

Implementation of Principal Managerial Supervision in Improving School Performance at The State Vocational School of Aceh Besar Regency

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ABSTRACT

Principals as supervisors are required to have knowledge, attitudes, and skills in management and leadership so that they can carry out their duties, in this case carrying out managerial supervision. This study aims to explain the principal's managerial supervision program in improving school performance, implementation of managerial supervision, evaluation of the implementation of managerial supervision, and factors that influence the success and obstacles in implementing managerial supervision in schools. This study uses a descriptive qualitative approach, with data collection techniques through observation, interviews and documentation studies. The research subjects were the principal, vice principal, teachers and school supervisors. The research results show that: (1) The school program is prepared or planned at the time of the new school year work meeting, which contains the principal's supervision program. The supervision program includes a schedule for the implementation of supervision; (2) managerial supervision by the principal in its implementation has not been so maximal; (3) Evaluation of managerial supervision is carried out by looking at the performance of teachers and staff. Meanwhile, the follow-up actions taken are verbal warnings, other than personal reprimands will also be delivered at a general meeting; (4) Supporting factors include: support from the local government, the education office and school supervisors as well as the willingness of school residents to learn and improve their quality. Inhibiting factors include the limited time of the principal and also the lack of community support for the school.

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1. INTRODUCTION

A good educational institution needs qualified teachers, principals and professional supervisors. Thus the success of educational institutions requires professional teachers, principals and supervisors in order to carry out their respective duties, roles and functions as well as possible. Education is one of the benchmarks for the progress of a nation. Each country tries to do its best to achieve quality education. (Baedowi, Ahmad, 2015) say that neglect of quality education will result in the decline and failure of a nation. Therefore, it takes steps or a qualified strategy to make it happen.

Quality is the main problem that ensures the development of schools in achieving success in the midst of increasingly advanced competition in the world of education. For this reason, an education system is needed that is able to produce complete human beings, namely with an education system that views quality as one of its goals. The operational scope of education occurs in the school environment, where the principal as the leader of the holder of power and authority at the school level, needs to understand well the management of the principal's leadership (Rahabav, 2016). Providing quality education is closely related to increasing the competence and professionalism of Educators and Education Personnel (CAR), without ignoring other factors listed in the eight national education standards. (Kasidah, 2017) explains that: "The principal is one of the components of education that affects improving school performance. The school principal is responsible for organizing educational activities, school administration, fostering other personnel, and utilizing and maintaining facilities and infrastructure.

Managerial supervision activities involve the principal because the principal is the main character who implements managerial functions in schools. In addition, the principal is a policy maker at the school level, so the principal needs to understand well about managerial supervision. Managerial supervision is carried out to all teachers to improve their ability of teachers to carry out their duties and responsibilities as educators. In this case, (Wijaya, 2019) explains that: "Teachers as educators are figures, role models, and identification for students, and their environment. Educational goals are highly dependent on the skills and competencies possessed by the principal. According to (Rohimat, 2019), "there are five types of competencies that every school principal must have: personality, managerial, entrepreneurial, supervisory, and social competencies." In line with this, Permendikbud of the Republic of Indonesia Number 6 of 2018 concerning Assignment of Teachers as School Principals Chapter I Article 1 paragraph (1) (Permendikbud Republik Indonesia, 2018) states that school principals are teachers who are given the task of leading and managing educational units. For that, adequate competence is needed.

School achievement is determined by the achievements of all school elements. The success of a school is not determined by the achievements of the school alone, nor by the achievements of its educators, nor by the magnificent building, nor by the complete facilities, but by the synergy built from all elements of the school. Achievement is closely related to the fulfilment of individual goals and will contribute to organizational goals, because it is an important task for management to formulate achievements. To assess the success of school achievement, systematic procedures and mechanisms are needed and can be used as a basis for revealing how much the results are to achieve school achievement (Mukhtar, 2015). The components that affect school achievement are the quality of the input, the quality of the process and the quality of the output. Therefore, school achievement is the result of the work of all school personnel which is carried out as a whole. The achievement of school achievement does not escape the role of the principal as the highest leader in the school. School achievement or achievement is influenced by school performance related to the implementation of a program/activity/policy in realizing the school's goals, objectives, vision and mission. School performance is a sign of the success of all components in the school, in this case. (Priansa, 2020).

The implementation of managerial supervision by the principal at the State Vocational School of Aceh Besar Regency has been carried out, but in practice, it has not been so optimal. So that the quality of education in schools, but still has a not so significant impact on school performance. This managerial supervision has not been maximized due to various factors, both from the lack of income from BOS

funds, so that it affects the procurement of infrastructure, which results in the lack of achievement of student competencies.

Several previous studies, such as Rachmawati (2013), the results of their research revealed that there is an influence of principal's leadership on teacher performance in learning management. In addition, research by Said (2018) states that the principal's leadership also affects the school's quality culture such as the existence of a quality culture for achievement. From the studies above, none specifically examines the principal's managerial supervision program in improving school performance. School performance can be seen from the effectiveness and efficiency of schools. Effective schools show a match between the results achieved with the expected results. Based on the background and description above, the authors are interested in conducting a study entitled "Implementation of Principal Managerial Supervision in Improving School Performance at SMK Negeri Aceh Besar District."

2. METHODS

The approach used in this study is a qualitative approach because it is shown to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups. The research sites are SMK N 1 Lhoknga, SMK N 1 Darul Kamal and SMK N 1 Mesjid Raya Aceh Besar. The research was conducted for three months, from April to July 20-21. The subjects in this study were the principal, vice principal, educators and education staff as well as school supervisors at SMK N 1 Lhoknga, SMK N 1 Darul Kamal and SMK N 1 Great Mosque of Aceh Besar and other data related to the research problem. The data collection technique of this research consisted of an observation guide and an interview guide which were general and open (instrument attached). The researchers used the two instruments as the primary data source in this study. At the same time, the author's source was obtained from the study of relevant documentation with a focus on research. Efforts to obtain the credibility of the data and conclusions of this study were made by using several methods and research designs to be carried out by researchers. Qualitative research is said to be abashed if it has the degree of trust (credibility), transferability (transferability), dependence (defendability) and certainty (confirmability).

The data analysis used is an interactive model analysis consisting of (1) data collection from documentation, and field data set forth in a complete and detailed description of the report. (2) Data reduction is carried out when data collection begins by making a summary. The data and field reports are then reduced, summarized, and then sorted into the main points, focused on selecting the most important ones and then looking for themes or patterns through the process of editing, coding and tabling. Once selected, the data is simplified by making data classifications and abstractions. (3) The presentation of data (data display) is intended to make it easier for researchers to be able to see the overall picture or certain parts of the research data. (4) Conclusions are formulated by interpreting the study's results using grouping.

3. FINDINGS AND DISCUSSION

Managerial Supervision Program in Improving the Performance of State Vocational Schools in Aceh Besar District

The results of the study indicate that the principal's program is prepared based on policies that have been set by the government based on the fulfillment of eight National Education Standards that must be carried out. Eight National Education Standards that can be used as references to measure school performance, as stated in Article 2 Paragraph (1), are: (a) content standards; (b) process standards; (c) graduate competency standards; (d) the standard of educators and education personnel; (e) standard of facilities and infrastructure; (f) management standards; (g) financing standards; and (h) educational assessment standards. The program is prepared with the aim of building and improving school performance in the State Vocational Schools of Aceh Besar District. Program preparation is a step

taken in the planning process with the aim of achieving school goals and expectations, so that education can run effectively and efficiently. The preparation of the program includes various decisions ranging from setting goals and strategies used to achieve these goals, as well as establishing various policies in solving various problems that occur in the implementation of the managerial supervision program later. Program preparation is a more detailed formulation of goals and objectives within a certain period of time regarding an activity to achieve predetermined educational goals, in this case a managerial supervision program to improve school performance.

Preparation of programs by the principal as a leader by involving various schools in carrying out their duties to achieve the goals of the educational organization they lead. The process of preparing the program and various activities to be carried out that must be made by the principal in order to improve school performance, of course, also concerns the schedule for the implementation of supervision. In preparing school programs to be carried out in accordance with the school's academic calendar, namely at work meetings for the new school year. Regarding the meeting at the school, (Mulyasa, 2018) states that: School work meetings are often also called official meetings, with the following characteristics: (1) Meetings that discuss issues related to educational goals, and make deliberation as a way of solving problems ; (2) There is active participation from various interested parties and concerned with education, education councils and school committees; (3) The meeting is democratic and transparent so that there is no prejudice or negative presumption among the participants; (4) It is avoided by local education leaders, for example, the head of the service, the head of the education board, and the head of the school committee which directs and guides the meeting."

The principal is a central figure in improving the quality of education in schools. The success or failure of an institution is strongly influenced by the competence of the principal. The principal's managerial competence is related to planning school programs, implementing, evaluating and developing school organizations according to needs, leading schools in the context of optimally utilizing school resources, creating a conducive and innovative school culture and climate for learning and so on—vision, mission and goals of the school.

The supervisory competence of the principal related to coaching and providing assistance in improving the competence of teachers and teaching staff will greatly affect the performance and improvement of school quality (Rahabav, 2016). Therefore, a school principal who acts as a supervisor must be able to develop educational supervision programs, carry out educational supervision, and utilize the results of the evaluation of educational supervision to improve and improve the quality of education in the schools he leads, including State Vocational Schools in Aceh Besar District. The formulation of school programs based on policies that have been set by the government based on the fulfilment of eight National Education Standards must be carried out. Then the design was reaffirmed together so it could be understood and implemented in the SMK Negeri Aceh Besar district. The program has been prepared for the next principal and school residents to make an agreement regarding the scheduling of implementation

Program preparation by the principal by involving various schools in carrying out their duties in order to achieve the goals of the educational organization they lead. The preparation of school programs, of course, involves various parties other than the principal, such as vice principals, teachers, and other staff. The school program is related to the time of program preparation, the parties involved in the preparation of the program, and both the annual program and the semester program. In addition, the managerial supervision program by the principal is related to the making or determining the schedule for the implementation of supervision, although at the time of implementation, there will be changes to the schedule according to the situation and conditions. Thus, with the preparation of a good school activity plan, it is hoped that these programs can be implemented properly. The preparation of the program is listed in the Annual Work Plan (RKT) and also in the School Budget Work Plan (RKAS). The parties involved in implementing the program are all school components; principals, vice principals, teachers, administration and others, students, as well as committees are involved in the

implementation of cooperation outside the school. These parties contribute to realizing the school's vision.

Implementation of the Principal Managerial Supervision Program in Improving the Performance of State Vocational Schools in Aceh Besar District

Based on the results of research obtained in the field that SMK Negeri 1 Darul Kamal, SMK Negeri 1 Lhoknga and SMK Negeri 1 Mesjid Raya stated that they carry out managerial supervision and academic supervision and it is scheduled twice a year, but in practice, it must be carried out at least once a year. In carrying out supervisory duties, it must be in accordance with its objectives. This supervision is very important because the management/managerial in question is the organizational engine that drives the entire school program, starting from leadership, curriculum, student affairs, infrastructure, budget, public relations, and so on. From the results of the study, it can be explained that the implementation of this supervision as the development of teaching materials, the principal as a school leader needs to provide direction, guidance, motivation, coaching, improvement and development of teachers and education personnel, as well as foster creativity and high productivity for maximum results. . Meanwhile, the principal of SMK Negeri 1 Lhoknga stated that to make this school better than before, teachers were involved in a training activity according to their respective capacities and fields. This is done so that the quality and competence of teachers in schools increases and of course this has an impact on school performance. In addition, to increase public confidence in schools.

Implementation or implementation is an activity, action, application that is carried out in accordance with program planning that has been prepared in detail and systematically in order to achieve a predetermined goal in an educational organization, in this case a school. The principal as a leader in moving the course of education in an educational organization is responsible for overseeing the implementation of school programs so that they can run according to the programs that have been prepared before the implementation process runs (Putri, N. H., & Wibowo, 2018).

Supervision is a supervisory activity carried out by the principal in order to assist teachers and other education personnel in order to improve the quality and effectiveness of the implementation of education and learning. In addition, educational supervision is an action, an effort made by supervisors in providing services and assistance to educators to develop and improve their quality, it is expected to affect the quality of student learning outcomes (Samsuadi, 2015). (Sohiron, 2015) states that: "Educational supervision is all assistance from supervisors and or all school principals to improve school management and improve teacher/staff performance in carrying out their duties, functions, and obligations so that educational goals can be achieved optimally. This is done by providing assistance, encouragement, coaching, guidance, and providing opportunities for school administrators and teachers to improve and develop their performance and professionalism.

The principal has the ability to carry out managerial supervision in the school he leads. A leader must have the ability to manage educational organizations, namely schools so that the educational goals set or the targets for school quality will be achieved (Rostini, 2016). As well as the purpose of national education contained in the law that every citizen has the right to get the same education. Therefore, the principal as a manager in the school is able to provide managerial supervision to achieve these educational goals. This is supported by (Wahyuningrum, 2021), stating that the implementation of the principal's managerial supervision program that the principal has implemented a planned and effective managerial supervision program.

Evaluation of Principal Managerial Supervision in Improving Performance of State Vocational Schools in Aceh Besar District

Based on the results of research obtained in the field, the principal of SMK Negeri 1 Masjid Raya explained that evaluation is needed to see how far the performance of teachers and staff in schools. Teachers and staff who do their job well will be appreciated according to the agreement. If any teacher or staff becomes an obstacle in the implementation of school activities or school progress, they will be given a verbal warning as an initial action. In line with the above, the deputy principal of SMK Negeri 1 Masjid Raya also stated that not all teachers and staff were disciplined in collecting assignments. In this case there were still a small portion who were still not on time in collecting assignments. The teacher of SMK Negeri 1 Masjid Raya also said that the principal and deputy would follow up with what the teachers and staff had done, whether it was related to work programs or classroom supervision. Thus, the teachers and staff were directed and guided according to the results of the observations. The follow-up taken is to verbally warn and if it continues and repeats it will be included in the teacher's performance appraisal instrument and will have an impact on the next assignment. In addition to personal reprimands will also be delivered at the general meeting.

After the implementation of the managerial supervision program by the principal to improve school performance, the principal needs to conduct an evaluation to assess the effectiveness of a program that has been made previously, as well as to see how far the achievements of a program that have been implemented (Kresna, 2019). After the division of tasks based on the work program in each of the Aceh Besar District, Vocational Schools was agreed upon, each school member carried out the program according to what had been planned. The implementation of the program is evaluated to find out whether all programs are running according to plan. In fact, not all of the programs that are arranged run as they should, such as class supervision by the principal and the team formed, experiencing shifts in implementing time and even delays because supervisors have official activities outside of school and others occur due to lack of support from school residents or the school environment itself.

The principal gives appreciation to teachers and staff who complete their duties well in the form of speech and other conveniences (Luddin, 2013). We follow up regularly every semester, we definitely evaluate the overall planned activities along with the achievements and obstacles encountered. The evaluation is carried out in an open meeting and is delivered in its entirety. If there is an unexpected incident related to an individual, the principal will communicate it directly. Based on the statement above, (Durhan, 2017) stated that: "The evaluation results from the implementation of supervision will be used as a reference in preparing the next supervision program. The characteristics of evaluation activities include the object being assessed, the criteria used, and the comparison between the results of the assessment and the criteria, which can be in the form of congruence or in the form of a relationship (contiguence).

The main purpose of the evaluation is not to blame but to see how big the gap is between the achievements and expectations of a public policy. The next task is how to reduce or close the gap. Basically, evaluation aims to find deficiencies and cover deficiencies. So with the evaluation of the implementation of managerial supervision, it is to see the imbalance between the program being run and the achievements of the program itself, so that the principal can follow up to overcome this (Pramesti, 2018). Based on the description above, it can be concluded that the evaluation is carried out to see and assess the effectiveness of a program that has been made previously, as well as to see how far the achievements of a program have been implemented. With the evaluation carried out by the principal, a follow-up will arise. The follow-up carried out is related to the results of the observation and is directly conveyed to the person concerned. The follow-up taken is to verbally warn; if it continues and repeats, it will be included in the teacher's performance appraisal instrument and will impact the next assignment. In addition to, personal reprimands will also be delivered at the general meeting.

Supporting and Inhibiting Factors for Principal Managerial Supervision in Improving the Performance of State Vocational Schools in Aceh Besar District.

The results of the study indicate that there are obstacles faced by schools in improving school performance, both internal and external constraints. The principal of SMK Negeri 1, Darul Kamal, stated that the school program that was made refers to the 8 SNPs. At the time of its implementation, it still reached 50% -70%. This was due to the lack of income from BOS funds. Meanwhile, the vice principal stated that there were still teachers who were not punctual in collecting the assigned tasks and inadequate facilities and infrastructure. So that this affects the achievement of student competencies, the teachers at SMK Negeri 1 Darul Kamal also stated the same thing.

Then, the principal of SMK Negeri 1 Lhoknga stated that the obstacle faced in improving school performance was the lack of budget or school income. This was due to the small number of students, thus affecting the income of BOS funds. In addition, the lack of student motivation in learning and a lack of parental support for children's education. This lack of support from parents is due to children helping their parents to work. Meanwhile, the deputy principal of SMK Negeri 1 Lhoknga explained that there was a lack of teacher discipline in preparing learning tools. In addition, the lack of procurement of facilities and infrastructure and the designed programs have not been fully implemented, affecting the graduation standard (output). The teachers also stated the same thing, that there was still a lack of infrastructure to support learning.

Research at SMK Negeri 1 Darul Kamal, SMK Negeri 1 Lhoknga and SMK Negeri 1 Mesjid Raya Aceh Besar Regency, based on the results of interviews and document observations, it was found that every school had planned a school work program. In a work meeting based on deliberation, the principal determines what programs will be run for a certain period of time, besides that the principal also decides on the involvement of school residents to run the program in order to achieve educational goals that refer to the vision, mission and goals of each school.

Regulation of the Minister of National Education Number 19 of 2007 concerning Standards for Management of Schools/Madrasahs (Peraturan Menteri Pendidikan Nasional, 2007) states that: Schools/Madrasahs formulate and establish a vision and develop it. This vision should be used as a shared goal of school/madrasah residents and all interested parties in the future. and (2) able to provide inspiration. Motivation and strength to the school/madrasah community and all interested parties. Furthermore, this regulation also states that schools/madrasahs should formulate, define and develop their mission. The school's mission should provide direction in realizing the vision of the school/madrasah in accordance with the goals of national education (Samsuadi, 2015).

The preparation of the school program will affect the program's implementation in which each individual is involved. Individual work results will have an impact on organizational work results or school performance. As explained by (Priansa, 2020) that school performance is related to the level of achievement of implementing a program, activity or policy that has been determined by the school. School performance is a sign of the success of all components in the school. Performance is influenced by the ways taken and the efforts made, which in turn will bring out work results. School performance is one factor affecting educational output (Said, 2018).

4. CONCLUSION

The school program is prepared or planned at the time of the work meeting of the new school year, which contains the supervision program to be carried out by the principal as a managerial supervisor. The supervision program includes a schedule for the implementation of supervision. Planning for this managerial supervision program is made so that at the time of implementation, it can be achieved as expected so that it can affect the improvement of school performance. The evaluation of managerial supervision by the principal of SMK Negeri Aceh Besar was carried out by looking at the performance of teachers and staff. Supporting factors for school principals in improving school performance are support from local governments, education offices and school supervisors. Meanwhile, the inhibiting

factor is related to funding which affects the availability of learning support. In addition, the principal's time is limited and also community support is still lacking for the school.

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