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## EARLY CHILDHOOD HOLISTIC AND INTEGRATIVE



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## MANAGERIAL COMPETENCE SUPERVISION IN ELEMENTARY SCHOOL BUKITTINGGI

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### Abstract

*The goals of this study are to describe principal's perception about competence managerial supervision from supervisor at primary school Kota Bukittinggi. The population are 59 people and sample are 49 people, determined by using purposive sampling technique. Instrument that used is questionnaire likert scale model. Data were analyzed by using the percentage formula. The result of this study indicates that competency managerial supervision of supervisor at primary school Kota Bukittinggi is in the capable categories (80.64%).*

**Key word : competence, supervision, managerial supervision.**

### Introduction

Education is a conscious effort which is constructing to achieve the settle goal. The goal of education is written in Indonesian Republic Constitution number 20 2003 about National Education System chapter II clause 3, "to develop the capability, build the character and to have prestige capitalization of nation in order to sharpen nations' live...". Many Educations institution is controlled as well as possible in order to achieve the goal of education. One of the aspects in managing the education institutions is supervision, by supervising every activities in education institutions can be controlled and managed.

The person who will carry out monitoring activities in the school institution is called as supervisor. According to Usman (2009: 510) school supervisors are civil servants who were given the task, responsibility, and authority by the competent authorities to supervise education in schools by carrying out assessments and guidance on the technical aspects of education, administration in the educational unit.

The professional supervisor is a supervisor who is able to perform his duties well in accordance with the rules being applied. The professional supervisor should have the competence profession. School supervisor competence is a set of capabilities that include knowledge, attitudes, values and skills that must be mastered and performed by supervisors in schools that they supervised for. National ministry of education regulation (*Permendiknas*) No. 12 of 2007 mention that there are 6 competencies that should be owned by the supervisor, one of them is competence of managerial supervision.

Aedi (2014: 193) argues that "the implementation of the supervision of managerial essence is in the form of monitoring, coaching, and supervision of the principal and all elements of other schools in managing, administering, and implementing whole school activities so that they can operate effectively and efficiently in order to achieve school goals and meet National Education Standards (NES) ".

However, based on the preliminary studies that had been conducted, there are still some supervisors that have conducted managerial supervision competence less than the work and responsibility mandated in Permendiknas No. 12 of 2007. This is proven by several phenomena, including: (1) the supervisor has limited knowledge in varying the supervising technique; (2) Complaints about the behavior of the principal supervisor who tend to only find fault in carrying out supervision activities in school without giving a perfect solution about how troubleshooting is required; (3) Lack of guidance by supervisors on the management and administration of a good school, which is based on *school based management of quality improvement*; (4) Complaints from principals about the lack of guidance made in carrying out the regulatory guidance and counseling in schools, meanwhile counseling is needed in primary school since there is no counseling teacher there, (5) less attention and supervise from the supervisor in accomplishing Nation Education Standard (NES) at school. Hence, the monitoring results are less utilized properly; however the result can help principals in preparing the school's accreditation.

According to National Education Minister Regulation number 12 2007, there are 5 indicators of supervisor managerial supervision competences, they are:

First, the supervisor have to mastering the techniques and principles of supervising when conducting managerial supervision at elementary schools. According to Ministry of Education in Aedi (2008: 18) several methods and techniques that can be used for the implementation of the supervision of management are: (a) Monitoring and Evaluating, (b) Reflection and Focused Group Discussion, (c) Techniques Delphi, (d) Workshop. Furthermore, Amatembum (1993) in Aedi (2014: 48) categorizes the principle of supervision into two categories, namely (a) the fundamental principle, and (b) the practical principles, which are divided into positive and negative principles.

Second, preparing principals in the management and administration of educational units based on improving the quality of education in schools. Nazhary (1993: 27) defines coaching as "the activities of maintaining, improving, and refining the existing so as expected". Coaching is meant here is the managerial supervision activities on the management and administration of educational units based on improving the quality of education in schools. Further, it is described as "managerial supervision has focused form of cultivated fields of school management". School management which includes the preparation of school programs based on SNP: the annual work plan and 4-year work plan, program implementation, monitoring and internal evaluation, school leadership and school information system ". According to Syahril (2009: 116) the administration of education units has 7 areas of administration: (1) the field of curriculum, (2) the field of student affairs, (3) the field of personnel training, (4) the field of

infrastructure of education, (4) finance, (5) the field of administration, (6) human resources field, and (7) fields of specialized services.

Third, foster principals and teachers in implementing the guidance counseling in schools. Guidance and counseling (BK) is an activity that cannot be separated from the teaching and learning process as a whole. According Syahril (2009: 66) "guidance and counseling is basically an attempt by accompanying teachers and students to achieve independence in the whole process of life, as individuals, members of the group, family or society in general". Guidance and Counseling activity at school is a joint activity. All school personnel (principals, vice-principals, teachers, counselors, subject teachers, and homeroom) have their respective roles in implementing the program BK. According Syahril (2009: 81) that "Implementation of the program BK is always associated with a five-stage BK activities, namely (1) the preparation of the program, (2) the implementation of the program, (3) assessment service results, (4) analysis of the results of the service, and (5) follow-up".

Fourth, monitor the implementation of the National Education Standards (NES) and utilize the results to assist principals in preparing the school's accreditation. Monitoring in the Big Indonesian Dictionary (2001: 826) means: "the process, method, monitoring actions, observation, recording, assessment, and monitoring". Monitoring is meant here is the activities to monitor, assess and advise on the implementation of the National Education Standards which include: (1) Standard Competency, (2) Content Standards, (3) Processing Standards, (4) Education Standards and Personnel, (5) Infrastructure Standards, (6) Standard Management, (7) Financing Education Standards, and (8) Education Assessment Standards. After the supervisor monitors the implementation of the SNP at a school, then the supervisors are obligated to help schools to achieve accreditation with a good rating. The accreditation process requires careful preparation by the school. In the book *Getting Started Guide Accreditation SMP* (Directorate of Junior Secondary Education, Directorate General of Management of Primary and Secondary Education, Ministry of Education, 2007: 7), mentioned the steps that need to be done by the school in preparation for accreditation, namely: (a) the consolidation of school development plans and accreditation components, (b) the establishment / strengthening of quality assurance team of school, (c) consolidation of management information systems, (d) pre-evaluation to determine the readiness of schools, (e) the development and consolidation of school components, and (f) self-evaluation and preparation for applying accreditation.

### **Research Methodology**

The study was conducted in elementary schools in Bukittinggi, by using descriptive research. The populations in this study were all school principals of Elementary School in Bukittinggi totaling 59 people. The sample was taken by using purposive sampling technique (purposive sampling). The data used is quantitative, since the data obtained later in the form of numbers or figures. The instrument used was a questionnaire with modified Likert scale model of the four possible answers are Highly Capable (SM), Able (M), Self-Able (CM), and the

Underprivileged (KM). Questionnaire was being tried out to 10 principals who are not being sampled. Then, continued to determine the validity and reliability. Analysis used was the formula percentage of the level of achievement.

### Results And Discussion

Principal's perception of competence supervisors' managerial competence in elementary school (SD) Bukittinggian be seen from several aspects: 1) Mastering the techniques and principles of supervision, 2) Fostering the management and administration of education unit. 3) fostering the implementation of the BK in school. 4) monitoring the implementation of SNP and help school to prepare the accreditation.

No	Indicator	Sub Indicaator	core (%)	Category
1	Grasping the techniques and principles of supervising	1. technique of managerial supervising	79,11	
		2. Principles of supervising	80,61	
Mean			79,86	Capable
2	Guiding the Management and Administration of School Unit	1. Management of School unit	86,01	
		2. Administration of School unit	80,60	
Mean			83,30	Capable
3	Guiding the implementation of Guidance and Counseling (BK) in school		73,64	
Mean			73,64	Capable
4	Controlling the implementation of National Education Standard and Assisting the Preparation for School Accreditation	1. Controlling the implementation of National Education Standard	85,20	
		2. Assisting Preparation for School Accreditation	86,34	
Mean			85,77	Capable
Total of Mean Scores			80,64	Capable

Data from research on Principal's perception about the managerial competence of the regulatory supervision in elementary school (SD) Bukittinggi views of aspects: (1) mastering the techniques and principles of managerial supervision in the category capable with its level of achievement 79.86%. The detail description is: level of achievement in the technique managerial supervision (79.11%), while mastering the principles of supervision (80.61%). (2) Guiding the management and administration of the education unit is in the category capable with the level of achievement 83.30% with the data processing on guiding school management (86.01%), while guiding administrative education units (80.60%). (3) Guiding the implementation of Guidance and Counseling (BK) at the school is in the category capable with the level of achievement 73.64%. (4) Controlling the implementation of the Educational Standard System and help the preparation for school accreditation is categorized capable with its score 85.77%. in detail, level of achievement with the data processing to monitor the implementation of the Educational Standard System (83.88%) while helping the preparation of the accreditation of schools (86.34%).

The description above illustrates that the highest achievement level of perception of school principals about the managerial competence of the regulatory supervision is to monitor the implementation of aspects of the Educational Standard System and help the preparation of school accreditation (85.77%). While the lowest level of achievement is the aspect of guiding the implementation of Guidance and Counseling (BK) at school (73.64%). So, the whole based on the results of this study concluded that the managerial competence of the regulatory supervision in elementary Bukittinggi according to principals in the category were capable to gain the level of achievement of 80.64%.

For more details, the following will be discussed one by one indicator of Principal Perceptions about Supervision Managerial Supervisory Competence in Elementary Schools of Bukittinggi.

### **Mastering Techniques and Principles of Supervision When Conducting Supervision Managerial In elementary schools**

In general, the perception of principals about the managerial competence of the regulatory supervision on indicators of mastering the techniques and principles of supervision in the category capable with the acquisition of 79.86% level of achievement. This indicates that the Trustees in Elementary Schools of Bukittinggi in general are able to master and use techniques and principles of supervision while performing managerial supervision. However, the regulatory competence in this aspect still needs to be developed and improved further towards the better, so hopefully through the supervision carried out by supervisors can help to achieve optimal school. The effort that can be done by the supervisor to improve and develop the managerial competence of supervision is to participate in various activities such as training, seminars, participated in the Working Group Supervisor (CTF), read books related to the competence of this managerial supervision.

### **Guiding Principal in Management and Administration Education Unit**

In general, the perception of principals about the supervisors' managerial supervision competence in Elementary Schools of Bukittinggi in guiding the principal in the management and supervision of educational units based on improving the quality of education in the category capable with its percentage 83.30%. There are several aspects that need to be improved in guiding the school principals in managing the education, particularly in the field of information management systems. This field really needs special attention by supervisors in terms of guiding the principals to manage school information system for remembering that the days of growing with the advancement of technology.

In addition, in the field of guiding principals in the administration of the educational unit, especially the ability of supervisors to guide the management of school laboratory is in the category less capable. This may happen, because in elementary school (SD), a laboratory school is not mandatory that the supervisor was not really capable to guide principals in managing the school laboratory.

### **Guiding Principals and Teachers in Implementing Guidance Counseling In Schools**

Guidance and counseling is an activity that is integrated in the overall learning process. According Syahril (2009: 66) "activities in Guidance and Counseling is basically an attempt by accompanying teachers with students to achieve independence in the whole process of life, both as individuals, members of the group, family or society in general". Guidance and Counseling activity is a joint activity. All school personnel (principals, vice-principals, teachers, counselors, subject teachers, and homeroom) have their respective roles in implementing the Guidance and Counseling program. With the implementation of the Guidance and Counseling program, it is expected to support the learning process to achieve more optimal educational goals.

Overall, based on the data described in Table 1 on the perception of the principal about the supervisors' managerial supervision competence in S Elementary Schools of Bukittinggi in guiding principals and teachers to implement the Guidance and Counseling in schools is in the category capable with its percentage 73.64%. However, when compared with indicators of other managerial supervision competencies in helping principals and teachers to implement Guidance and Counseling in school are in the lowest category.

This is probably caused by a lack of knowledge and experience of the supervisor on the management of Guidance and Counseling at schools such as the lack of knowledge about (1) the importance of guidance and counseling program, (2) the preparation of a service in guidance and counseling (3) the implementation of the guidance and counseling program, (4) evaluating the guidance and counseling program, (5) and follow-up the results of the evaluation. This can be overcome by following efforts such as following the coaching and professional development supervisors of educational units done by the competent authority. Participate in activities, workshops, training, panel discussions, symposia, comparative studies, or discussions programmed among supervisors which is



performed regularly at least twice each semester coordinated by the Coordinator of Trustees (Korwas). In that discussion, supervisor can be programmed to exchange ideas based on their experiences. In addition, supervisors can also do seminars or workshops on the management of Guidance and Counseling in Elementary School by bringing in speakers who are professional in the field of Guidance and Counseling, in addition, by guiding the supervisor to gets the science of Guidance and Counseling, supervisor indirectly also provide guidance on the management of guidance and counseling program for principals and teacher.

### **Monitor the implementation of the National Education Standards (NES) and Using Results-result to Help Principal in Preparing School Accreditation**

The targets of managerial supervision by Nana Sudjana (2006: 54) are to assist principals and other school staff in managing the National Education Standards (NES), to assist principals in preparing the school's accreditation. Overall, the research data on Supervisor in Elementary School of Bukittinggi are able to monitor the implementation of the National Education Standards (NES) and utilize the results to assist principals in preparing the accreditation of schools; the achievement rate is 85.77%. However, the supervisor competence in this aspect still needs to be developed and improved further, so the supervisor can motivate, guide and assist the principal to work to improve the status of his school and perform quality improvement on an ongoing basis.

### **Conclusion and Suggestion**

Based on the research that has been presented in the previous chapter, about the Principal's perception of supervisors' managerial supervision competence in elementary school (SD) Bukittinggi are : (1) mastering the techniques and principles of supervision when conducting managerial supervision proxies are in the category capable (79.86%), (2) guiding the principal in the management and administration of the education unit is in the category capable (83.30%), (3) guiding the principal and teachers to implement guidance and counseling in schools located in the category capable (73.64%), (4) monitoring the implementation of the Education Standard System and utilize the results to assist principals in preparing the school's accreditation is in the category capable (85.77%). In general, the perception of principals about the managerial supervision competence of supervisor in elementary school (SD) Bukittinggi is in the category able with its level of achievement 80.64%.

From the conclusion above, it can be suggested to some parties, which are to: (1) Primary School Supervisor of Bukittinggi in order to try to improve and further develop the competence of managerial supervision which can be done through various activities such as training, seminars, participated in the Working Group Supervisor (KKPS), read books related to the competence of this managerial supervision; (2) Educational Department of Bukittinggi to continue to strive to assist principals in improving the competency of supervision, especially the supervision of managerial competence, so as to help principals in managing

the school in order to achieve more effective and efficient; (3) Subsequent research in order to further investigate the supervision of managerial competence in deeper and wider scope.

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