

Development of Quality Management Model of Elementary School Principal Academic Supervision in Kendari City

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Abstract— The problems in this research are (a) how the implementation of quality management of elementary school principal academic supervision in Kendari City is, (b). How the development of quality management model of elementary school principal academic supervision in Kendari City is. Data collection techniques are in-depth interview, observation and documentation. Analysis of the obtained data in the preliminary study is coding technique y using NVIVO 12 Plus application. Model validity in the form of model conformity test is conducted in focus group discussion activity. Results of the research show that (a) all of the principals have had supervision schedule but most do not implement it in the form of actual action. This is caused by lack of time owned by the principals in doing academic supervision and less principal understanding on instructional skill competency mainly related to implementation of academic supervision ranging from planning, implementation, processing of academic supervision data, implementation of follow up and preparation of academic supervision report stages. (b). The development of quality management model of elementary school principal academic supervision is in the form of development of *Plan Do Check Actuating* (PDCA) stages in the quality management model of elementary school principal academic supervision. Results of validation test show that the model meets the conformity test in five aspects namely (1) it is in accordance with the quality management theory, (2) it is in accordance with education policy in Indonesia, (3) it is in accordance with one of the problem empirical solutions at school, (4) it is in accordance with logic and realistic aspects with elementary school context as well as (5) it is in accordance with the aspect of correct and appropriate Bahasa Indonesia.

Index Terms— Quality Management, Academic Supervision, Elementary School

1 INTRODUCTION

Academic supervision is one of the principal tasks and responsibilities. The academic supervision is related to instructional leadership competence of a principal. Instructional leadership focuses on teaching and learning management of a core activity of education institution. Instructional leadership gives great attention to the teaching and learning process, including professional teacher learning as well as student growth. Instructional leadership is an extremely essential dimension since it has a target namely main school activity which is teaching and learning.

Instructional leadership focuses on management of teaching and learning as the main activity for education institutions. This causes this approach to be focused and legalized, mainly by NCSL England (2001) inputting is as one of the 10 school leadership proportions. Southworth (2002: 79) said that instructional leadership gives great attention to the teaching and learning process including professional teacher learning and student growth. Prasertcharoensuk (2013) said that Instructional leadership gives effects on school effectiveness both directly and indirectly.

Gumus (2013) said that there is an important relationship among various principal leadership components and teacher collaboration in elementary schools in Turkey. In general, implementation of Instructional leadership approach by principals is related positively to teacher collaboration. Li (2014) stated that dimension of principal leadership contributes significantly to school capacity and professional teacher learning. Its effect is realization of professional teacher learning. Wendy

pan (2014) et.al expressed that principal instructional leadership is expected to increase in the case of ensuring quality of teaching and development of professionalism.

Arlestig (2014) expressed that not only teacher has responsibility with the school result, but also principals. This improves principal expectation to work in order to improve student learning and improve outcomes. Aspect of pedagogic skill includes observation at class by principals and communication on teaching and learning problems. It also about leads main process of teaching and learning as well as observation at class, feedback and systematic confirmation as well as dialog between principal and teacher. However, it must be supported by democratic attitude for improvement of teacher capacity and student outcomes.

Principals on the teaching dimension mean that every starting point for assessing performance should not be done except that the principal must be better than other teachers in the school. Principals must be chosen because of their ability to lead and manage the school. They must be professionally competent as teachers, especially as educators who will lead and manage student education at schools. However, they should not be less skilled teachers or not even competent ones. The principal should be a competent education and learning supervisor at school. This becomes absolute for the principal.

The principal's task in the instructional leadership dimension is to supervise to monitor, evaluate, assist and provide data-based guidance to ensure that learning practices in the

classroom and the basic principles that apply in every learning are well implemented in the classroom.

Academic supervision is a series of activities assisting teachers to develop their ability to manage the learning process for the achievement of Glickman's learning goals (1981). Meanwhile, Daresh (1989) stated that academic supervision is an effort to assist teachers to develop their abilities to achieve learning goals.

Furthermore, in the principal strengthening module issued by the Directorate General of Teachers and Education Personnel of the Republic of Indonesia (2018) states that academic supervision is the principal tasks to ensure that a series of planning, implementation and learning assessment activities in the classroom are carried out properly in order to increase student competency. By implementing academic supervision in a programmed and continuous manner, the principal can control the quality of learning carried out by the teacher. Through academic supervision, the principal can also assist teachers in overcoming any faced difficulties in order to improve the quality of learning. The academic supervision stages are planning academic supervision, implementing, analyzing results, providing feedback and preparing reports.

In Indonesia, implementation of principals' instructional leadership, especially in academic supervision has not been encouraging. Based on empirical data obtained from primary data, results of the national Principal Competency Test (UKKS) in 2015 showed the average competency of supervision was 51.1. Specifically in Southeast Sulawesi Province, it had the averages of 54, 33 (average range 0 - 100). This condition is also consistent with the results of mapping of the quality of education in 2016, 2017 and 2018 that the average competency of principals in Southeast Sulawesi in 2016 was 1.78; in 2017, it was 1, 95 and in 2018, it was 1.73. Specifically in Kendari City, the supervision competency of principals only reached an average of 2.01 in 2016, 2.32 in 2017 and 2 in 2018 (range 0 - 7.00).

Based on the description, the objectives of this research are: (a). describing the implementation of academic supervision in schools, and (b). developing a quality management model for academic supervision in primary schools in Kendari City.

2 METHOD

The method used in this research is research and development (Borg and Gall: 1983) with mixed method data. The study was conducted in 2019 in Kendari City, Southeast Sulawesi, Indonesia. The data in the preliminary study are in the form of information about the implementation of principal academic supervision. Data were obtained by in-depth interviews, observation and documentation. Interview informants were from Kendari City education office, elementary school supervisors and elementary school principals. Data analysis was performed using Miles and Hiberman method. Data coding was performed using the NVIVO 12 Plus application. Furthermore, the data in the model validation test is quantitative descriptive. Model validators consist of experts, educational practitioners and prospective model users. Data analysis used SPSS

23 and Microsoft Excel applications. While the data on the model trials are quantitative data that are supported by qualitative (mixed) data.

3 RESULTS AND DISCUSSION

3.1 Implementation of Principal Academic Supervision

Less optimal real conditions related to academic supervision are as follows: 1). Most principals have academic supervision programs, but most of them have not been implemented, 2). Most principals have not yet implemented academic supervision, even though it is a principal task and function of principal in accordance with the Regulation of Ministry of Education and Culture, 3). Planning academic supervision has not been as expected. This is because the principals do not yet understand academic supervision. On the other hand, the principals are still not transparent with supervisors. The principals do not want to discuss academic supervision with supervisors, 4). There are various school understanding on academic supervision, 5). Not all school principals carry out academic supervision, there is a lack intensity of its implementation, 6). Academic supervision has not been carried out regularly according to schedule. Usually, the principals conduct supervision of learning kit, while observation of learning is carried out not too formally, sometimes the principal only passes in front of the class and sometimes stands at the door of the class. Academic supervision instruments used were developed from supervisory instruments, 7). Not all teachers have responded positively to academic supervision, so strengthening the implementation of academic supervision, especially building trust that academic supervision is a shared need of the principal and the teacher will be very useful, 8). Academic supervision has not been carried out regularly according to schedule. The principal is still dependent on the presence of supervisors to conduct academic supervision, 9). If it is presented, the principal who has carried out academic supervision in Kendari City is still below 50%, 10). The quality of the implementation of academic supervision of elementary school principals in Kendari City is still in the medium category.

Furthermore, the optimal real conditions related to academic supervision are as follows: 1). Academic supervision programs are generally structured, 2). Some schools have implemented academic supervision, 3). Academic supervision has been carried out regularly according to schedule. The principals make a supervision schedule, then socialize it to all teachers through an internal KKG meeting. The instrument used was developed from the supervisory instrument, 4). Some schools have monitored and evaluated academic supervision and held monthly meetings to evaluate learning performance including the results of academic supervision, 5). In each semester, all teachers have been supervised at least once, 6). Academic supervision has been carried out regularly according to schedule. Through academic supervision, teachers compete competitively in carrying out the learning process. Teachers want to show their best in the learning process. Teachers are open to any information and always discuss and

complement each other in the internal KKG. The teachers here are always ready to be supervised, 7). Some elementary schools in Kendari City have implemented academic supervision which triggers teachers to continue to understand what should be done in the classroom. In the supervision, it always emphasizes the teacher not to separate education and teaching because both must be integrated so that children can be served in the pedagogical aspects, skills and character.

Furthermore, other information that can be described in terms of development and strengthening related to academic supervision is as follows: 1. Management development continues to encourage all school members to understand the essence of academic supervision, 2). Management development can continue to encourage the development of principal competencies regarding academic supervision, 3). Management development continues to encourage principals to always carry out academic supervision in full and professionally, 4). Development of evaluation management with principal supervision to ensure and encourage the principals to carry out academic supervision. If necessary, there should be reward and punishment to the principals regarding the implementation of academic supervision, 5). Management development encourages academic supervision to make teachers aware of their student learning, 6). It is necessary for development of POS and SWOT analysis of academic supervision.

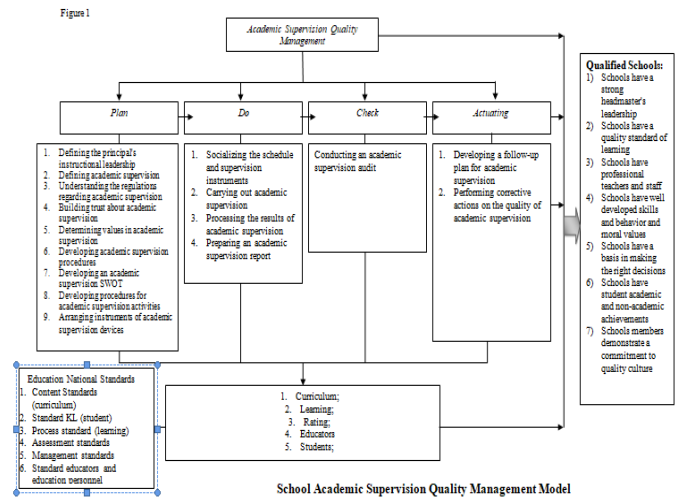
3.2 Development of Quality Management Model of Principal Academic Supervision

The development of a quality management model for academic supervision in elementary schools was developed based on information in a preliminary study and is associated with existing quality management theories, so that it finds out a suitable model as one of the solutions to the problem of academic supervision at schools. The model developed is according to PDCA Demming theory modified by Terry's theory, namely Plan Do Check Actuating (PDCA), which can be drawn by the following sketch:

Based on the sketch of Figure 1, it can be arranged in the form of a narrative table as follows:

Table 1. Quality Management of Academic Supervision

Stages of Quality Management of Principal Academic Supervision	Sub stages
Plan	Defining the principal's instructional leadership
	Defining sense of Academic supervision
	Understanding regulations related to Academic supervision
	Building trust about academic supervision
	Building values that guide the academic supervision
	Developing Academic Supervision POS
	Preparing SWOT analysis related to academic supervision
	Arranging supervision schedule
	Developing Academic supervision instruments
Do	Carrying out academic supervision
	Processing the results of academic supervision
	Preparing a follow up plan for academic supervision
Check	Preparing academic supervision reports
	Academic supervision audit by supervisors



Furthermore, the model validation test is in the form of conformity test according to McDonough and Shaw (2003: 61) in Tomlinson (2012), namely 1). use of material development, 2). ability of material to be generalized, 3). ability of material to adapt and, 4). flexibility of material to be developed. Based on the development of these opinions, then the model validation test was carried out on five aspects, namely (1) conformity with aspects of quality management theory (generalization), (2). conformity with aspects of education policy in Indonesia (adaptation), (3). Conformity as one of the empirical solutions to problems in school (usability), (4). conformity of logical and realistic aspects with the context of primary schools and (adaptation), (5). conformity with the aspect of correct and appropriate Bahasa Indonesia. Based on the results of data analysis, it can be stated that the quality management model of academic supervision of primary school principals in Kendari City meets the conformity test for these five aspects, so that the quality management model of principal academic supervision developed can be generalized, adapted and have uses to be implemented in primary schools in Kendari city.

Furthermore, the testing phase was carried out in two stages. The evaluation of model testing activities is based on the opinion of Kirkpatrick (2006, 2007) and Rae (2000), namely (1) Evaluation of the test participant reaction to the quality management of academic supervision, (2). Evaluation of the reaction of the test participant reaction to the academic supervision device, (3). Evaluate of test participant reaction to the benefits of academic supervision, (4). Evaluation of the test participant reaction to the implementation of the academic supervision trial, (5). Evaluation of the post-trial recommendations and (6) Evaluation of the academic supervision follow-up plan.

Following are the results of the analysis of data (1), (2), (3) and (4) reaction evaluation.

Table 2. Results of data analysis evaluation of the academic supervision quality management model

No	Evaluation aspects	Test average of I stage	Test category of I stage	Test average of II stage	Test category of II stage
1	Academic supervision management	4,76	Very agree	4,21	Agree
2	Series of academic supervision	4,63	Very agree	4,4	Agree
3	Benefits of academic supervision	4,80	Very agree	4,42	Agree
4	Academic supervision test	4,52	Very agree	3,93	Agree

While the evaluation of the follow-up development of the academic supervision model is as follows:

Table 3. The result of the data analysis of the academic quality supervision management MODEL recommendation evaluation.

Test stages	Recommendations	Frequency of participants with reaction "yes" (person)	Percentage of Participants (%)
I stage	Participants will recommend this program to their colleagues	21	100
II stage	Participants will recommend this program to their colleagues	19	100
Total Participants		40	100

Based on table 2, it can be stated that in evaluating the trial participant reaction to the quality of academic supervision management, participants gave a good reaction to the stage of developing this academic supervision quality management model. In general, based on the results of data analysis, average participant reaction in Stage I and Stage II is to agree with the stage of developing the elementary school quality management model developed in this study.

These different results can be explained that there is a non-linear relationship between schools that routinely carry out academic supervision with the stage of academic supervision management. This can be explained that participant reactions who routinely have received academic supervision from their school principals will compare factual stages that have been carried out by principals who so far have felt very beneficial with the stage of developing a new academic supervision quality management model that has been tested. This comparison will certainly lead to less optimal reactions or perhaps ordinary reactions to the development of a new academic supervision quality management model that has been tested because participants have so far felt the benefits and comfort of the academic supervision stages that have been carried out routinely at schools.

In evaluation aspect of trial participant reaction to the series of academic supervision instrument, in general, based on data analysis results, average participant reaction in Stage I and Stage II is to very agree with the series of instruments of elementary school quality management model development developed in this research. These different results can be explained that the developed series of academic supervision instruments in this research principally are developing education national standard indicators, it is the same as the series of instrument used by principals so far. So, by the same reference, the participant reaction giving very agree reaction is logical.

In evaluation aspect of trial participant reaction to the benefits of academic supervision instrument, in general, based on data analysis results, average participant reaction in Stage I and Stage II is to very agree with the benefits of instruments of elementary school quality management model development developed in this research. These different results can be explained that the implementation of academic supervision by principal routinely is the reason so participants in Stage II give agree reaction to the indicator of academic supervision instrument benefits since the current academic supervision instruments taken by principals have greater benefits to the participants exceeding the indicator of academic supervision instrument benefits which is developing in this research. Different reaction given by the participant in Stage I shows their great beneficial reaction to the development of academic supervision quality management model since so far, they do not have continuous academic supervision service by the principals.

In evaluation aspect of trial participant reaction to the implementation of academic supervision trial is to agree with the implementation of academic supervision. These different results can be explained that this trial implementation can be influenced by participant time conditions, psychology and business in the time of trial implementation. Meanwhile, in the stage II trial, the participants in a psychology manner still feel burden or other very important business to be done. Also, less appropriate use of time triggers to such different results.

In the evaluation aspect of post-trial recommendation, to collect data about the opportunities for developing this academic supervision model, information can be spread more widely to colleagues of the trial participants. Based on the results of data analysis, it was obtained that both in the Stage I trial and Stage II trial, all participants revealed that they would recommend a program for developing this academic supervision quality management model to their colleagues.

Furthermore, based on table 3, in the evaluation aspect of follow-up plan for the academic supervision trial, it will collect data about follow-up plan or action to be carried out by the participants after participating in the trial of developing this academic supervision quality management model. The indicators of the follow-up plan or action plan to be carried out by the participants namely principals after following this trial are as follows: 1). Improving (completing) supervision instruments on learning and assessment tools to be more complete, 2). Improving (completing) supervision instruments on aspects of the syllabus components so that they are getting better, 3). Improving (completing) supervision instruments on aspects of syllabus quality so that they are getting better, 4). Improving (completing) the supervision instruments on aspects of the RPP component so that it will be better, 5). Improving supervision instruments on the aspect of RPP quality to be better, 6). Improving quality of academic supervision activities so that they will be better, 7). Improving supervision instruments on the aspect of learning assessment activity quality so that they will be better, 8). Learning to use learning media (laptops, LCDs, cell phones to download material), 9). Continuing to maintain trust that academic supervision is a shared need for school principals and teachers.

Based on the results of data analysis, information was obtained that the principal both in the stage I trial and the stage II trial would carry out all actions presented in the follow-up plan indicators developed in this study. Certainly, this is something positive for the implementation of quality academic supervision in the future so that the implementation of academic supervision is truly one of the activities that can improve the competency of principals as strong academic leaders in schools. The principal has ability to ensure that he can carry out academic supervision in a professional manner. The principal serves as a competent education and learning supervisor in the school. This becomes absolute for the principal.

As for the teacher, the indicators of a follow-up plan or action plan developed in this study are as follows: 1). Improving (completing) learning and assessment tools so that they will be better, 2). Improving (completing) syllabus component so that it will be better, 3). Improving quality of the syllabus for better one, 4). Improving (completing) components of the lesson plan so that it will be better, 5). Improving quality of RPP to be better, 6). Improving quality of learning management activities so that they will be better, 7). Improving quality of learning assessment activities so that they will be better, 8). Learning to use learning media (laptops, LCDs, cell phones to download material), 9). Continuing to maintain trust that academic supervision is a shared need. Based on the results of data analysis, information has been obtained that after the trial, the teachers will improve (complete) learning and assessment tools so that the principals and the teachers will be better. In addition, teachers will continue to maintain the trust that academic supervision is a shared need.

Such trust serves as strength, as a motivator, as a driver to always think positively of the implementation of academic supervision. In general, all indicators of the trial follow-up for the development of quality management academic supervision will be carried out by the teachers. This is certainly a positive issue in order to improve the competence of professional teachers as the learning actors and instructors, teachers who are able to plan learning in their entirety and well. Teachers who carry out learning according to learning plans and teachers who conduct learning evaluations fairly and comprehensively, teachers who will always evaluate themselves in carrying out learning, teachers who are always open with constructive and positive suggestions for improving learning so that opportunities for effective learning will become a reality in the classroom, all students will miss their teachers all the time, all students will feel happy, comfortable, happy, cheerful, every student is valued, every student is given the same opportunity, every student is treated fairly, very student becomes a source of learning in effective learning .

Furthermore, it can also be stated that there is no significant revision of the elementary school quality management model both in Stage I trial and Stage II trial.

4 CONCLUSION

Based on description of discussion, then it can be concluded a number of thing, namely:

1. The implementation of quality management of academic

supervision of elementary school principals in Kendari City has not been carried out properly, all school principals already have an academic supervision schedule but most do not carry out this schedule, so it is necessary for the development of a management model of academic quality supervision of logical and realistic principals. It can encourage principals to carry out systematic academic supervision.

2. Development of a quality management model for academic supervision in elementary schools in Kendari City with the Plan Do Check Actuating stages meets the validation test criteria from a review of five aspects. The participant reaction as potential users of the quality management model also show a good thing about the stages of quality management, quality management tools, the benefits of quality management and the follow-up plan which open opportunity for this model to be implemented in a broad scope so that it is expected that the principals in Kendari City in the future can carry out systematic academic supervision as an effort to realize and continue to improve effective learning in the classroom. Future research is expected (1) to be able to evaluate the implementation of follow-up plan from the pilot model of quality management of academic supervision of principals, (2) implement the quality management model of academic supervision of these principals at junior or senior high school level.

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