

# Analysis of Leadership, Management, and Supervision Models Using XY Theory

Raafi Fauzia Hakim<sup>1</sup> Diding Nurdin<sup>2</sup> Asep Sudarsyah<sup>3</sup>

Universitas Pendidikan Indonesia

Bandung, Indonesia

[fauziahakim@gmail.com](mailto:fauziahakim@gmail.com), [didingtonuridin@upi.edu](mailto:didingtonuridin@upi.edu), [sepsudarsyah@upi.edu](mailto:sepsudarsyah@upi.edu)

**Abstract—** This study aims to analyse the appropriate management, leadership, and supervision models based on measurements based on the XY theory. The success of education begins with the level of accuracy of the leader in analysing the suitability of the management model and then carrying out strategies in action while the education management carries out effective and efficient strategic implementation so that schools are able to survive and are also able to develop in the process and results of education. This study uses measurement analysis techniques using XY management theory on sixteen teachers at the SDN 024 Cobleng. Based on the results of measurements in this study, it shows that the appropriate leadership model is democratic with a supervision model that is not too strict, and teachers prefer to be managed with a type Y management model.

**Keywords—** education; supervision; leadership; management XY.

## INTRODUCTION

Education, according to the Aprima and Sari paper, is critical to human survival. This signifies that everyone in Indonesia has the right to get education services in order to turn the fate of a developing nation into a developed nation. A developed country begins with excellent education. Every individual can grow through educational activities sponsored by the government or the commercial sector. Education is defined as a life process that develops all of an individual's capacity to live and carry out life as a whole so that they become educated human beings, both intellectually, affectively, and psychomotorically [1].

Bush 2008 and Sharma 2009 defined that Management is getting people to do what needs to be done but leadership is getting people to want to do what need to be done, an effective school administrator need to be a leaders and manager. Balancing responsibilities between leadership and management is a key. Education administration should be focused on educational goals [2]. A leader is any manager who steers a group toward goal achievement, and any competent leader must fulfil numerous management duties. The contrast between management and leadership stems in large part from the

fact that the label "leader" presumes ability. As a result, an effective and successful manager might be called a leader, but a less competent manager is not. Overall, the argument over the distinction between the two notions adds nothing to our knowledge of what constitutes excellent leadership or good management and how to attain these objectives. It does, however, highlight the need for effective, competent, and visionary leadership management felt by many individuals and organisations [3]. Every management decision or action is based on assumptions about human nature and behavior. theory x assumptions that exist implicitly in diverse organisational literature and current management practices: the ordinary human being dislikes the nature of work and attempts to avoid it whenever possible. The managerial pressure on productivity, the concept of a normal working day, and performance rewards all demonstrate the presence of this premise. Due to the characteristics of people who dislike working, most people must be pushed, managed, directed, in order for them to exert their labour in order to attempt to attain organisational goals. Theory X is an authoritarian management style in which the leader centralises authority and makes decisions without consulting coworkers it represents the manager's personality, which exposes on the outside a confident image and a well-managed. McGregor thought that theory X emphasises the fulfilment of lower wants, with extrinsic rewards focusing on salary and benefits. McGregor argues that humans detest and avoid labour by nature. As a result, they need be compelled, watched, managed, and directed, either by punishment or rewards, in order to keep them functioning [4]. Assumption of theory Y, Physical and mental activity in work is as natural as playing or resting for humans. The average human being is not naturally unhappy with work. Depending on the controllable conditions, work can be a source of satisfaction voluntarily or a source of punishment ( they will seek to avoid work). External control and the threat of punishment are not the only way to direct any effort towards the achievement of organizational goals. People will set their own direction and have self-control to achieve the goals to which they have committed, The commitment to the achievement of goals is a function of appreciation linked to their

achievements. The most important reward is in the form of satisfying the needs of self-esteem and self-actualization. Theory Y Commitment is regarded as one of the most significant characteristics directly connected to an individual's success. The employee in this setting will be distinguished by a sense of duty and responsibilities that need a high degree of inventiveness to address the organization's challenges. Aside from the key role indicated by Theory Y for employees, the function of managers is also crucial, especially because their position shifted from autocratic in Theory X to a more democratic leadership style. In reality, Y Managers regard employees who are dedicated to their jobs as accountable for finding answers. They are completely persuaded that their staff not only accept, but really desire responsibility [5]. William Ouchi popularised the merger of theories X and Y into Z, and the focus of theory Z led to increased organisational loyalty and well-being. Theory Z promotes consistent work with high productivity and job satisfaction. The most important aspect of this theory is that management must have high trust in the members of the organisation in order for this participatory management to work [6].

The XY theory is very rarely used at the elementary school level as a basis for recommendations on leadership styles, management styles, and supervision models. This study also aims to provide suggestions for alternative solutions for the selection of strategies for leadership, management, and supervision. Educational supervision should have sharp sensitivity in understanding the object of work and a clear conscience professionally in the academic field carried out in accordance with scientific rules [7]. Climate is one of the characteristics that can distinguish between one school and another, there are four dimensions of the school climate, namely the relationship dimension, the dimension of personal growth or development, the dimension of system change and improvement, and the dimension of the physical environment [8]. Previous research only looked at teacher performance factors without considering how the school climate conditions are, whereas this study looked for solutions on how to shape the school climate, beginning with an examination of how school leaders provide instruction, communicate, manage schools, giving appreciation, and supervise.



Figure 1 16 teachers are participated on this studied (Source : documentation author, 2022)

## METHODOLOGY

This Participant in this studied is 16 teachers, the purpose of this studied is to collected theory through books, journals, and discussed with the headmaster and XY measurement method is used in this studied to obtain an overviewed of the management situation and the suitability of how to managed teachers based on the results of calculated, so that leadership and management are appropriate based on teachers conditions at SDN 024 Coblong Bandung city used the following statements and indicators explained by table 1, table 2 and table 3:

Table 1 Situation management

No	Measurement of management theory X and Y <i>Statements</i>
1	The principle politely requests do a work, explains why it should be done, and is open to accepting suggestions.
2	I would like to learn soft skills that aren't related to my job.
3	I was permitted to work without supervision, yet assistance was provided if required.
4	When I perform a good job or put forth extra effort, I am praised or appreciated.
5	I was permitted to work without supervision, yet assistance was provided if required.
6	People who are leaving school are given a "exit interview" in order for the organisation to hear their grades.
7	I was incentivized to work hard and be good
8	If I want more duties, my management will find a way to give them to me.
9	The principal is always willing to talk about my problems or ideas.
10	I am aware of the school goals.
Each statement is answered with : 5= necessarily, 4= mostly3= frequently, 2= occasionally1= rarely, 0= never	

Table 2 Indicate whether teacher prefers to be managed by using X or Y

No	Teachers prefers to be managed by using X or Y: <i>Statements</i>
1	I often involved and consult with the Principle about I can do my best job
2	I wish to learn soft skills outside of my job.
3	I want to get an education and learn new skills.
4	I perform better and more efficiently when I am not under pressure from Principle or threatened with loss of employment.
5	When I am not under pressure from Principle or threatened with loss of employment, I perform better and more effectively.
6	I would rather be friendly with the Principle and management.
Each statement is answered with : 5= necessarily, 4= mostly, 3= frequently, 2= occasionally, 1= rarely, 0= never	

Table 3 Indicator

65-75	Strong Y theory management
45-59	Typically Y theory management
16-44	Typically X theory management
0-15	Extremely X theory management, leadership style autocratic

## FINDING AND DISCUSSION

Based on table 4 and table 5 the results of measurements with 16 teachers participant on this studied, a total score of 57.8 for the management situation and total score of 61.8 for the choices of teachers preferring to be managed with management X or Y, the management model at SDN 024 Coblong is management model Y with a democratic principle leadership style and the majority of teachers prefer to be managed with model Y with a type of supervision that is not too strict.

Table 4 Result measurement situation management

Statements	Respondents	Total	Score
1	16	79	57,8
2	16	59	
3	16	38	
4	16	62	
5	16	57	
6	16	31	
7	16	37	
8	16	72	
9	16	72	
10	16	71	

Table 5 Result Indicate whether teacher prefers to be managed by X or Y

Statements	Respondents	Total	Score
1	16	49	61,8
2	16	70	
3	16	54	
4	16	67	
5	16	71	
6	16	60	

School leaders and teachers are two key figures within a school organisation to promote parental involvement. Teachers and school leaders should work together to encourage parents to be involved in their children's education (Yulianti et al., 2022). The leadership styles of school leaders have a considerable impact on teachers' enthusiasm to educate, which contributes to the school's performance and achievement. As a result, principle must use the appropriate leadership styles to instil a strong sense of teaching motivation in their staff. When this happens, the principle as well as the teachers will be able to create an effective learning atmosphere that will help students achievement. Leadership is critical for the long-term health of an organisation and is tremendously motivating for teachers. Theoretical and conceptual searches for leadership styles that work in every situation [9].

Academic monitoring is used to improve and develop instructors' abilities to carry out their duties professionally. Supervision is required in the educational process for two reasons. To begin, curricular development is a sign of educational advancement. These modifications frequently result in changes to the curriculum's structure and purpose. The execution of the curriculum necessitates ongoing adaptation to the field scenario. This means that teachers must constantly improve their creativity in order to deliver curriculum-based instruction effectively. Second, people development, whether for employees or contractors, is always a constant activity in a business. Similarly, schools, principals, instructors, and administrative workers must develop their professions, knowledge, and skills (Tasnim et al., 2021). The burnout rate of teachers can be lowered by changing working conditions such as pay rate, colleague conduct, and school atmosphere. Teachers' burnout can be lessened if they can balance their professional and personal conditions. The behaviour of students in the classroom can have a significant impact on the burnout rate of teachers. If the children's behaviour is managed and supervised, the instructors feel at peace, and

the burnout rate is minimal. Emotional management strategies can help instructors control the influence of work conditions on the burnout rate [9]. School climate is a quality that represents the psychological characteristics in school. analogous to the idea of climate in weather, the environmental climate in schools may be viewed through model leadership, principals, and supervision [10]. If we wish to improve teacher quality, we must encourage and emphasise the need for intellectual humility in everyday instruction. This enhancement is critical because instructor well-being can influence student creativity [11], Because leadership is a major predictor of successful implementation, effective metrics that assess both general and strategic leadership behaviours are required [12], It was discovered that what strategic leaders do in practise falls into four categories: vision articulation, effective action planning, data intelligence, and networking or connecting with stakeholders. These four clusters of behaviours, if implemented correctly, may help the education sector be more effective in service delivery and responsive to its constantly changing environment, ensuring its long-term sustainability as it deals with present problems and possibilities [13]

## CONCLUSION AND RECOMMENDATION

Based on XY measurements with 16 teachers involved this studied suggest for management model at SDN 024 Cobleng is management model Y, leadership style democratic, and the majority of teachers prefer to be managed with model Y with a type of supervision that is not too strict, with a total score of 57.8 for the management situation and a total score of 61.8 for the choices of teachers preferring to be managed with management X or Y. The XY theory assesses how to increase the efficacy of teacher performance in line with conditions based on the findings of calculations to improve the quality of the environment and culture of school organisations that influence students' learning outcomes.

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