Development of Principal Supervision Book to Improve the Quality of School Based Management Through Educational Literacy in Aceh Besar

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Abstract: This study aims to develop a principal supervision book to improve the quality of school-based management through educational literacy in Aceh Besar. This study is a research and development (Research & Development) Borg & Gall. Research & Development (R&D) is a research method carried out to produce a particular product, and test the effectiveness of the product. This development research uses the EDDIE method (Explore, Design, Development, Implementation, Evaluation), the phase of this study is seen from the development of the implementation process of the principal's role to the development of the learning process carried out by teachers. The results of the study prove that the results of the teacher's response were 82% with a very practical category, and the results of the principal's response were 88% with a very practical category, media validation was 96%, material/content validation was 98% and language validation was 94% so that the principal's supervision book was declared valid. Based on the evaluation results, it is proven that the use of the principal's supervision book is able to improve the quality of school-based management through educational literacy.

Keywords: Supervision Book, Quality of Education, School-Based Management, Educational Literacy

INTRODUCTION

The principal is someone who influences the progress of teachers and schools, school management greatly influences the performance of the principal to improve the quality of an educational institution. The principal is the key to success in school management in the education system. Through the assessment in the form of principal supervision, teacher performance can be seen from the quality of teaching and learning. The low quality of teaching, quality of education, and teaching practices carried out by teachers are important things to improve through the principal's supervision process. Educational supervision is carried out as a supervisory process carried out by educational experts or superiors on teaching and learning activities in schools or other educational institutions. The main goal is to improve the quality

of education by providing feedback to teachers or educators regarding their teaching and learning activities, providing suggestions or recommendations for improvement, and ensuring that the learning process runs according to established standards.

Principal supervision encourages teachers to engage in self-reflection and self-improvement. By participating in the supervision process, teachers are encouraged to identify their own strengths and weaknesses, and develop strategies to improve the quality of their teaching.(Basic, 2015). Supervision is an effort of school tasks in leading teachers and other officers in improving teaching, including stimulating, selecting job growth and teacher development as well as revising educational goals, teaching materials and methods and teaching evaluation.(Romadhon & MS, 2021). The implementation of supervision helps the minimum competencies that must be mastered by teachers because teachers who do not meet the competencies are considered unproductive. Supervision in this case is tasked with creating a structured environment, namely through planned supervision activities so that teachers can gradually master the competencies needed in their teaching duties.(Hidayat et al., 2019),(Fatmi & Fauzan, 2022).

Education has not been fully felt by the community regarding school-based management. The government has not been able to monitor as a whole that school-based management in education must be implemented optimally. In reality, educational facilities have not been implemented optimally and this can be seen from the educational building properties that are no longer suitable for use as learning facilities. Not only that, even many remote areas have not been able to feel education. This can hinder the learning process, as learning in Aceh prioritizes literacy and culture-based learning.

Based on observation data conducted by researchers in May 2024 at several schools in Aceh Besar. It is known that several schools have implemented the principle of independent management for the quality of MBS, namely giving authority to schools to become independent management systems, under their own policies. This principle has not been stated in an implementation of supervision in its implementation, so that there has been no flexibility for the principal in managing school management. With the principles of equifinality and decentralization, schools have certain autonomy to develop learning objectives, management strategies, distribution of human resources and other resources, solve problems, and achieve goals based on their respective conditions. With the principle of independent management, schools have more initiative and responsibility, also providing an illustration that the assessment carried out by the supervisor includes an assessment of the implementation of teacher duties in teaching and administration.(Kurniawati et al., 2020).

Through school-based management, the principal can find out the quality of education provided by teachers to students.(M. Anwar, 2021). Literally the graduation category in Indonesia is a review of the success of the principal and teachers.(Karnati, 2017), if the principal and teachers are unable to demonstrate their teamwork performance, then all learning processes cannot be said to be successful.(AS Anwar, 2020). One of the causes of the decline in the quality of education is the lack of cooperation between the professionalism of the principal and teachers and their staff, so that student achievement in learning has not increased, thus having an impact on the quality of school management.(Timor, 2018). The assessment carried out by the principal to change the achievement of educational quality is reviewed from the implementation of the teacher quality process which is still limited in certain substances, in this substance it is an accumulation of several components which should be supervised by the principal separately.(Syarfuni, Suraiya, 2021). Teachers in improving the quality of their management can improve manually and continuously, this is related to the cause and effect of the professionalism of the principal's leadership and the role of the teacher. The quality of education can be achieved from several paradigm views that show that it is necessary to develop the assessment of the principal's supervision to improve the quality of school-based

management so that teachers can be more professional with their function as teachers.(Mayang et al., 2023).

The principal's supervision activities include observing the teachers' maximum performance by maintaining discipline.(Husni & Sari, 2023). The role of the principal is as a leader who has a leadership style and organizational culture, this is important in improving the quality of school management which has a role in his school and as a teacher performance; the highest in an institution.(Akmaluddin et al., 2021; Suryanti, 2018). This is related to the need for a form of principal assessment that is able to address the quality of school management. Based on the main tasks and functions of the principal towards elementary school teachers, which are relatively different from their leadership with other teachers, it explains that elementary school teachers, especially class teachers, have a more complex role compared to teachers at other levels of education. Elementary school teachers have an obligation to guide students by providing a spiritual and cognitive approach in literacy (Akmaluddin et al., 2023; Sari et al., 2023). The complexity of the teacher's role, as a suspension of assessment from the principal which can be used as a performance assessment in accordance with the main tasks and functions of the teacher. (Pure, 2019).

Some forms of principal supervision of teacher performance use components and indicators based on the main tasks and functions of teachers,(Husni & Sari, 2023). Performance category of the Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009. Research conducted Sadtyadi (2020:294), in this study, teacher performance is measured through teacher work results, including through sub-components of the main tasks and functions of teachers which are described in the field of teaching, educating, guiding, and training. This can be used to see performance based on its components. Professional Dispositions Assessment Rubric, with seven criteria, which are described in sub-criteria as teacher standards in learning. Ideally, supervision carried out by the principal to assess teacher performance based on actual performance, namely the components of achievement from the teaching and learning process (Tenriwaru, 2022). The actual performance of the teaching profession, in the presentation of the teaching and learning process, at least consists of planning, implementing, assessing and mastering the teaching and learning process .(Sumarauw et al., 2017). The dimensions of teacher work quality include getting used to corrected teaching methods and techniques so that the teacher's behavioral abilities are in accordance with teaching ethics, but the application of regional literacy is more deeply linked to teaching .(Uma et al., 2022). Teacher quality must be considered as a comprehensive concept, namely as a comprehensive quality, and not just a part of a separately measurable behavior, which develops independently in one part, then there will be continuity between interests, talents and literacy elements. (Jalaluddin & Azwir, 2016). Development of principal supervision with the main source of teacher assessment in the form of an annual supervision format. The form of self-assessment can be used as a self-assessment media. Peer assessment will be a complement as a component of criticism of the performance. (Julaiha, 2019).

Currently, the form of principal supervision through teacher assessment has not been developed in Aceh Besar, Aceh province. This means that it is necessary to develop principal supervision for teacher assessment in improving the quality of MBS through school literacy. Some of these supervision activities are developed through research using teacher performance assessment instruments as the main point of principal supervision activities aimed at improving the quality of school-based management through school literacy.

METHOD

This research is a research and development (Research & Development) Borg & Gall. Research & Development (R&D) is a research method carried out to produce certain products, and test the effectiveness of the product (Sugiyono, 2019). (Sugiyono, 2018) explains research

and development is a research approach to produce products and to improve existing products. This development research uses the EDDIE method (Explore, Design, Development, Implementation, Evaluation), the phase of this research is seen from the development of the implementation process of the principal's role to the development of the learning process carried out by teachers.
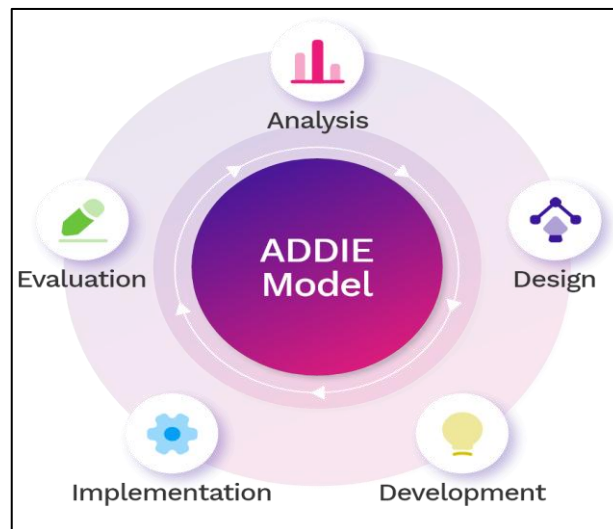

Figure 1. ADDIE

This research was conducted in August 2024. This research was conducted in several elementary schools in the Aceh Besar district.(Sugiyono, 2019) explains that the sample is part of the number and characteristics possessed by the population. the sample in this study consisted of elements of school principals and teachers of grades 1 to 6 in 5 school areas of Aceh Besar district. The total number of samples was 97, namely 7 from the principal element, and 6 from the teacher element from 15 schools in 5 areas.

Data collection techniques in this study were through observation, questionnaires, principal supervision tests and documentation.

RESULTS AND DISCUSSION

This study focuses on the results of the development of supervision instruments given by the principal to teachers based on the MBS approach in education through literacy implemented by researchers. This study is called research and development (R&D) which is adopted through the theory of Borg and Gall.

Through the R&D development method adopted from Borg and Gall, researchers use the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation. The stages of the ADDIE model include the ten methods of the R&D development stages. Described as follows:

Analysis

At this stage, the researcher conducted a needs analysis of the principal that was implemented to the teachers. The needs analysis was conducted to measure the needs for the assessment that would be given to the principal related to learning, performance, and teaching tools and materials provided by the teacher by preparing several questions. Based on the results of the analysis, information was obtained that teachers had not been optimal in facilitating learning with several teaching tools so that teacher performance decreased, the researcher designed an instrument to determine the percentage of teachers on the results of supervision carried out by the principal. The initial activity in this development research was to see the needs analysis carried out by distributing questionnaires to 15 teachers from 5 regions of Aceh

Besar. Through this initial information, the researcher can conclude that there is a need for the development of principal supervision through an educational supervision book with a school-based management approach by looking at the relationship between teachers and educational literacy in elementary schools.

Table 4.1 Needs Analysis

No	Type of Information	Answer	Teacher Frequency	Percentage
1.	Teacher preparation in facilitating learning devices.	Yes	3	15%
		No	12	85%
2.	Learning activities carried out by teachers are already directed towards the new curriculum reference.	Yes	4	20%
		No	11	80%
3.	Implementation of learning is related to school literacy.	Yes	5	25%
		No	10	75%

Based on the results of the analysis table above, teacher needs are very important to improve performance. Teacher preparation for learning devices has not been fully implemented, so it will have an impact on student achievement and teacher performance that is less professional. There are 15% of 15 teachers who answered that teaching devices have not fully facilitated students in the learning process. In the type of learning activity information that refers to the independent curriculum, teachers have implemented as many as 20% of 4 people and 80% there are 11 teachers who have not implemented the new curriculum with the implementation of their learning activities. The implementation of learning related to literacy in daily learning activities is not carried out routinely, there are 5 teachers who have implemented it, there are 25% and 10 teachers have not provided synchronization of learning activities with literacy, there are 75% in the percentage of needs. In this case, the relationship between the implementation of learning is supported by learning facilities, curriculum and literacy in schools so that teacher achievement will be synchronized with learning achievements.

Most teachers have not used adequate learning facilities and the new curriculum has not received training in implementation in the teaching process. The use of good learning facilities in elementary schools (SD) has a significant impact on student learning achievement. For example, analysis shows that the use of learning facilities in schools has an impact of 25% on teacher teaching ability. In addition, adequate facilities can create an effective learning process, increase motivation, and facilitate the teaching and learning process. With the various learning facilities that are already available, it is hoped that every learning facility can be maximized properly in order to achieve good achievements.

There are several factors that affect student learning achievement, one of which is the use of learning facilities that have not been maximized. In an effort to improve learning outcomes, teachers as educators have an obligation to be able to use every available facility, where by using learning facilities teachers find it easier to convey material or provide practice to students and students also find it easier to accept every material given by the teacher. Student awareness must also be considered, students are expected to be able to utilize existing learning facilities without having to wait for the teacher's orders. The availability of complete and adequate school facilities is not the only guarantee that student learning achievement will increase. Another factor that also plays a role in achieving good learning achievement is the learning motivation of each individual.

Based on the results of the teacher's Pre-Test through the initial supervision instrument, the results showed an average value of 67% which was stated as not yet categorized as complete. Teachers must be able to facilitate learning through teaching materials, lesson plans that refer to the curriculum and the relationship between learning and literacy.
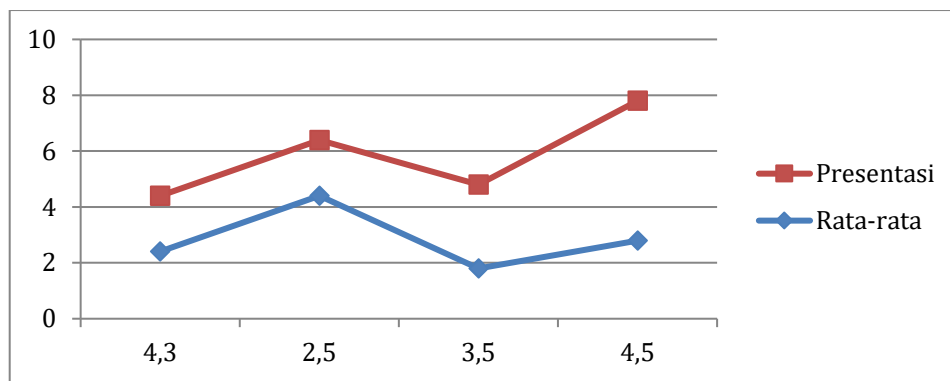
Figure 2. Teacher Pre-Test Results Diagram

The results of the teacher and principal responses can be described through the graph above with the conclusion that the teacher response results were 82% in the very practical category, and the principal response results were 88% in the very practical category.
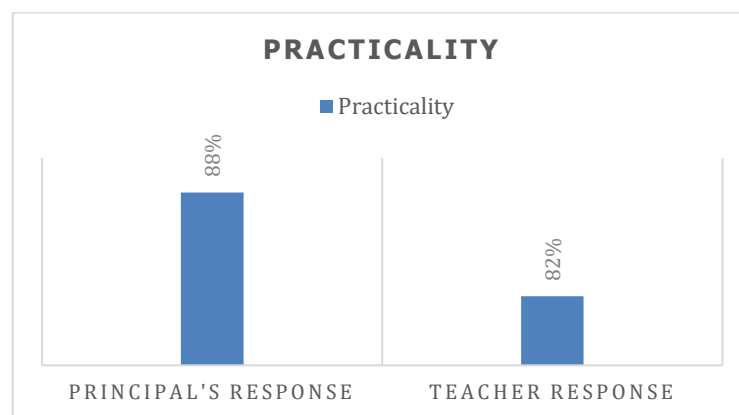

Figure 3. Teacher and Principal Response Diagram

The level of efficiency of the principal's supervision trial is measured through several indicators. Here is a summary of the post-test results table:

Table 2. Summary of Post-Test Score Results

No	Teacher	∑x	∑xi	Conclusion
1.	AY	90	100	Finished
2.	AB	80	100	Finished
3.	AG	95	100	Finished
4.	CT	85	100	Finished
5.	IN	88	100	Finished
6.	DY	88	100	Finished
7.	HO	85	100	Finished
8.	KK	85	100	Finished
9.	KL	90	100	Finished
10.	ME	90	100	Finished
11.	MS	85	100	Finished
12.	NT	80	100	Finished
13.	Note:	87	100	Finished
14.	OF	87	100	Finished
15.	PI	98	100	
Amount		1041		Finished
Average		86.75%		

Based on the table, an average of 86.75% was obtained. Based on the data Adjust the follow-up plan based on the evaluation results and feedback. The principal creates a school culture that supports continuous learning and improvement. School-Based Management (SBM) focuses on decentralizing decision-making, giving schools autonomy to manage resources, and encouraging the participation of all stakeholders.

Design

Designing supervision based on School-Based Management (SBM) through literacy in elementary schools requires a collaborative approach and focuses on improving the quality of teaching and student learning. Supervision based on SBM in the context of literacy in elementary schools can be implemented effectively, improving the quality of learning and student literacy outcomes. Supervision based on School-Based Management (SBM) through literacy in elementary schools requires a collaborative approach and focuses on improving the quality of teaching and student learning.

Development

The development stage is the core stage of several stages that have been implemented. At this stage, the product that has been developed is adjusted to the structure of the planning stage model, both materials, supporting images, designs, and others. The following is a summary of the validation results table by the validator:
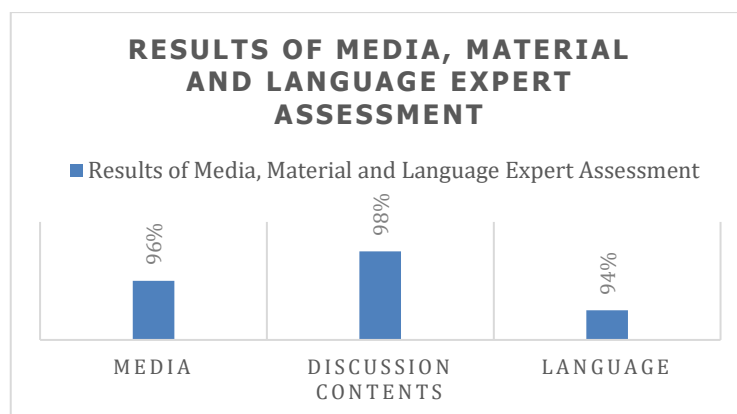

Figure 4. Expert Assessment Diagram of Design, Material and Language

The implementation stage is the implementation stage after being declared very feasible by the validator, so that in the implementation of the principal's assessment activities, it can be improved and aims to improve school-based management through school literacy activities carried out by teachers in accordance with their duties and functions in supporting the improvement of teacher quality and performance.

The form of implementation in this study is: Implementation of School-Based Management (SBM) aims to improve the independence, participation, and accountability of schools in managing resources to achieve better quality of education. The following are steps in the implementation of improving school-based management that are implied in teacher activities.

1. Increasing School Autonomy: Schools are empowered to make their own decisions in managing resources, curriculum, and programs according to the specific needs of their students and community.
2. Community Participation: MBS encourages the involvement of parents, school committees, community leaders, and students in the planning and evaluation of school activities, so that decisions made are more relevant and supported by the community.
3. Transparency and Accountability: Schools are responsible for reporting the use of funds and

performance results to relevant parties. This encourages public trust and minimizes the potential for misuse of resources.

4. Teacher and Staff Competency Development: MBS enables schools to allocate budget for teacher training, professional development, and improvement of educational facilities, which has an impact on improving the quality of learning.
5. Continuous Evaluation: MBS prioritizes continuous evaluation and improvement by monitoring school progress and making adjustments to learning programs or strategies according to student needs.

With effective implementation, SBM helps schools become more responsive to local needs, empower communities, and improve overall learning outcomes. In a new way of thinking, implementing school-based management (SBM) involves giving schools greater authority and responsibility in managing resources and decision-making. Here are some key steps in implementing SBM that principals must take to improve teacher performance:

1. Stakeholder Engagement: MBS requires active participation from all parties, including the principal, teachers, parents, and the community, to ensure that decisions taken are in accordance with the needs of the school.
2. School Autonomy: Schools are given more freedom to set budgets, curricula, and educational programs to better suit local conditions and student needs.
3. Accountability: Schools must be transparent in managing funds and resources, and be responsible for achieving student learning outcomes.
4. Competency Development: With MBS, teachers and school staff are expected to continuously improve their competencies through relevant training and development programs.
5. Continuous Evaluation: School performance evaluations are conducted periodically to ensure that educational goals are achieved and to identify areas that need improvement.

The implementation of MBS helps improve the quality of education because each school can adjust its program based on local needs and potential, improve management efficiency, and support more responsive learning for students. School literacy also plays a very important role in supporting the improvement of teacher performance by:

1. Providing Quality Learning Resources: Strong school literacy includes access to a variety of learning resources, such as books, journals, articles, and digital materials that teachers can use to deepen their knowledge and update their teaching methods. This helps teachers develop richer and more relevant teaching materials for students.
2. Improving Teachers' Professional Competence: By integrating literacy programs, teachers are encouraged to continue learning, conducting research, and following the latest developments in the world of education. This contributes directly to improving professional competence, so that they are better prepared to face the challenges of developing learning.
3. Supporting Teaching Skills Development: Literacy also teaches critical thinking, analysis, and problem-solving skills that teachers can apply in their teaching methods. With good literacy, teachers find it easier to find various creative methods that support active and interactive learning.
4. Creating a Culture of Learning in Schools: When school literacy is developed, it builds a strong learning culture. Teachers are inspired to become lifelong learners, which then creates a more positive and productive learning environment for students.
5. Improving Teaching Motivation and Innovation: School literacy also supports innovation in teaching. When teachers are engaged in literacy, they are more motivated to develop new teaching techniques, use technology, and create more varied learning experiences for students.

With strong literacy, teachers can continuously update their performance, become more responsive to students' needs, and contribute to improving the quality of education in schools. Literacy has a significant impact on improving the quality of schools because it enriches the academic environment, improves the skills of students and teachers, and encourages more effective school management practices. Here are some ways literacy affects school improvement and quality:

1. Improving Student Academic Achievement: Good literacy helps students develop their reading, writing, critical thinking, and problem-solving skills. Students with strong literacy skills are generally better prepared to understand course material well, which directly improves their academic outcomes and the school's image.
2. Developing Teacher Competence: Good literacy among teachers facilitates the mastery of the latest teaching methods, enriching their knowledge and skills. This creates more effective and innovative teaching, improving the quality of learning received by students.
3. Forming a Positive Learning Culture: Good school literacy creates a culture of lifelong learning, where the entire school community - students, teachers and staff - are actively engaged in reading, learning and sharing knowledge. This creates an environment conducive to academic and emotional development, enhancing the school's reputation as a place of quality learning.
4. Strengthening Learning Programs and Activities: Schools that focus on literacy can develop interesting and diverse literacy programs, such as reading clubs, classroom libraries or child-friendly libraries, and digital literacy activities. These programs enrich students' learning experiences, make them more engaged, and increase their desire to continue learning.
5. Supporting 21st Century Skills: Comprehensive literacy includes not only reading and writing skills, but also digital literacy, information literacy, and media literacy. This allows students and teachers to be more adaptive to technological developments and changes in the digital era, so that schools become more relevant and quality.

Overall, strong literacy can strengthen academic foundations, improve the quality of teaching, shape students' character, and help schools meet higher educational standards.

Evaluation

Evaluation data on the implementation of literacy in schools carried out by teachers can cover several key aspects, such as the following:

1. Percentage of Teachers Implementing Literacy
    1) How many teachers actively include literacy activities in daily teaching.
    2) Percentage of teachers who hold literacy activities regularly, such as daily reading programs, creative writing activities, or book discussions in class.
2. Frequency and Duration of Literacy Activities
    1) Frequency of literacy activities carried out per week (e.g., daily, weekly, or monthly).
    2) Average duration of each literacy activity in class.
3. Methods Used
    1) The type of literacy method most frequently used (e.g., group discussions, independent reading, journal writing, digital literacy, or use of technology).
    2) Percentage of teachers using technology-based methods (e.g., reading through apps or digital literacy).
4. Student Engagement
    1) The level of student engagement in literacy activities, for example based on student responses, interest, or active participation.
    2) Percentage of students who showed increased interest in reading or writing.
5. Availability and Utilization of Resources
    1) Availability of books, magazines, or other reading materials in the library or in class.

2) Percentage of teachers who feel that literacy materials are sufficient or adequate for literacy activities.
3) Utilization of technology or digital literacy to support literacy activities.

6. Challenges in Literacy Implementation
   1) Percentage of teachers who mentioned various challenges, such as time constraints, lack of reading materials, or lack of student interest.
   2) Other challenges include limited teacher training in literacy methods or lack of support from schools.

7. Impact of Literacy Activities on Student Skills
   1) Teacher observations of the impact of literacy activities on students' critical thinking skills, reading comprehension, creative writing, and communication.
   2) Percentage increase in academic scores of students involved in literacy activities compared to before literacy implementation.

These data are very useful for evaluating the effectiveness of literacy activities, determining areas for improvement, and planning training and support for teachers. The following is the percentage data of teacher performance evaluated based on a number of key indicators including teaching skills, professional competence, discipline, classroom management, and participation in school development. Here are some general categories that can be used to measure teacher performance along with examples of percentage data:

1. Pedagogical Competence: Teaching skills, mastery of material, and ability to apply learning methods.
   1) Teachers who are able to design curriculum-based learning: 85%
   2) Teachers who use innovative learning methods: 65%
   3) Teachers who conduct regular formative evaluations: 75%

2. Professional Competence: Development of teacher knowledge and skills according to their field of expertise.
   1) Teachers who attend training or seminars at least once a year: 80%
   2) Teachers who continued formal education or took additional courses: 45%
   3) Teachers who have competency certification in their field: 70%

3. Discipline: Teachers' attendance and punctuality in carrying out tasks.
   1) Teachers who are on time every day: 90%
   2) Teachers who meet the minimum number of teaching hours per week: 95%
   3) Teachers who comply with school policies and regulations: 85%

4. Class Management: Ability to manage the classroom, create a conducive learning environment, and motivate students.
   1) Teachers who are rated good in classroom management by the principal: 80%
   2) Teachers who are able to maintain classroom discipline and create positive interactions: 78%
   3) Teachers who routinely take a personal approach to understanding students: 60%

5. Use of Technology in Learning: Application of technology and digital literacy in teaching.
   1) Teachers who regularly use technology in learning (e.g., using presentation tools or educational apps): 65%
   2) Teachers who give technology or digital-based assignments: 55%
   3) Teachers who attended educational technology training: 50%

6. Participation in School Development: Involvement in school programs, collaboration with fellow teachers, and contribution to school activities.
   1) Teachers involved in extracurricular activities or school activities: 70%
   2) Teachers who are active in school development committees or teams: 60%
   3) Teachers who provide constructive suggestions in school meetings and planning: 68%

7. Student and Parent Satisfaction Level: Based on surveys or feedback from students and parents.
   1) Percentage of students who are satisfied with the teacher's teaching: 80%
   2) Percentage of parents who gave positive feedback: 75%

The following is a graph of the percentage data of teacher performance showing various indicators, such as curriculum-based learning design, use of innovative teaching methods, punctuality of attendance, extracurricular involvement, etc., making it easy to understand areas of strong performance and areas that need improvement.
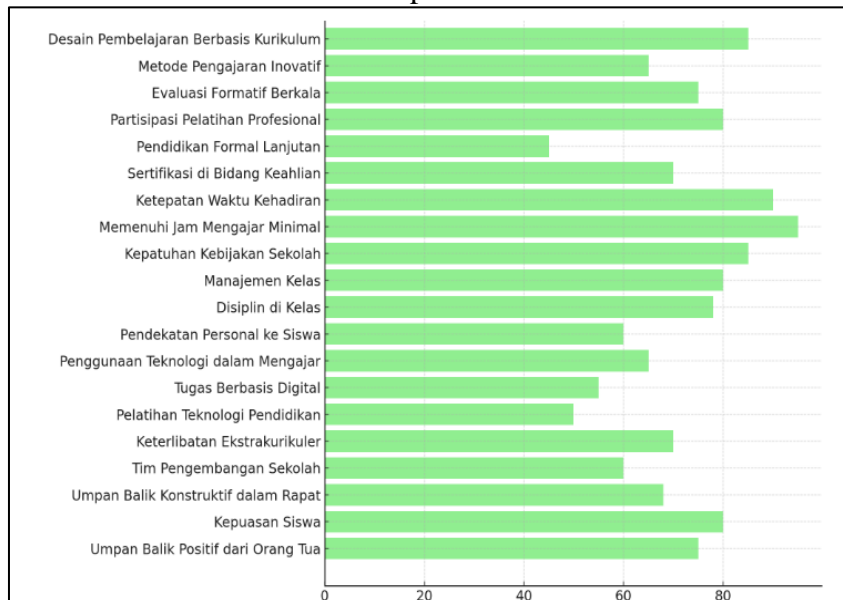

Figure 5. Teacher Performance Percentage Graphic Data

In achieving increased teacher performance in improving the quality of education in school-based management, teacher performance has a very crucial role in achieving the goal of quality education.

CONCLUSION

Principal supervision to improve the quality of school-based management through educational literacy: Principal supervision is the process of supervision and coaching carried out by the principal on learning activities and school management to achieve quality education goals. in accordance with educational goals in improving the quality of learning, encouraging innovation in teaching methods and improving teacher skills and knowledge through training and guidance. Educational literacy is the ability to understand and use information related to education. Improving educational literacy among teachers and students can help improve the quality of school-based management. Teachers should be provided with training and workshops, holding training for teachers on educational literacy, including teaching methods and the use of technology. Collaboration and Exchange of Experience to encourage teachers to share their best practices and experiences in teaching. Evaluating the implementation of programs and learning outcomes to identify areas that need improvement. Through the role of the principal who must play an active role in building a culture of literacy in schools, encouraging teachers to improve their knowledge and skills. Using data and information to make the right decisions in school management. To improve teacher performance, the principal is able to emphasize to teachers to utilize information technology to improve educational literacy, such as e-learning platforms, digital educational resources, and social media for learning. The role of the principal is to conduct regular monitoring to assess the progress and effectiveness of the educational literacy program. Using feedback from teachers and students

for continuous improvement. Principals can effectively improve the quality of school-based management through educational literacy, which in turn will improve the quality of learning and student outcomes through school literacy activities that have an impact on improving school-based management.

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