better models the scientific supervision of the gains of the principal who get supervision conventional models.

5.1. Recommendation

In connection with the conclusion of the study, to improve the performance of school principals should be applied models of clinical supervision. In accordance with the steps in the clinical supervision, namely: (1) the initial meeting; (2) observation; and (3) a final meeting and give instruction or instructions that less is not directly touching the problems faced, the supervision should be accompanied by action research schools in order to resolve the problem completely.

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