

Development of Managerial Supervision Instruments for Primary School Principals in Jekulo District, Kudus Regency

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Abstract: This research examines the development of managerial supervision instruments for elementary school principals in Jekulo District, Kudus Regency. This research aims to 1) produce a managerial supervision instrument for elementary school principals in Jekulo District, Kudus Regency. 2) analyze the feasibility test for developing managerial supervision instruments for elementary school principals in Jekulo District, Kudus Regency. 3) analyze the effectiveness test of the development of managerial supervision instruments for elementary school principals in Jekulo District, Kudus Regency. 4) analyze the practicality test of developing managerial supervision instruments for elementary school principals in Jekulo District, Kudus Regency. This type of research is Research and Development research or development research. The managerial supervision instrument was developed from eight components of educational standards (SNP). This research uses validity test analysis and normality test of the managerial supervision instruments that have been developed. The samples in this research were SD 3 Pladen, SD 1 Pladen, SD 4 Pladen, SD 1 Sidomulyo, SD 2 Sidomulyo, and SD 6 Bulungkulon. Data collection techniques used questionnaire, observation and interview methods. Based on the results of the research and discussion, it can be concluded that the managerial supervision instrument for elementary school principals was developed from eight components of national education standards. The eight components of national education standards include graduate competency standards, content standards, process standards, educational assessment standards, education personnel standards, facilities and infrastructure standards, management standards, and financing standards. The managerial supervision instrument that has been developed can be used as a measuring tool for managerial supervision to facilitate the task of school principals in carrying out managerial supervision. The results of the validity and reliability tests show that the managerial supervision instrument is suitable for use as a measuring tool.

Keywords: Supervision instrument, elementary school, learning outcomes improvement

1. Introduction

The entire academic community in basic education institutions must have unity, cooperate with each other, and coordinate between school leaders, teachers and educational staff to achieve this goal. The basis for achieving this begins with the school principal who has the authority to make decisions, through policies that are based on needs (Riyadi et al., 2023; Wahyu, 2020). The school principal plays the role of supervisor, so supervisors play a very important role in determining the implementation of supervision in school educational institutions. The school principal is the administrator or manager who determines the direction of policy towards the success of the school and education at large (Djafri, 2018). The driving force of the school principal must be able to supervise teachers and educational staff while maintaining the quality of learning. The purpose of learning quality is regarding handling student learning, improving teaching and learning situations so that they run conductively, effectively and efficiently, of course during the pandemic so that student learning outcomes can increase (Dacholfany & Lasmini, 2022).

Supervision for teachers is expected to be a teacher who works hard, is democratic, friendly and willing to listen to others, is patient, has a broad view of knowledge and pays attention to others, has a pleasant personal appearance and good manners, is honest, likes humor, has good work skills and consistent, pays attention to students' problems, is flexible in teaching methods, can use praise and is willing to improve, is good at teaching subjects (Amril et al., 2023). It is clear that the need for managerial supervision instruments by school principals for teachers and education personnel is very

important to develop in order to create an optimal educational system. It is hoped that the development of educational supervision instruments will be able to become a benchmark for teachers and educational staff so that the quality and learning achievements of students increase rapidly (Darishah et al., 2017). Parents have the confidence to enroll their children in basic educational institutions, such as elementary school both public and private elementary schools.

Republic of Indonesia Minister of National Education Regulation Number 13 of 2007, concerning standards for schools/madrasah, that regarding academic supervision competence in the context of increasing teacher professionalism, carrying out academic supervision of teachers using appropriate supervision technique approaches, as well as following up on the results of academic supervision of teachers in the context of improving teacher professionalism. An educational supervision instrument is a tool in the form of tests, questionnaires and so on which is used to collect data which functions to facilitate the implementation of supervision or monitoring of educational units so that quality education can be achieved. Elementary school level education must be able to implement educational supervision instruments by always maintaining quality in the implementation of all teaching and learning activities by teachers and education staff (Siahaan et al., 2020).

The results of initial observations in the field obtained information that elementary schools had not yet implemented the principal's managerial supervision of teachers and education staff. The elementary school principal still experiences a lack of understanding of the guidelines for managerial supervision instruments, so he has not implemented them optimally. The only thing that can be done is to monitor the learning activities of teachers at all times. It is very important to develop instruments for managerial supervision of elementary school principals to be able to facilitate school principals at the primary education level.

The results of interviews conducted by researchers with elementary school principals in Jekulo sub-district stated that the implementation of supervision from the Regional Technical Implementation Unit (UPTD) had many gaps in carrying out monitoring at surrounding elementary schools. For example, not bringing instruments that will be confirmed and clarified with the principals of the elementary schools attended. It seems like it's just friendship, without any formal supervision. There is still a lack of teacher creativity and interest in innovating to develop interesting learning implementation plans; low sense of solidarity between teachers and education staff in carrying out their duties, principals and functions; School principals have not been able to carry out managerial supervision of teachers and education staff on a regular basis.

With the above problems, researchers are interested in compiling an instrument for managerial supervision of elementary school principals in Jekulo sub-district Kudus district, with the hope that the development of the managerial supervision instrument for elementary school principals will be able to become a reference in carrying out the duties, principals, functions and responsibilities as supervisory principals at the elementary school level so that they are able to carry out the mandate and responsibilities they receive well.

The study of previous research is to explain previous research that is interrelated with the research being analyzed, this aims to ensure its authenticity can be known. According to Abdullah (2017), the development of information technology which is developing rapidly at this time has a great influence on the world of education. To be able to improve the quality of education, educational institutions must be able to adapt to technological developments, especially in the assessment process. According to Sari and Hasibuan (2024), a managerial information system is actually a sub-system which is part of another, larger system. Information systems cannot be designed and operated separately from other sub-systems.

Norizan et al. (2022), regarding the effectiveness of technology in improving student learning outcomes, stated that technology, in this case interactive media, is very effective, showing an increase in student learning outcomes of 83.33% in the medium category and 16.67% in the high category. The use of technology, especially the implementation of online supervision, will really help supervisors in carrying out their duties and responsibilities. Supervisors who are short of time and energy can carry out supervision online. Online assessments do not require the physical presence of an invigilator. Supervisors do not need to allocate a special time to be present at the school. Besides that, at the same time, supervision can be carried out by many school principals. Time and energy efficiency is provided by online assessments.

The lack of ICT knowledge and skills by supervisors, as stated by Ismaya and Rondhi (2024) found also greatly influences the performance of school supervisors. Kanzunudin and Hariyadi (2024) said that based on the results of data analysis, it was shown that 75% of elementary school supervisors in Jekulo District, Kudus Regency, said that one of the obstacles that occurred in carrying out supervisory duties was the lack of knowledge and skills of supervisors regarding information technology, in this case computers and the internet. From the research above, it can be seen that although there has been research on supervision regarding the duties, principles and functions of school principals, no one has compiled and developed an instrument for managerial supervision of elementary school principals, so guidelines for this instrument are really needed to complement the research conducted. already available.

The aim of the research, based on the problem formulation above, is to develop an instrument for managerial supervision of elementary school principals in Jekulo District, Kudus Regency, to: 1) Produce supervisory instruments from managerial elementary school principals in Jekulo District, Kudus Regency; 2) Analyzing the feasibility test for developing managerial supervision instruments for elementary school principals in Jekulo District, Kudus Regency; 3) Analyzing the effectiveness test of developing managerial supervision instruments for elementary school principals in

Jekulo District, Kudus Regency; and 4) Analyzing the practicality test of developing managerial supervision instruments for elementary school principals in Jekulo District, Kudus Regency.

2. Methodology

This study utilized the descriptive survey method of research. This method involves information about variables and it is employed to measure the existing phenomenon. This research design is a development or often called Research & Development (R&D). This research aims to produce certain products and test the effectiveness of these products (Sugiyono, 2013). The product development in this research is in the form of a managerial supervision instrument for school principal supervisors as a tool to help implement managerial supervision optimally. The research model is with the ADDIE design (analyze, design, development, implementation, and evaluation) (Rayanto & Sugianti, 2020). For this reason, this development model has five stages to do this and each stage must be implemented sequentially. The samples and research were SD 3 Pladen, SD 1 Pladen, SD 4 Pladen, SD 1 Sidomulyo, SD 2 Sidomulyo and SD 6 Bulungkulon. Data collection techniques used questionnaire, observation and interview methods.

3. Results and Discussion

Class visit academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals by visiting the class directly to observe the learning process carried out by the teacher. So, it is clear that the aim of academic supervision activities is to help teachers in teaching, not to assess teachers (Halmaida et al., 2022; Fitriyani et al., 2021). This must be emphasized, so that teachers do not feel afraid whenever there is the word supervision. Implementing academic supervision with class visits will make it clear for supervisors to obtain data about the learning carried out by teachers. Because the supervisor sees directly the learning process carried out by the teacher. The implementation of classroom visit supervision in this research was carried out according to the steps in action research. Meanwhile, the steps are the planning stage, implementation stage (learning and observation) and reflection stage (self-evaluation and discussion of learning implementation in order to improve).

From the results of initial observation it can be concluded that the performance of elementary school teachers in Jekulo District, Kudus Regency in learning based on the completeness of existing documents appears to be still lacking. This can be seen from the Learning Implementation Plan document and the syllabus that the teacher has, it turns out that it was not made by the teacher himself and was made a year ago. Apart from that, the low performance of teachers in learning can also be seen in documents such as: Continuous Performance Assessment results, Teacher Performance Assessment results, Employee Work Target results, teacher attendance and employee coaching books. This is reinforced by the results of interviews with school principals and teachers.

From the results of interviews before the research, both principals and teachers were in agreement/the same. It can be concluded that the quality of learning implementation is very low because teachers do not create and use lesson plans, learning is teacher-centred, learning resources focus on textbooks, media and teaching aids are never used, the methods used are not varied, assessments are not varied, and the results are never analyzed. evaluation, and there has never been any improvement or enrichment.

Based on Table 1, the results of the RPP observations show that in action I the average value obtained was 77.9 and the average value in action II was 81.8. In the first action, the three teachers had not prepared a lesson plan. After being asked, the three of them had a lesson plan but only as a document and not the teacher's own work. In the second action, the lesson plans made by the teacher all received marks in the good category, and this increased again in the third act even though it was still in the good category.

Table 1. Results of the RPP observations

Subject	Treatment 1	Treatment 2
SD 3 Pladen	80.0	81.5
SD 1 Pladen	87.5	84.2
SD 4 Pladen	79.0	83.0
SD 1 Sidomulyo	75.0	78.5
SD 2 Sidomulyo	82.0	85.0
SD 6 Bulungkulon	73.0	79.0

Based on Table 2, in observing the first action learning process, the three teachers received a score in the good category but the score was still at number seven, this happened because the teachers did not know and understand the indicators in the learning observation instrument. In the second action, an instrument review of the learning process observation sheet was previously held which can serve as a guide in implementing learning in the second action. And the results in this second action were that all teachers scored in the good category, this shows that there was a very significant improvement. The results of this second action state that the research objectives have been achieved. However, due to the enthusiasm of the teachers and principal, the action continued in the third stage.

To test the validity of the pre-research data from the interview with the school principal, the researcher carried out a crosscheck with the data the researcher obtained from the teacher. It turned out that there were no specific differences in the data, most of the data was correct so the data from the pre-research interview was valid. From the results of interviews before the research, both principals and teachers were in agreement/the same. It can be concluded that the quality of learning implementation is very low because teachers do not create and use lesson plans, learning is teacher-centered, learning resources are based on textbooks, media and teaching aids are never used, the methods used are not varied, assessments are not varied and the results are never analyzed. Evaluation, and there has never been any improvement or enrichment.

Table 2. Results observing the first action learning process

Subject	Treatment 1	Treatment 2
SD 3 Pladen	78	82
SD 1 Pladen	75	78
SD 4 Pladen	79	80
SD 1 Sidomulyo	75	78,5
SD 2 Sidomulyo	82	85
SD 6 Bulungkulon	82	86

Supervision of class visits carried out in three stages of action shows an increase in the quality of learning carried out by the teacher. This increase occurred both in the learning plans and the implementation of learning at the Jekulo District Elementary School, Kudus Regency. Much research has been conducted on managerial supervision instruments previously. For example, research conducted by Sugiyanti and Narimo (2016) regarding the management of academic supervision by school principals in the Grobogan area. The results of this research state that academic supervision planning results in the preparation of a regular supervision schedule, the preparation of good supervision instruments, and the preparation of a list of teachers who will be supervised on a predetermined schedule.

Delgado et al. (2015), regarding the effectiveness of technology in improving student learning outcomes, stated that technology, in this case interactive media, is very effective, showing an increase in student learning outcomes of 83.33% in the medium category and 16.67% in the high category. The use of technology, especially the implementation of online supervision, will really help supervisors in carrying out their duties and responsibilities. Supervisors who are short of time and energy can carry out supervision online. Online assessments do not require the physical presence of an invigilator. Supervisors do not need to allocate a special time to be present at the school. Besides that, at the same time, supervision can be carried out by many school principals. Time and energy efficiency is provided by online assessments.

Then, the implementation of academic supervision in research conducted by Sugiyanti and Narimo (2016) states that the method used by the school principal in supervision is that the principal comes to the class bringing instruments that have been prepared previously. The research was that the principal and teachers held a discussion during break time in the principal's room regarding the results of supervision. In this research the researcher developed an instrument for implementing managerial supervision. The development of managerial supervision instruments by school principals was developed based on eight components of national education standards. The eight components of national education standards include graduate competency standards, content standards, process standards, educational assessment standards, education personnel standards, facilities and infrastructure standards, management standards, and financing standards. After developing a managerial supervision instrument for school principals based on eight national education standards, the instrument was tested on teachers to determine the effectiveness and accuracy of the instrument to be used as a measuring tool in the managerial supervision activities of school principals. This instrument is expected to improve the quality of the implementation of managerial supervision by school principals. Research conducted by Zoulikha (2014) states that the quality of supervision is an important issue for international research students when undertaking research. A good supervisor is the key to success in a research study.

4. Conclusion

The implementation of classroom visit supervision in this research was carried out through the planning stage, implementation stage and reflection stage. From the results of initial observations, it can be concluded that the performance of elementary school teachers in Jekulo District, Kudus Regency in learning based on the completeness of existing documents appears to be still lacking. This can be seen from the Learning Implementation Plan document and the syllabus that the teacher has, it turns out that it is not from the teacher but the previous year's RPP which is already past, then learning is teacher-centred, learning resources are based on textbooks, media and teaching aids are never used, the methods used do not vary, the assessment is not varied and the evaluation results are never analyzed, and there is never any improvement or enrichment. Supervision of class visits carried out in three stages of action shows an increase in the quality of learning carried out by the teacher. This increase occurred both in the learning plans and the implementation of learning at the Jekulo District Elementary School, Kudus Regency. Based on the results of the research and discussion, it can be concluded that the managerial supervision instrument for elementary school principals was

developed from eight components of national education standards. The eight components of national education standards include graduate competency standards, content standards, process standards, educational assessment standards, education personnel standards, facilities and infrastructure standards, management standards, and financing standards. The managerial supervision instrument that has been developed can be used as a measuring tool for managerial supervision to facilitate the task of school principals in carrying out managerial supervision. The results of the validity and reliability tests show that the managerial supervision instrument is suitable for use as a measuring tool. The suggestion in developing the managerial supervision instrument for elementary school principals is that there is a need to develop an Android-based or website-based advanced academic supervision instrument so that its use can be more practical.

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