

Implementation of Principal Supervision in Developing the Competence of Education Personnel at SMA Negeri 1 Pangale, Central Mamuju Regency

Ummi Rahmah¹, St Syamsudduha², Musdalifah³

Manajemen Pendidikan Islam, Pascasarjana UIN Alauddin Makassar, Indonesia ⁽¹⁾

Pascasarjana UIN Alauddin Makassar, Indonesia ^{(2), (3)}

DOI: <https://doi.org/10.62872/xc7ta403>

Abstract

This study aims to analyze: 1) the planning of principal supervision at SMA Negeri 1 Pangale, Central Mamuju Regency, 2) the implementation of principal supervision, and 3) the reporting and follow-up of supervision at the same institution. Employing qualitative research, the study explores the specific conditions and situations at SMA Negeri 1 Pangale. Data sources include the Principal, Deputy Principal, and education staff, collected through observation, interviews, and documentation. Data processing and analysis follow three stages: data reduction, data presentation, and conclusion drawing. The findings reveal: 1) Supervision planning involves setting goals, scheduling, determining targets, and choosing appropriate supervision techniques. 2) Implementation comprises steps for supervision, identifying key aspects, executing supervision activities, and evaluating results. 3) Reporting and follow-up entail compiling and summarizing supervision results into reports, suggesting improvements, and conducting monitoring. Implications of the study suggest: 1) Principals should enhance their competencies by identifying training and development opportunities for staff. 2) Education staff should continuously improve their performance to provide better services. This comprehensive approach to supervision ensures that SMA Negeri 1 Pangale achieves its educational objectives while fostering professional growth among its personnel.

Keywords: *Education Personnel; Education Personnel Competence; School Principals; Supervision Implementation*

Copyright (c) 2024 Umami Rahmah¹, St Syamsudduha², Musdalifah³.

✉ Corresponding author : Umami Rahmah

Email Address : ummirahmah2017@gmail.com

Received November 05, 2024, Accepted December 15, 2024 Published December 24, 2024

Introduction

Education has a very strategic role in building human resources. For this reason, an education system that is able to produce a complete human being is needed, namely an education system that views quality as one of its goals. In the operational scope, education occurs in the school environment, where the role of leadership in the school environment is very important. The principal, as a holder of power and authority at the school level, needs to understand well about the supervision management and leadership of the principal. Because supervision and leadership are two things that are interrelated and strengthen each other.

Principals are functional and professional officials in school organizations who are tasked with managing all school resources and utilizing them by involving educators and education personnel in order to guide and educate students to optimize their potential in accordance with educational goals



Creative Commons Attribution-ShareAlike 4.0 International License:

<https://creativecommons.org/licenses/by-sa/4.0/>

(Somad, Supervision Management and Principal Leadership, 2014). A professional principal will know the needs of the world of education as well as the specific needs of the school. Thus, he will make adjustments so that the educational institution he leads is able to develop and advance, in accordance with the needs and development of the times.

The success of the principal in carrying out his duties is influenced by various factors, including school community participation factors and support from various parties. The involvement of educators and education personnel in improving the quality of education within the school will greatly help ease the principal's task. Principals must have professional work potential, foster the enthusiasm of educators and education personnel, motivate educators and education personnel, avoid blaming the performance of educators and education personnel but principals must be able to create a work atmosphere that makes educators and education personnel feel at home carrying out their work (Wiranata, 2020).

Principals in their position as supervisors are obliged to foster educators to become good educators and teachers. For educators who are already good in order to maintain its quality and for those who are not good can be developed to be better. Meanwhile, all educators who are competent and those who are still weak must be pursued so that they are not out of date in the learning process or the material being taught.

The strategic role of the principal as a supervisor requires extensive knowledge and a close relationship with all school components. The principal is not only a formal leader but also a figure who can provide inspiration, motivation and guidance to the entire school community (Sudrajat, 2023). With a deep understanding of the needs of the school, the principal can become an agent of change that has a positive impact on the learning experience of students. As a supervisor, the principal has the responsibility to provide guidance and supervision to school educators and education personnel. Effective coaching includes monitoring performance, providing constructive feedback, and continuous professional development. With this approach, it is expected that each education personnel can achieve their maximum potential, which in turn will improve the overall quality of education.

Educational supervision is the improvement and development of the learning process in total, which means that supervision not only improves the quality of teaching of educators, but also fosters the professional growth of education personnel in a broad sense, including the provision of facilities, leadership services and fostering good human relations to all parties concerned (Kompri, 2017). Supervision directed at helping teachers develop a quality learning process to achieve learning objectives is called academic supervision, while for principals and education personnel in order to improve school management performance is called managerial supervision.

The implementation of supervision activities involves the principal because the principal is the main figure implementing managerial functions in the school. In addition, the principal is the policy maker at the school level so the principal needs to have a good understanding of supervision (Somad, 2014). As stipulated in Permendikbud Ristek No. 40 of 2021 concerning the workload of school principals in education units organized by local governments or communities. The implementation of supervision is aimed at developing educators and education personnel. This supervision can be in the form of encouragement, guidance, and opportunities for the growth of expertise and skills, such as guidance in efforts and implementation of reforms in education and teaching (Maulansyah et al., 2023). Principals carry out supervision to improve school management through improving the administrative capacity of education personnel in carrying out tasks that support the implementation of an educational process that can improve school quality.

Education personnel are tasked with carrying out administrative matters, including school principals, educators, and education personnel. All subjects and tasks carried out in their implementation are not separate, but each education personnel is generally tasked with carrying out administrative tasks, carrying out management as the development of educational units or institutions, carrying out development as part of education that responds to change, and supervising as part of the process of accountability for the profession and educational units (Yahya, 2013).

The competencies possessed by education personnel show their professionalism in carrying out their duties and functions which are shown through their performance. The form of professionalism of education personnel is to have competence in school management as described in Permendiknas No. 24 of 2008 concerning education personnel standards. These competencies include managerial competence, social competence, technical competence, and personality competence. As a professional school education personnel, they are required to be able to carry out their duties properly and responsibly in accordance with their main duties and functions. Given that education personnel are personnel who must

have skills and professionalism in the field of education, so that the implementation of education runs well in accordance with a structure that is in accordance with the advantages of each person, in addition to organizing the system in detail and neatly, education personnel also play a very important role in developing school institutions (Rahmawati et.al.,2021).

Based on this description, the researchers conducted a study to describe the findings on the implementation of principal supervision and the competence of education personnel. The objectives of this study are (1) To Analyze the Planning of Principal Supervision at SMA Negeri 1 Pangale, Central Mamuju Regency, (2) To Analyze the Implementation of Principal Supervision at SMA Negeri 1 Pangale, Central Mamuju Regency, (3) To Describe the Reporting and Follow-up of Principal Supervision at SMA Negeri 1 Pangale, Central Mamuju Regency.

Methodology

This study uses a type of qualitative research that explains the situation or situation under study in accordance with the facts at the time the research was conducted. According to Bodgan and Taylor that qualitative methodology is a research process that produces descriptive data in the form of written or spoken words from the behavior of the people observed (Sugiyono, 2016). According to Moleong, qualitative research is research to understand a phenomenon experienced by the research subject, such as behavior, perception, motivation, action, and data presented descriptively in the form of words and language, in a special natural context by utilizing various natural methods (Moleong, 2017). This research is located at SMAN 1 Pangale which is located at Jln. Poros Mamuju-Topoyo Km. 77 Pangale Sub-district, Central Mamuju Regency, West Sulawesi Province.

The approach used in this research is a phenomenological approach. According to Lexy, Phenomenology is the study of knowledge that comes from consciousness or how we interpret objects and events that become a person's conscious experience (Heldia Oldia Lestari and Dinar Pratama, 2021). Furthermore, this research uses primary and secondary data sources. Primary data was obtained through direct observation and interviews with the principal, vice principal, and education staff. Secondary data comes from related documents, such as school profiles, school profile data, data on teaching and education personnel, and data related to school management and administration.

Data collection methods were conducted through observation, interviews, and documentation. Furthermore, the research instruments used include observation guidelines, interview guidelines, and recording devices, namely cellular phones. These instruments were used to document data from interviews and observations made in the field.

Data were analyzed descriptively qualitatively through three stages: data reduction, data presentation, and conclusion drawing. Data reduction was done by arranging relevant data in certain categories, while data presentation was organized systematically for easy understanding. Conclusions were drawn based on the data that had been processed to provide solutions to research problems. And data validity testing is done through triangulation, which uses various sources, techniques, and time to ensure data credibility. Source triangulation involves interviews with different informants, technique triangulation checks data with observation and documentation, while time triangulation involves retesting data at different times..

Result and Discussion

A. Planning for Principal Supervision of Education Personnel at SMA Negeri 1 Pangale, Central Mamuju Regency

Planning is the initial stage before carrying out an activity, so that everything that wants to be achieved can run effectively and efficiently. The Principal of SMA Negeri 1 Pangale in supervising is certainly inseparable from planning so that the supervision carried out gets maximum results and has a good impact on education personnel. At the planning stage, there are several important points that must be determined, namely:

1. Determining the Purpose and Time of Supervision

Formulating supervision objectives is an important process that aims to clarify the direction or steps to be achieved through supervision activities. Formulating goals must be based on identifying needs,

both on the part of education personnel and educational institutions. The main purpose of supervision is to improve the quality of education personnel in carrying out their duties. When formulating goals, the main focus must be on improving the skills and professionalism of education personnel. As the results of the interview revealed by Mrs. Merlien Jolanda, as the Principal of SMA Negeri 1 Pangale stated that:

"All school program planning is carried out at the beginning of the new school year, as well as supervision planning. First, I formed a school supervision team involving the deputy principals and senior teachers. After the supervision team is formed, they will jointly prepare all supervision plans starting from determining the objectives of the supervision carried out. Supervision is usually carried out at the beginning of the current semester and is carried out twice a year".

Based on the explanation given by the principal, the supervision planning program is prepared at the beginning of each new school year. If there is no planning in an educational institution, the institution is not directed in achieving predetermined goals. Supervision of education personnel is carried out by the principal as a basis for implementation in the implementation of supervision so that it runs smoothly and is beneficial for developing the competence of education personnel. The same expression explained by Mrs. Ruth Madona as the vice principal of the Curriculum, stated that:

"Regarding supervision planning, the principal formed a supervision team involving the Vice President and senior teachers listed in the decree (SK) of the School Supervision Team. Then it is continued by compiling a supervision program that will be carried out starting from determining goals and setting a supervision schedule so that all activities to be carried out are directed. Supervision is carried out at the beginning of each semester and is carried out twice a year".

Supervision planning that starts from determining goals is an important thing that must be considered to improve the quality of work of education personnel. Supervision objectives are closely related to performance evaluation. This can help focus supervision on the direction of improvement that has been identified and help education personnel to achieve higher quality standards. The same expression was explained by Mrs. Misanah as the vice principal of student affairs in the interview results stated that:

"Sebelum menyusun perencanaan, kepala sekolah membentuk tim supervisi yang akan membantu mereka pada pelaksanaan supervisi. Tim supervisi ini akan menyusun semua rencana supervisi kedepannya. Tujuan supervisi dilakukan untuk mendukung semua kegiatan sekolah agar berjalan sesuai dengan yang diharapkan".

Supervision of education personnel is essential to ensure that all aspects of administration are effective and able to support the overall education process. Supervision not only focuses on the quality of performance, but also on professional development. Thus, at the stage of goal formulation, it must be clear and directed.

2. Setting Goals

The goals of supervision are the specific objectives to be achieved through the supervision process in an educational environment. Supervision in education aims to ensure all elements work effectively to achieve educational goals. The targets of supervision at SMA Negeri 1 Pangale are aimed at teaching staff and education staff. For supervision of education personnel, the targets are administrative or administrative staff and librarians. As explained from the results of the interview, it states that:

"The implementation of supervision at SMA Negeri 1 Pangale is aimed at educators and education staff. The goal of supervision for educators is to improve the quality of teaching. Meanwhile, supervision for education personnel aims to support the smooth learning process".

In the implementation of supervision there must be an intended target, because it is impossible for supervision to be carried out without the person being supervised. In this planning stage, the target of supervision is determined as explained in the interview by Mrs. Misnah as the vice principal of Student Affairs said that:

"At this planning stage, we have determined the supervision targets together with the school supervision team. The targets of supervision are teachers and administrative staff".

In line with what was said by Mrs. Jumriah as the Head of Administration in her interview stated that:

"So far, what I have seen is that the principal supervises all teachers and also administrative staff".

The principal's supervision plan for education personnel should have a basis in its implementation because it must be truly targeted. The target of supervision carried out by the principal is addressed to all teaching staff and education personnel. Supervision of teaching staff is in the form of learning administration and the learning process that takes place in the classroom. Meanwhile, supervision of education personnel is in the form of administrative checks and file documents that support the running process of activities in educational institutions.

3. Determining Supervision Techniques

As for the activities that can be carried out in the context of providing guidance as a supervisor to his staff members in other words the techniques used, namely regarding teaching methods and regarding student learning outcomes, what is done is to conduct class visits to the teacher who is being guided when he teaches. But the method is not like "inspecting" but rather by joint deliberation and then by evaluating the results of the visit, while for education personnel it is seen from the way of completing all work related to administration (Daryanto, 2013).

Supervision techniques are tools or strategies used by school principals or supervisors to carry out the supervision process. Supervision techniques include the methods used to analyze and provide feedback to the supervised party. The supervision techniques carried out by the head of Mrs. Merlien Jolanda as the head of SMA Negeri 1 Pangale described in the interview results, namely:

"In the implementation of our supervision, the school supervision team applies individual and group techniques. Usually we use individual techniques when the supervised party really needs special guidance. Sometimes we also do individual supervision but follow-up is carried out in groups. For our education staff in an individual way".

There are two supervision techniques carried out by principals, namely individual or individual techniques and group techniques. Individual technique is the implementation of supervision carried out by principals by means of individuals who have special problems. This individual technique is assistance provided by individual supervisors that occur in the implementation of tasks.

The expression explained by Mrs. Ruth Madona as Vice Principal of Curriculum stated that:

"At the time of supervision, the supervision techniques we use for teachers and administrative staff are different. For teachers, there is administrative supervision and learning supervision. Meanwhile, administrative personnel are only in administrative supervision who check the completeness of documents as well as performance through the 'Jurnale' application which is filled every day according to the workload of the tasks being done".

In line with the expression of Mrs. Jumriah as the head of Administration from the results of her interview, stating that:

"So far, what I have seen, the principal has supervised with individual techniques. Where the principal checks all the teachers' learning plans, after that supervises by seeing firsthand how

the teacher teaches in class. For me he just checked all the completeness of the documents on the ledger and also looked at our performance through the 'Jurnale' application. Supervision is carried out face to face".

Supervision techniques are the ways taken to achieve supervision goals, both related to the problems of educators in teaching and the process of developing educational institutions related to improving the quality of education.

In preparing the supervision plan, the principal and supervision team also prepare supervision instruments or guidelines. at the planning stage, it is not only determining the objectives that must be considered, but many things such as the suitability of the instrument, supervision objectives, supervision components, and techniques used in supervision. all these aspects are arranged to make it easier for the principal and supervision team to assess teaching staff and education personnel. With the instrument, the principal can easily find out the shortcomings of teaching staff and education staff seen from the aspects of achieving assessment standards.

Based on the results of interviews from several informants, it is illustrated that the principal's supervision planning for education personnel at SMA Negeri 1 Pangale, Central Mamuju Regency, namely supervision planning is carried out at the beginning of the new school year along with the preparation of the school program. The initial stage carried out by the principal is to form a school supervision team by involving deputy principals and senior teachers who are included in the school supervision decision letter (SK). After that, the supervision team develops a work program that will be carried out starting from setting the objectives of supervision, arranging the implementation schedule, supervision objectives, assessment components in supervision, the type of supervision to be carried out, supervision techniques, and submitting conclusions from the results of supervision.

In preparing a supervision plan, it cannot be separated from the supervision guidelines which contain assessment and assessment guidelines when supervision is carried out. Some things that must be considered by supervisors are none other than the objectives of supervision. The supervision components used are included in the instrument sheet in the form of aspects that must be assessed in the supervision process so that supervisors can more easily find out the shortcomings that need to be corrected. Apart from using supervision guidelines, the principal also looks at the daily journal reporting of education personnel which is filled in every day in the 'Jurnale' application containing the activities carried out every day.

The supervision plan for education personnel is carried out to assess the performance of education personnel by looking at their competencies. This supervision plan must have a basis so that in its implementation it is really on target. The implementation of supervision of education personnel is aimed at administrative staff in the administrative section and librarians.

Supervision planning for education personnel is prepared once a semester or twice a year. However, in practice it sometimes also changes due to several things. For example, if there are educational staff whose assessment is below average, the principal provides an opportunity to improve all documents to be supervised before entering the next stage of supervision.

B. Implementation of Principal Supervision of Education Staff at SMA Negeri 1 Pangale, Central Mamuju Regency

Implementation is an action to realize a plan that has been prepared in detail. One of the principal's duties is to supervise because the school supervisory team no longer conducts direct supervision in schools but as partners with schools in implementing supervision. The implementation of supervision is carried out with the aim of providing guidance towards a better direction. The implementation of principal supervision of education personnel at SMA Negeri 1 Pangale is routinely carried out every semester as explained by Mrs. Merlien Jolanda as the Head of SMA Negeri 1 Pangale in the following interview:

"We carry out supervision every semester, both for educators and education personnel, and it is carried out at the beginning of the semester. Before supervising, I had to coordinate with the education staff who would be supervised, then arrange an appropriate schedule, even though the schedule in the decree was clear, but I had to ask their time and readiness before going down to supervise. Like yesterday, I conveyed to the head of administration whether he is ready

to be supervised next week or not. If I am not ready, then I have to arrange a suitable schedule to supervise him."

The implementation of supervision carried out by the principal is not to find fault with education personnel, but to improve and provide solutions to the problems faced. Education personnel are fostered so that they can carry out their duties properly. In implementing supervision, the principal must prepare a schedule so that its implementation runs effectively and efficiently in achieving its goals. Before the implementation of supervision runs, the principal must prepare the steps for implementing supervision, supervised aspects, forms of supervision, stages of supervision, and the content of supervision..

1. Steps for Supervision Implementation

The steps of implementing supervision are the stages that must be passed by a school principal as a supervisor in carrying out the supervision process to achieve goals. The steps of implementing supervision carried out by the head of SMA Negeri 1 Pangale based on the results of interviews from several informants explained that:

"Talking about the steps to implement supervision where supervision is carried out at the beginning of the semester or at the beginning of entering school, after preparing the supervision administration that has been planned at the beginning, the teams look at the implementation schedule again then the principal arranges time with the education staff who want to be supervised so that he prepares himself because the implementation of this supervision is not sudden".

With the steps of supervision, education personnel do not feel afraid if they want to be supervised because of the preparation given beforehand. As the Deputy Principal for Student Affairs stated that:

"In my opinion, the steps to implement supervision at SMA Negeri 1 Pangale have been regulated by the school supervision team. However, before the supervisor goes down to supervise, he must first communicate to the person to be supervised to arrange an appropriate schedule so that the person who wants to be supervised has readiness while preparing the documents to be supervised".

A similar expression explained by Mrs. Jumriah as the Head of Administration stated that: from the results of the interview, stated that:

"Before supervision is carried out, the principal and the party who wants to be supervised arrange a schedule for when supervision can be carried out. Usually, the principal informs what aspects must be completed before the implementation of supervision, so educators and education personnel prepare incomplete administrations".

Supervision conducted by the principal is scheduled at the planning stage, but before the implementation stage the principal first informs and asks for readiness to those who want to be supervised with the intention that the implementation of this supervision is not sudden. The implementation of effective supervision must go through good steps because readiness in supervision is the main key in carrying out supervision. Supervision is carried out with careful preparation in order to create a more supportive atmosphere. The supervised parties will feel more comfortable and prepared if they are given information before the supervision process takes place.

2. Aspects of Supervision

Aspects of supervision are an element that must be the focus of attention and assessment in the implementation of supervision. These aspects include things that must be assessed by supervisors to measure the level of performance of education personnel. With these aspects, supervision can be carried out comprehensively to encourage continuous improvement and development. The aspects that were supervised based on the results of the interview by Mrs. Merlien Jolanda, the principal of SMA Negeri 1 Pangale stated that:

"Regarding the aspects of supervision, I first prepare a supervision instrument, from which I can assess the completeness of the documents of the education staff and check the daily journals of the education staff which are filled in every day on the 'Jurnale' application. Don't forget to also see how they perform and how they serve teachers and students. In addition, I also see how they work using technology".

This expression is in line with the interview delivered by Mrs. Misnah as the Vice Principal for Student Affairs stating that:

"For education personnel, the aspect that is supervised is only in the administrative part. The principal supervises using assessment instruments. So he immediately checked the completeness of the documents prepared by the education staff. In addition, the principal also checks the daily journal containing the daily activities they do."

In the implementation of supervision, the principal has determined the aspects that must be supervised and has been collected in the supervision assessment instrument. as explained by Mrs. Jumriah as the Head of Administration stated that:

"Usually the principal informs what aspects must be completed before the implementation of supervision takes place, so educators and education personnel prepare themselves and prepare the administrations that will be supervised".

The determination of aspects of supervision needs to be considered because these aspects will be the focus of evaluation in the process of implementing supervision with the aim of improving the quality of education as a whole. Good and appropriate supervision of the specified aspects can ensure that the implementation and services provided run optimally in supporting the achievement of educational goals.

The aspects supervised by the principal include:

- a) All documents related to the performance carried out by the education staff. Such as the completeness of the ledger and inventory book for education personnel who handle facilities and infrastructure problems, the completeness of personnel documents that handle the administration of educators and education personnel, and the completeness of student documents.
- b) Looking at the daily journal of education staff filled out through the 'journal' application, it contains about the workload carried out every day.
- c) Looking at the way education personnel provide services to related parties. Education personnel must be friendly and quick in handling the necessary needs.
- d) The ability of education personnel to complete the tasks and responsibilities given.

From some of the opinions above, the aspects of supervision carried out by the principal at SMA Negeri 1 Pangale are related to administrative competence, professional competence, personality competence, and social competence.

3. Form of Implementation of Supervision

Forms of supervision refer to the methods used in the supervision process to achieve goals in improving the quality of educational staff performance. The forms of supervision usually vary depending on the focus or need and the objectives of supervision to be achieved. The following are some interview results related to the forms of supervision. as revealed by Mrs. Merlien Jolanda as the Head of SMA Negeri 1 Pangale stated that:

"Supervision for education personnel is carried out face to face while checking the completeness of the documents on the assessment instrument sheet".

A similar expression was explained by Mrs. Ruth Madona as the vice principal for curriculum stated that:

"The form of supervision carried out is oranagan or individually so that education personnel are not tense when they are supervised and can openly convey their obstacles".

Supervision activities carried out by school principals at SMA Negeri 1 Pangale use individual or individual methods, where school principals and education personnel meet directly to conduct supervision. As explained by Mrs. Jumriah as the head of administration from the results of the interview as follows:

"For the form of supervision, the principal and the party to be supervised meet directly after agreeing on their schedule".

Begitu juga dengan hasil wawancara yang dijelaskan oleh Ibu Mirawati selaku staf tata usaha SMA Negeri 1 Pangale yang menyatakan bahwa:

"The implementation of supervision is carried out in an individual form where the principal meets directly with the supervised party"

In line with this statement, Mrs. Maharani as the administrative staff also explained that:

"The implementation of supervision at SMA Negeri 1 Pangale is carried out directly and individually. So there is no awkwardness if there are obstacles that I face at work because I can ask directly with the principal about what I need to fix".

To achieve the objectives of supervision, the principal uses certain forms or methods so that the implementation of these activities runs as expected. The form of supervision used at SMA Negeri 1 Pangale is a form of individual supervision in which the principal conducts guidance to the supervised party or educational staff.

Education personnel standards are criteria for pre-service education and physical and mental fitness as well as in-service education. An educational staff can act as a learning agent, the competency standards of educational staff include: personality, social, technical/administrative, professional (specifically for the head of administrative staff (school/madrasah). Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2008 concerning standards for school/madrasah administrative personnel (Work Guide: School/Madrasah Administrative Personnel, 2017).

The implementation of supervision related to competencies owned by education personnel, includes:

- a) Personality competence, in this competence includes aspects of personality possessed by education personnel. The personality competencies possessed by the education staff at SMA NEGERI 1 Pangale are that there is a sense of responsibility on the education staff in completing the tasks given to them even though the implementation is rather slow, friendly in providing services, and the existence of a daily journal that must be filled out by the education staff every day related to their workload.
- b) Social competence, related to the ability of education personnel to communicate. As in SMA Negeri 1 Pangale, education staff are able to interact with parties who need services such as students, educators, and parents or guardians.
- c) Administrative/technical competence, related to the ability of education personnel to manage school administration tasks. The administrations that are managed such as handling incoming and outgoing letters, absenteeism of educators and education personnel, the ability to organize archives, and the ability to manage personnel data.
- d) Professional competence, related to the ability to support or a professional attitude in carrying out tasks. Such as the ability to carry out tasks with assessments in the completeness of documents and administration.

4. Supervisions Results

Supervision results are the output of the evaluation process carried out on education personnel. The results of supervision include several aspects related to improving performance and quality of service

in supporting the education process. As the result of an interview by Mrs. Merlien Jolanda as the head of SMA Negeri 1 Pangale stated that:

"After supervising, I immediately added up all the score values obtained by the supervised party and immediately conveyed the results. After that, I saw the daily activities of the education staff on the 'Jurnale' application which were filled every day in accordance with the work they were doing. I directly convey the results of the supervision of education personnel individually so that they do not feel awkward if there are shortcomings in the performance they are doing".

In line with that, the same expression was explained by Mrs. Ruth Madona as the vice principal for curriculum stated that:

"The supervision instrument sheet has listed the aspects and scores of supervision. Starting from the lowest to the highest score. So after supervising, the principal immediately analyzes the results of supervision".

The same expression explained by Mrs. Jumriah as the Head of Administration, stated that:

"The principal immediately assessed from the instruments that had been provided. He checked the completeness of the documents and gave an assessment score. After that, they immediately add up and see the results of supervision."

The implementation of the principal's supervision of education personnel at SMA Negeri 1 Pangale, namely with the supervision schedule compiled at the planning stage, the implementation of supervision is still informed to the party to be supervised a week or more before the supervision is carried out with the intention of asking the readiness of the education personnel who want to be supervised. If the party to be supervised is not ready, the principal must reschedule the supervision. The aspects assessed in the implementation of supervision must be prepared by education personnel before the supervision runs.

The implementation of supervision carried out by the principal of the education staff at SMA Negeri 1 Pangale is carried out at the beginning of the semester using individual supervision techniques with the intention that the supervised party is not awkward if there are errors obtained so that the shortcomings encountered during supervision are not known by other education staff. The supervision method used is that the principal uses supervision guidelines which contain aspects that must be supervised starting from the completeness of the inventory book, goods receipt book, goods expenditure book, recording incoming letters and outgoing letters, attendance list of students, and others. The guideline also contains the assessment score obtained by the supervised party. Furthermore, the principal also sees the daily journals of education personnel filled in every day on the 'Jurnale' application which contains a description of the tasks they do each day. After the stage of assessing the completeness of documents and assessing daily journals, the next step is to analyze the data from the results of supervision to carry out the reporting and follow-up stages.

C. Reporting and Follow-up of School Principals to Education Personnel at SMA Negeri 1 Pangale, Central Mamuju Regency

After planning and implementing supervision, it is continued with the analysis of the results of supervision and follow-up reporting carried out to education personnel. Reporting and follow-up are carried out in order to have a real impact on the development of the competence of educational personnel. The purpose of the follow-up is to ensure improvement and improvement of performance in order to achieve predetermined goals. At this stage it will be seen whether the supervision that has been carried out has gone as expected or not. If not, the principal will find a way out of the problems faced by education personnel in carrying out their duties. The follow-up is in the form of guidance and reinforcement given to education personnel who have met the standards, and educational reprimands are given to those who have not met the supervision qualification standards and provide opportunities to participate in training activities related to their field of work. This reporting and follow-up is carried out to determine the level of success of supervision from various aspects starting from aspects that support the learning process such as the attendance of students, aspects of facilities and infrastructure, and the completeness of administrative books.

The important things that must be present at the reporting and follow-up stage are:

1. Reporting

Supervision reporting is the submission of the results of supervision activities in the form of a written report compiled by the principal as the supervisor after assessing the performance of education personnel. Reporting is related to the delivery of information about the progress and achievement of various aspects of administration. The results of supervision of education personnel include assessment of skills, performance, and administrative completeness. The supervision report can be in the form of a report, score or score that provides an overview of the results of the performance of education personnel. As the results of the interview revealed by the head of SMA Negeri 1 Pangale stated that:

"For the supervision report, I collect all the results of supervision and then summarize them into one in the form of a written report. The preparation of the report is made as in general which consists of background aspects of the implementation of supervision, methods used such as supervision instruments and techniques, supervision results, follow-up and evaluation of supervision. After the report is completed, we will submit the documents to the school supervisor".

The supervision report serves as a communication tool to understand the results of supervision in taking corrective steps. As explained by Mrs. Ruth Madona as the vice principal for curriculum in the interview results as follows:

"After summing up the scores on the assessment sheet and looking at all the results of supervision, the next step taken by the principal is to prepare a report by collecting all the results of supervision related to the reporting to be booked. All the results of supervision are collected and made in the form of written reports."

Meanwhile, what was explained from the results of Mrs. Jumriah as the Head of Administration, stated that:

"I don't know much about the preparation of the supervision report. But it seems that the principal made a report related to the implementation of supervision as proof that the implementation of the activity has been carried out".

The same expression was explained by Mrs. Mirawati as an administrative staff stating that:

"The reporting of supervision results is made in the form of a written report and will be submitted to the supervisor to be used as evidence of implementation and improvement".

The report is used as a means of documentation of the results of supervision by providing feedback to the supervised party, as well as providing suggestions for improvement and development for the quality of the performance of education personnel. Supervision reporting is an important role in efforts to improve the quality of education, as well as assisting educational institutions in making decisions for continuous improvement. The report will be submitted in the form of a written document to the school supervisor and education office to evaluate the principal's performance and conduct a continuous evaluation.

Before entering the next stage, data from the supervision results are analyzed to provide follow-up. At the analysis stage, it will be seen the supporting factors and inhibiting factors from the implementation of principal supervision of education personnel. As in SMA Negeri 1 Pangale in carrying out the supervision program, of course there are supporting and inhibiting factors. The following expression is explained by the principal, namely:

"In one activity, there must be factors that support and hinder. For the implementation of supportive supervision, there must be open communication so that the supervised party can easily accept the directions conveyed because of clear communication, also given awards for the performance carried out, the availability of facilities that can support the administrative

process and easier to carry out duties. For the inhibiting factor in terms of time, because usually supervision has been scheduled, but usually there are sudden meetings or outside activities. However, for all the obstacles that exist, I as the principal do not take my own path, but I communicate with the school supervision team to jointly find a solution".

The statement expressed by the deputy principal of the curriculum section, stated that:

"The supervision activities carried out cannot be separated from the challenges faced. However, there are also factors that support these activities, such as the principal always paying attention to his communication with the education staff from the teachers so that they can more easily accept everything that is suggested, the availability of facilities that can support the work, and the principal always motivates and suggestions for improvement. From the inhibiting factor, it is because it is usual for school principals to postpone supervision activities due to sudden activities that must be attended".

From this explanation, the vice principal for student affairs emphasized by stating that:

"The implementation of supervision is due to supporting factors such as all parties who are supervised always take part in these activities, the principal is always the main example in providing motivation and constructive suggestions for improving the performance of educators and education staff, providing opportunities for educators and education staff to participate in training, giving awards and also providing facilities that can support their work younger. The inhibiting factor is seen from the fact that education personnel are still slow in carrying out their duties. For teachers, there are still those who do not pay attention to the completeness of their administration before entering teaching. For the inhibition of supervision, it is seen from the implementation time that is not in accordance with the previous plan".

The same phrase was said by one of the education personnel, stating that:

"The usual thing that hinders the implementation of supervision is the sudden meeting of the principal, so the supervision must be rescheduled".

From these statements, it can be concluded that the factors that can support the implementation of supervision are the existence of open communication by the principal so that the supervised party easily accepts all the directions given, gives awards to the supervised party for its achievements, provides opportunities for education personnel to participate in training, and the existence of adequate facilities to support the work. Meanwhile, the factor that hinders supervision is that the supervision time is not in accordance with the set plan. One of the findings of supervision results related to the duties of education personnel is the slow administrative process related to administrative competitions which is characterized by delays in preparing for student absences.

2. Follow-Up

Follow-up is a series of actions or steps taken after the results of supervision are delivered. Follow-up can be interpreted as an effort made to provide solutions to the supervision process. The follow-up carried out by the Head of SMA Negeri 1 Pangale based on the results of the interview stated that:

"Looking at the results of the supervision, I immediately conveyed the follow-up by describing related suggestions that must be improved and if I have to do coaching, I have to talk to the supervision team at the school about the solutions that must be provided. Sometimes I also ask for opinions from the supervisory team who are now partnering with the school."

This follow-up stage is important to do because it will provide suggestions for improving the performance of education personnel in carrying out their duties. Follow-up is carried out to find out the results of the principal's guidance activities for education personnel so that they can have a real impact on developing the competence of education personnel.

The phrase explained by Mrs. Ruth Madona, Vice Principal of Curriculum in her interview stated that:

"From the results of the supervision analysis, the principal immediately notified the results and provided follow-up measures for future improvements".

The results of supervision are used to determine the development of supervision from the follow-up of previous activities. This activity is carried out to determine the development of the performance of education personnel. Follow-up activities are carried out so that supervision is really aimed at improving and developing the competence of education personnel. Follow-up is carried out in the form of increasing competence identified with training and guidance needs for education personnel. As explained by Mrs. Misnah as the vice principal of student affairs in the following interview:

"The follow-up provided by the principal is usually by submitting suggestions and development in the implementation of duties".

The follow-up carried out by the principal is to determine alternative actions to be taken in accordance with the deficiencies encountered, then make an action plan that includes activities that need to be provided to develop the competence of education personnel. The action taken can be in the form of reinforcement and appreciation for those who have met the standards, then reprimands and guidance of an educational nature for those who have not met the standards and provide an opportunity to improve again so that in the next supervision it does not happen again. So that the follow-up is the development of education personnel related to the competencies possessed.

3. Monitoring

Monitoring is an activity to determine the progress of school implementation, whether it is in accordance with the plans, programs and standards that have been set, and to find obstacles that must be overcome in the implementation of the program. Monitoring is more centered on controlling during the program and is more clinical in nature. Through monitoring, feedback can be obtained for schools or other related parties to succeed in achieving goals (Addini, 2022).

Monitoring is a supervisory process carried out on an ongoing basis after the implementation of supervision to ensure that education personnel have carried out the improvements and follow-up provided. This monitoring aims to ensure that the suggestions in the report and follow-up are implemented properly. As expressed by the Head of SMA Negeri 1 Pangale, stated that:

"After carrying out supervision and providing follow-up, I did not stop there. Instead, I still asked for all the improvements I gave at the follow-up stage. For educators and education personnel who have not met the supervision standards, I always control the progress of their improvement to ensure that the follow-up given is really carried out."

Through monitoring activities, principals can identify improvements and improve the quality of educational staff performance. Thus, monitoring the supervision of school principals contributes significantly to the development of the competence of education personnel. As the results of the interview revealed by Mrs. Mirawati as the Administration staff, stated that:

"After determining the results of supervision, the principal immediately gave suggestions that needed to be improved. If there are still many shortcomings, he gives the opportunity to improve again. As I experienced yesterday at the time of supervision, my administration is still incomplete so that the acquisition of supervision scores is below average. So the principal suggested to me to complete all the administration so that the next supervision would not happen again".

In line with what was said by Mrs. Maharani as Administrative Staff from the results of the interview said that:

"The principal always gives us the opportunity to make improvements after supervising. For example, I was always asked with him about the progress of the suggestions given. How is the administration complete? What else is missing?"

Supervision monitoring is an effort to ensure that the supervision process does not stop after the follow-up stage, but is followed by concrete actions that can be measured and evaluated regularly. The purpose of monitoring is to see how far the follow-up has been carried out and whether it is in accordance with the advice given. Then identify challenges that arise during the implementation of improvements and find solutions if there are still aspects that have not gone according to the objectives to be achieved.

In reporting and follow-up activities, the results of supervision are again seen from the supervisor's notes which can be used to develop the competence of education personnel. With feedback from supervisors, it can provide assistance for education personnel to develop their competence. Meanwhile, the feedback will create an atmosphere of communication that does not cause tension, emphasize the authority they have, provide opportunities to encourage education personnel to improve their performance.

Follow-up carried out by the principal includes determining alternative steps that are in accordance with the deficiencies found. Furthermore, the principal develops an action plan that includes a competency development program for education personnel. Actions taken can be in the form of giving appreciation and awards to those who have reached the set standards, as well as reprimands and coaching that are educational in nature for those who have not met the standards. If in the implementation of supervision there are still many shortcomings, the principal provides an opportunity to make improvements, so that in the next supervision, these shortcomings are not repeated.

This follow-up stage must provide feedback to encourage continuous improvement. During supervision, the principal sees the performance of education personnel both in terms of strengths and weaknesses. The principal determines the priority pattern by identifying things that need improvement. Then follow-up is carried out by providing constructive advice and guidance or including training as needed. After the follow-up, a report is made to the school supervisor in the form of a written document containing all the contents of the supervision starting from the planning stage to the monitoring stage.

Based on the results of the research above, good education personnel supervision must be well designed. Supervision is carried out not only focusing on monitoring and assessment. However, it includes guidance and development of the competence of education personnel so as to create good quality work. Developing the competence of education personnel can be in the form of workshops and seminars with the aim of providing opportunities for education personnel to learn new knowledge. Developing the competence of education personnel not only improves the quality of work, but contributes to the effectiveness and efficiency of overall school management. Supervision of education personnel is still rarely carried out so that it can be seen from the supervision that education personnel will be more enthusiastic in working. It is suspected that with this supervision there is a relevance between the implementation of supervision of education personnel and work enthusiasm. However, it will be continued by further researchers.

Conclusion

Supervision planning at SMA Negeri 1 Pangale is carried out at the beginning of the school year by involving the supervision team and education personnel. In this process, supervision components are compiled, including the objectives, time, targets, and supervision techniques to be applied. The implementation of supervision begins with notification to the supervised parties to ensure their readiness, followed by identification of competency aspects, forms of supervision, and delivery of evaluation results. Principals assess the performance of education personnel based on the strengths and weaknesses identified during supervision. Prioritization is determined by identifying problems that require improvement. The supervision report is compiled in the form of a written document and submitted to the school supervisor. Furthermore, follow-up supervision is carried out by providing constructive suggestions and efforts to develop the competence of education personnel. In the final stage, monitoring is carried out to review the results of follow-up supervision that has been carried out, ensuring that improvements and development go according to plan.

Bibliography

- Addini, A. F. (2022). konsep dasar Supervisi Pendidikan . *Jurnal Wahana Pendidikan*, 182. <http://dx.doi.org/10.25157/wa.v9i2.7639>
- Daryanto. (2013). *Administrasi dan Manaaaajemen Sekolah*. Jakarta: Rineka Cipta.
- Heldia Oldia Lestari dan Dinar Pratama. (2021). Problematika Pembelajaran Daring : Studi Fenomenologi pada Siswa SMP/ SMA/SD di Kecamatan Namang Kabupaten Bangka Tengah. *Jurnal Kajian Mutu Pendidikan* 4, No. 1, 25. <https://doi.org/10.32923/kjmp.v4i1.2150>
- Kompri. (2017). *Standar Kompetensi Kepala Sekolah*. Jakarta: Kencana.
- Maulansyah, R., Febrianty, D., & Asbari, M. (2023). Peran guru dalam peningkatan mutu pendidikan: Penting dan genting!. *Journal of Information Systems and Management (JISMA)*, 2(5), 31-35.
- Moleong, L. J. (2017). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Panduan Kerja: Tenaga Administrasi Sekolah/ Madrasah*. (2017). Jakarta: Direktorat Pembinaan Tenaga Pendidik, Pendidikan Dasar dan menengah & Direktorat Jendral Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan.
- Rahmawati, S., Rahmawati, M., & Mujiati, M. (2021). Kompetensi Tenaga Tata Usaha dalam Meningkatkan Kualitas Administrasi Pendidikan. *Jurnal Pendidikan Dan Pengajaran (JPP)*, 2(2), 90-102.
- Somad, D. J. (2014). *Manajemen Supervisi dan Kepemimpinan Kepala Sekolah*. Bandung: Alfabeta cv.
- Somad, D. J. (2014). *Manajemen Supervisi dan Kepemimpinan Kepala Sekolah*. Bandung: Alfabet cv.
- Sugiyono. (2016). *Metode Penelitian: Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sudrajat, A. (2023). Penerapan Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru. *Journal on Education*, 5(3), 7245-7265.
- Wiranata, J. N. (2020). Supervisi Manajerial Terhadap Kinerja Pendidik dan Tenaga Kependidikan di SD Islam Al Azhar Wonosari. *Jurnal Saliha*, Vol. 33, No. 2, 26. <https://doi.org/10.54396/saliha.v3i2.79>
- Yahya, M. (2013). *Profesi Tenaga Kependidikan* . Bandung: CV Pustaka Setia.