



Evaluation of the Collaborative Managerial Supervision Program Among School Principals in Cluster 10, Pujut District, Central Lombok Regency

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Abstract

The purpose of this study is to evaluate the program of collaborative managerial supervision between school principals in cluster 10, Pujut District. This study uses a qualitative method. Data sources in this study can be grouped into two types, namely primary data and secondary data. The evaluation model used is the CIPP model (Context, Input, Process, and Product). Data were collected using interview and observation methods. Data analysis was carried out through data collection, data reduction, data presentation and verification. The validity of the data was checked by testing credibility, transferability, defensibility, and confirmability. The results of the study are: 1) Context of the Collaborative Managerial Supervision Evaluation Program between School Principals in Cluster 10, Pujut District, Central Lombok Regency, namely: a) objectives and basis for program policies as a guide/reference for the preparation of the program, The influence of the socio-economic environment through the support of all stakeholders so that the collaborative program, c) Requirements for planning and utilization of resources. 2) Input of the Collaborative Managerial Supervision Evaluation Program between School Principals of Cluster 10, Pujut District, Central Lombok Regency, namely: a) Resources used to implement the program come from the BOS funds of each elementary school. b) Resources used to implement the work program of the cluster are carried out by all members of Cluster 10, Pujut District, 3) Process of the Collaborative Managerial Supervision Evaluation Program between School Principals of Cluster 10, Pujut District, Central Lombok Regency, namely: a) implementation strategy and program suitability on time, ensuring complete data, creating groups, mentoring, and long-term, short-term, and incidental program targets, b) cooperative, familial, democratic, active, and humanistic interaction patterns, 4) .The product of the Collaborative Managerial Supervision Evaluation Program between School Principals in Cluster 10, Pujut District, Central Lombok Regency, namely the program is running effectively and is beneficial with the dissemination of IKM training activities for non-target schools, independent activities of the cluster (Quiz Competition, Olympiad, arts and culture, speeches and carnivals.

Keywords: *Program Evaluation; Managerial Supervision; Collaboration; Principal*

Introduction

A school represents the personality of its principal. The principal can extinguish the spirit of positivity or ignite the fire of hope. The principal is responsible for the culture and atmosphere of the school. - Dr Marcus Jackson, Principal in Atlanta, USA (Gopinathan, 2021). The principal must have managerial skills that are able to encourage and enforce discipline on teachers so that they can show good performance, good teacher performance influences and shows the quality of education.

Program evaluation is an activity to obtain a sketch of the condition of an object whose implementation is structured/systematic, designed based on orientation to clear and directed goals (Musa, 2005). Program evaluation is an effort to determine the effectiveness of program components in supporting the achievement of program goals (Arikunto & Jabar, 2014). Another side of program evaluation is to determine whether the service or intervention has achieved the set goals and so that it can be known with certainty whether the achievement of results, progress and obstacles encountered in program implementation can be assessed and studied for improvement of program implementation in the future (Wirawan, 2011).

The principal's efforts in improving teaching involve stimulating professional growth and development of teachers, selecting and revising educational goals, as well as teaching methods and teaching evaluation, which is what is meant by performance assessment (Mulyasa, 2003). In the process of education and supervision, supervision is an inseparable part of efforts to improve learning achievement and school quality. Sahertian (2007) emphasized that educational supervision or supervision is nothing other than an effort to provide services to education stakeholders, especially to principals, teachers, both individually and in groups, in an effort to improve the quality of the learning process and outcomes (Prasetya et al., 2021). Educational supervision aims to foster awareness from within so that it can create a desire to make improvements to education to improve quality, avoid decline, backwardness, and decline of the education system in a school environment (Wahib Abd, 2022).

Principal management plays a very important role in teacher professional development so that the success of the teaching and learning process in schools can be achieved properly. Implementation of a managerial supervision program evaluation in schools is an important step to ensure the effectiveness and efficiency of supervision activities carried out. Here are some points regarding the implementation of the evaluation, namely a) Evaluation Objectives: Assess the effectiveness of the supervision program, Identify strengths and weaknesses in the implementation of supervision, Provide recommendations for improvement, b) Evaluation Methods: (1) Observation: Directly observe the supervision process carried out, (2) Survey: Collect data from teachers, staff, and students through questionnaires, (3) Interview: Conduct in-depth discussions with related parties, c) Evaluation Indicators: Level of teacher satisfaction with the supervision program, Improvement in teacher performance after being supervised, Impact on student achievement.

Collaborative managerial supervision is an approach that emphasizes active participation and cooperation between the principal and supervisor as supervisor and teacher. Glickman et al. (2010) said that collaborative managerial supervision is an approach in which the principal works together with teachers to plan, implement, and evaluate teaching activities to improve the quality of education.

The results of Kayati's (2021) study showed that the Managerial Supervision Workshop for Principals had a positive impact on improving the performance of Principals in implementing improvements and quality improvement in Schools in each cycle, namely, cycle I increased by 12.0%, and cycle II increased by 26.0%. The conclusion of this study is that this Managerial Supervision is appropriate and can complete the implementation of improvements and quality improvement in Schools in schools, especially for Principals. To see a picture of the principal's abilities, it is more related to the

competencies that a principal must have. There is a tendency for principals to only master a few competencies. Fitriana & Wasidi (2022) found that the implementation of managerial supervision can improve the performance of the Principal of the Pagaralam City Junior High School (MTs) in managing learning. The implementation of managerial supervision can improve the performance of the Principal of the Pagaralam City Junior High School (MTs) in managing students.

Based on initial observations and discussions with several sources at SD Gugus 10, Pujut District, Central Lombok Regency, several problems were found related to the evaluation of the managerial supervision program in schools. In fact, based on the results of the evaluation by the Education Office and Bappeda of Central Lombok Regency on several Public Elementary Schools in Central Lombok, it showed that the quality of the principal in conducting class supervision is still not in accordance with the objectives of achieving education policies. Moreover, the evaluation of the managerial supervision program is still unable to find weaknesses and strengths to be used as a basis for decision making, no improvement in teacher performance was found, motivation and team cohesion have not been seen, and a culture of continuous learning has not emerged. Therefore, it is necessary to Improve Program Evaluation.

Based on the study, the impacts of no improvements are made to the program evaluation are: 1) Declining Quality of Education: Without good evaluation, the quality of supervision declines, which impacts the quality of teaching and learning. 2) Decreased Teacher Satisfaction: Teachers may feel unsupported, which can reduce their motivation and performance. 3) Student Achievement is Affected: Poor quality of supervision can have a direct impact on student academic achievement, causing a decline in learning outcomes. 4) Declining School Reputation: Schools that do not conduct evaluations and improvements can lose the trust of the community and other stakeholders.

Based on this, it is necessary to conduct a study related to the model of supervision practices that are considered healthier and more relevant to be applied in elementary schools. This is what interests the author in conducting a study entitled Evaluation of the Collaborative Managerial Supervision Program Between School Principals in Cluster 10, Pujut District, Central Lombok Regency.

Research Methods

This research was conducted in SDN in Cluster 10, Pujut District, Central Lombok Regency. With the aim of the research program evaluation of managerial supervision collaboration between principals in Cluster 10, Pujut District. This research uses qualitative methods. Data sources in this study can be grouped into two types, namely primary data and secondary data. Primary data can be obtained or collected by researchers directly from the data source (Siyoto, 2015).

The data collection methods used in this study were interviews, observation and documentation. The document examination process is the main tool for data collection in this study. This process is carried out by means of a literacy study of the evaluation document of the managerial supervision program cluster 10, as well as a literacy study of documents of other clusters in the Central Lombok Education Office that have been running effectively. Data collection through observation was carried out by observing the learning and managerial education process in Cluster 10, Pujut District, Central Lombok Regency. Observations were carried out without disrupting the performance of Cluster 10, Pujut District, Central Lombok Regency, while the interview process was carried out by interviewing several principals of Cluster 10, Pujut District, Central Lombok Regency. The interview process used a semi-structured technique where the researcher prepared core questions and could provide additional questions according to the answers from the informants. The interview data taken were in the form of how a principal of

Cluster 10, Pujut District, Central Lombok Regency, used the CIPP model in program evaluation, namely: context, input, process, and product.

The data analysis method used in this study is the interactive analysis model from Miles and Huberman (2014), namely data collection, data reduction, data presentation, and conclusion drawing/verification. While the examination of data validity includes Credibility, transferability, defendability, and confirmability tests (Sugiyono, 2010).

Results and Discussion

This study focuses on the Evaluation of the Collaborative Managerial Supervision Program between School Principals in Cluster 10, Pujut District, Central Lombok Regency.

A. Context of the Collaborative Managerial Supervision Evaluation Program between School Principals in Cluster 10, Pujut District, Central Lombok Regency

Context is the environment in which a program is implemented. Context includes factors such as program objectives, related policies, and the social, economic, and political conditions in which the program is implemented (Lagantondo et al., 2023). Context evaluation aims to understand these factors and how they affect program implementation. This assessment includes planning, program requirements, and program objectives to assess problems, needs, resources, and opportunities related to the Target conditions (programming environment).

Based on the results of the research on the context of the evaluation program for managerial supervision of collaboration between school principals in Cluster 10, Pujut District, Central Lombok Regency, namely: a) the objectives and basis of the program policy are to provide guidance/references for the preparation of work programs and to assist schools in responding to demands for community participation, teacher ability to prepare programs, creativity and innovation, and being able to solve learning problems, b) The influence of the socio-economic environment is to get support from all stakeholders so that the collaboration program where public and private elementary schools are included in Cluster 10 in Pujut District, c) Requirements for planning and utilization of resources, namely program planning by considering Top-down Bottom-Up policies, seeing the need for improvement and development of learning, a forum for teachers to improve their professionalism in order to improve the quality of education, to share experiences and feedback, help solve/discuss problems, and develop a fun, exciting and intelligent classroom culture for students.

Context Evaluation serves decisions at the planning level (Lagantondo et al., 2023). Context is the environment in which the program is implemented. Context includes factors such as program objectives, related policies, and the social, economic, and political conditions in which the program is implemented. Context evaluation aims to understand these factors and how they affect program implementation. This assessment includes planning, program requirements, and program objectives to assess problems, needs, resources, and opportunities related to the Target conditions (programming environment). Now in the era of decentralization, this context assessment is important for all levels of decision-making, whether educational government managers at the provincial and district/city levels or educational unit managers, both in formal, informal and non-formal education paths. As is known, educational autonomy and decentralization mean: 1) decentralization of educational government to the Provincial and District/City Governments, and 2) autonomy in managing educational units. Granting authority to the Provincial and District/City governments has implications for the need for unique educational development planning according to the needs of each autonomous region.

B. Managerial Supervision Evaluation Program Input Collaboration Between School Principals in Cluster 10, Pujut District, Central Lombok Regency

Input Evaluation serves decisions on organizing activities (Dalmia & Alam, 2021). Input is the resources used to implement the program, such as budget, personnel, and facilities. Input evaluation aims to evaluate whether these resources are sufficient to achieve program objectives and whether they are used effectively. Determining the resources available, alternative strategies that need to be used in the program, and the best planning for meeting needs are the main focuses of the assessment at this level. If you are experienced in project management or at least familiar with project information, the most frequently evaluated input element is cost. Are the costs provided for a project sufficient? Are the available funds allocated according to the components of the planned project activities? These questions are examples of input evaluation focuses. Of course, education program input is not the only cost; there are many other inputs such as teachers, textbooks, and others.

Based on the results of the study on the input of the collaborative managerial supervision evaluation program between school principals in Cluster 10, Pujut District, Central Lombok Regency, namely: Resources used to implement the program, where the source of funds for program development comes from the BOS funds of each elementary school. In addition, the resources used to implement the cluster work program are used by all members of Cluster 10, Pujut District. While the resources for facilities and infrastructure are provided by each elementary school. Utilization of the effectiveness of human resources in cluster 10 with the following strategies: a) Routine Program: Discussion of learning problems, Preparation of competency standards and basic competencies, Preparation of learning programs, discussing various learning methods, Preparation of learning evaluation instruments, and conducting comparative studies to schools that excel. b) Development Program: Training in determining credit point calculations, Training on Classroom Action Research (PTK), Training on literacy and inclusion, Training on teacher learning independence (ICT), Peercoaching (Training with teachers using ICT media). c) Incidental Program (Adjusted to the existing agenda and needs).

C. The Process of the Collaborative Managerial Supervision Evaluation Program between School Principals in Cluster 10, Pujut District, Central Lombok Regency

Based on the results of the study, the process of the collaborative managerial supervision evaluation program between the Principals of Cluster 10, Pujut District, Central Lombok Regency, namely: a) implementation strategy and program suitability with implementation, where the implementation of each program is on time, ensuring HR profile data (data completeness), distributing KKG groups, mentoring and long-term program targets, short-term, and incidental program strategies, b) cooperative, familial, democratic, active, and humanistic personal interaction patterns, and c) programs are monitored, supervised, and improved, namely: identification of needs, mentoring and coaching, feedback and discussion for improvement, follow-up on supervision results, training and workshops, implementation of improvement programs, monitoring progress and final evaluation, and preparation of the next program plan.

Process Evaluation serves decisions related to program implementation (Bachtiar, 2021). The process is how the program is implemented, including the strategies used, the activities carried out, and the interactions between personnel and program participants. Process evaluation aims to evaluate whether the strategies and activities used are effective in achieving program objectives and whether the interactions between personnel and program participants are positive. To identify a problem in a process, whether it is an activity or event, with the aim of finding out to what extent the plan has been implemented and which components need to be improved. The main focus at this level is: a) how can the established plan be implemented properly? b) What obstacles are faced and hinder success? c) What improvements are needed? To be able to answer these things, an evaluation needs to be carried out.

D. The Process of the Collaborative Managerial Supervision Evaluation Program between School Principals in Cluster 10, Pujut District, Central Lombok Regency

Product evaluation serves decisions related to program achievement and possible re-planning (Julianto & Fitriah, 2021). Products are the results achieved by the program, such as increasing the knowledge or skills of program participants. Product evaluation aims to evaluate whether the program achieves the stated goals and whether the results achieved are in accordance with expectations. to assist in further decision-making in interpreting and measuring the results obtained in accordance with the stated goals. Information about this activity determines whether the program can be continued, changed or even stopped. Therefore, the focus of this assessment includes: a) what results were obtained? b) To what extent have needs been met or reduced? c) What should be done after the program runs like that? In outcome evaluation, several focuses usually develop, namely: 1) evaluation that focuses on real results according to program objectives (output evaluation), 2) evaluation of the benefits obtained from a program (benefit evaluation), and 3) evaluation of the impact caused by the program (impact/outcome evaluation).

Based on the results of the study, the products achieved by the collaborative managerial supervision evaluation program between the Principals of Cluster 10, Pujut District, Central Lombok Regency, namely the program is running effectively and is beneficial, one of which is the dissemination of IKM training activities for non-target schools Innovation Cluster 10 (Numeracy) SDN Pongos SDN Gerupuk SDN Bangkang, there are also independent cluster activities, in addition to the Quiz Competition, MIPA Olympiad, arts and culture and speech at the cluster level and carnival at the cluster level. Based on the results of academic supervision, the teacher's ability in planning learning is good, the teacher's ability in implementation, and learning assessment are in the good category. One of the main objectives of the supervision program is to improve the quality of learning in schools. If after supervision is carried out, there is an improvement in the way teachers manage the class and use more effective teaching methods, then this objective can be considered achieved. Improved student learning outcomes and positive changes in teacher teaching styles can be indicators of the success of the program. Student learning outcomes in Cluster 10 have increased, classroom management is getting better, and the principal's managerial skills are getting better.

Conclusion

Based on the focus of the research, data presentation, research findings and description of the discussion of research findings in Chapter IV, regarding the research on the Collaborative Managerial Supervision Evaluation Program between School Principals in Cluster 10, Pujut District, Central Lombok Regency. The evaluation uses the CIPP model (Context, Input, Process and Product), so the following conclusions can be drawn:

1. The context of the Collaborative Managerial Supervision Evaluation Program between School Principals in Cluster 10, Pujut District, Central Lombok Regency, namely: a) the objectives and basis of the program policy as a guide/reference for the preparation of the program, responding to the demands of community participation, the ability of teachers to prepare programs, creativity and innovation, and being able to solve learning problems, b) The influence of the socio-economic environment through the support of all stakeholders so that the collaborative program, c) Requirements for planning and utilization of resources pay attention to Top-down Bottom-Up policies, see the need for improvement and development of learning, a forum for teachers to improve their professionalism and improve the quality of education, to share experiences and feedback, help solve/discuss problems, and develop a fun, exciting and intelligent classroom culture for students.

2. Managerial Supervision Evaluation Program Input Collaboration between School Principals of Cluster 10, Pujut District, Central Lombok Regency, namely: a) Resources used to implement the program come from the BOS funds of each elementary school. b) Resources used to implement the cluster work program are implemented by all members of Cluster 10, Pujut District. c) Resources for facilities and infrastructure are facilitated by each elementary school. d) Utilization of the effectiveness of human resources in cluster 10 with the following strategies: 1) Routine Program: Discussion of learning problems, Preparation of competency standards and basic competencies, Preparation of learning programs, discussing various learning methods, Preparation of learning evaluation instruments, to conducting comparative studies to schools that excel. 2) Development Program: Training in determining credit point calculations, Training on Classroom Action Research (PTK), Training on literacy and inclusion, Training on teacher learning independence (ICT), Peercoaching (Training with teachers using ICT media). 3) Incidental Program (Adjusted to the existing agenda and needs).
3. The Collaborative Managerial Supervision Evaluation Program Process between School Principals of Cluster 10, Pujut District, Central Lombok Regency, namely: a) implementation strategy and timely program suitability, ensuring complete data, creating groups, mentoring, and long-term, short-term, and incidental program targets, b) cooperative, familial, democratic, active, and humanistic interaction patterns, and c) programs are monitored, supervised, and improved, with identification of needs, mentoring, feedback for improvements, training and workshops, monitoring progress and final evaluation, and plans for the next program.
4. The product of the Collaborative Managerial Supervision Evaluation Program between School Principals in Cluster 10, Pujut District, Central Lombok Regency, namely the program is running effectively and is beneficial with the impact of IKM training activities on non-target schools, independent cluster activities (Quiz, Olympiad, arts and culture, speeches and carnivals, academic supervision results where planning, implementation, assessment of learning are in good categories, and student learning outcomes in Cluster 10 are increasing, classroom management is getting better, and principal management is getting better.

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