

## MANAGERIAL SUPERVISION AS A KEY FACTOR IN THE DEVELOPMENT OF SCHOOL PRINCIPALS' COMPETENCIES

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### **Abstract:**

*Managerial supervision tends to receive less attention than academic supervision, even though the managerial aspects of a school are essential for supporting quality in each educational unit. However, the supervision services provided by school supervisors must, of course, be adapted to the specific needs of each school. This study aims to explore the impact of managerial supervision on the competence of school principals, using a quantitative approach involving 52 principals in Sukabumi Regency. Data were collected through questionnaires and analyzed using simple regression. The results indicate that managerial supervision influences the competence of school principals. Based on these findings, it can be concluded that effective managerial supervision can enhance the competence of school principals. Therefore, the government must pay more serious attention to the implementation of managerial supervision.*

**Keywords:** Principal, Managerial Competence & Supervision

### **Abstrak:**

Supervisi manajerial cenderung kurang mendapatkan perhatian dibandingkan supervisi akademik, meskipun aspek manajerial sekolah merupakan inti penting dalam mendukung mutu pada setiap satuan pendidikan. Namun tentunya, layanan supervisi yang diberikan oleh pengawas sekolah harus disesuaikan dengan kebutuhan spesifik dari sekolah yang bersangkutan. Penelitian ini bertujuan untuk mengeksplorasi pengaruh supervisi manajerial terhadap kompetensi kepala sekolah, dengan menggunakan pendekatan kuantitatif yang melibatkan 52 kepala sekolah di Kabupaten Sukabumi. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan regresi sederhana. Hasil penelitian menunjukkan bahwa supervisi manajerial berpengaruh terhadap kompetensi kepala sekolah. Berdasarkan temuan ini, dapat disimpulkan bahwa supervisi manajerial yang efektif akan meningkatkan kompetensi kepala sekolah. Oleh karena itu, penting bagi pemerintah untuk memberikan perhatian yang lebih serius terhadap pelaksanaan supervisi manajerial.

**Kata Kunci:** Kepala Sekolah, Kompetensi & Supervisi Manajerial

## INTRODUCTION

Educational supervision is an essential instrument in ensuring the quality of the educational process implemented at educational institutions. According to Amatembun (1993), there are four functions of educational supervision: research function, evaluation function, improvement function, and enhancement function. The Government Regulation of the Republic of Indonesia No. 19 of 2005 Article 92 Paragraph 4 explains that “The Regency/City Government supervises and assists educational units under its authority to organize or regulate their implementation in ensuring quality.”

School supervisors, as extensions of the Government, are required to provide services to educational units by conducting supervision, both academic and managerial. This receives serious attention with the formulation of the Minister of Administrative and Bureaucratic Reform Regulation (PERMENPAN) Number 21 of 2010 concerning the Functional Position of Supervisors, where the coaching and supervision of both aspects become the primary duties of school supervisors.

The Managerial and Academic Supervision Guidelines (2015) explain that academic supervision is a coaching and supervision service that helps teachers improve the quality of the learning process, while managerial supervision is a professional activity conducted by school supervisors to help principals, teachers, and other educational personnel enhance the quality and effectiveness of education and learning implementation. Zulkarnain (2015) even specifies the role of supervisors in managerial supervision as assisting principals in achieving an effective school.

Moreover, National Education Minister Regulation No. 12 of 2007 explains that school supervisors must master managerial supervision as one of their competencies. Important areas that school supervisors need to focus on in managerial supervision include: (1) the development of principals' competencies, (2) the enhancement of principals' managerial abilities, (3) the improvement of principals' ability to conduct school self-evaluation, and (4) the improvement of principals' ability to assess the performance of teachers and school staff (Sudjana, 2012). This also stimulates researchers to focus more on managerial supervision.

Managerial supervision activities are just as important as academic supervision. Aedi (2014) states that the essence of managerial supervision activities includes monitoring, coaching, and supervising the principal and all other school elements in managing, administering, and executing all school activities effectively and efficiently to achieve school goals and meet national education standards. This aligns with the findings of Afrizen et al. (2016) that the performance of principals in conducting academic supervision increased after two cycles of managerial supervision by school supervisors using monitoring and evaluation methods.

As per the National Education Minister Regulation No. 13 of 2007 on Standards for Principals/Madrasah Heads, principals must possess five competencies: personality competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence (Daryanto & Tasrial, 2015). Furthermore, Wulandari

(2019) notes that an ideal leader in the Industrial Revolution 4.0 era is one who follows technological developments, possessing skills in influencing, encouraging, guiding, directing, and mobilizing others related to the implementation and development of education and teaching in this era.

Given that the empowerment of school resources cannot be separated from the coordination of leadership (Syarifah, 2017), the importance of developing and enhancing principals' competencies through managerial supervision is also because it impacts the overall performance of schools (Sibuarian et al., 2016; Lasdi et al., 2017; Manullang, 2017). As Bahrumsyah (2009) explains in his analysis of the macro conditions of education, one of the factors causing low educational quality is school management issues. Previous research shows that 81.6% of the effectiveness factors in supervisory activities in guiding principals can be explained by inspection, control, and supervision, while 18.4% are influenced by other variables not studied (Rahyasih et al., 2020). Additionally, supervision can boost teacher performance by up to 72.4% (Sudarjat et al., 2015), particularly through continuous professional development (Rahyasih et al., 2020). These two aspects play a crucial role in the overall school performance.

Previous research also found that managerial supervision can improve principal performance. In the first cycle, 81% of teachers understood classroom supervision but could not implement it according to its characteristics. In the second cycle, there was an increase in understanding from an average score of 29.90% (Cycle I) to 45.47%. In the third cycle, the supervision competence increased from an average score of 45.47% (Cycle II) to 50.42% (Solikin, 2020).

Although similar studies have been conducted, this research differs significantly by focusing on the competency aspect rather than just the performance of principals as in previous studies. This approach opens opportunities to identify the types of competencies needed by both supervisors and principals to manage changes effectively in the context of the Industrial Revolution 4.0.

Based on this foundation, this research is deemed necessary to conduct an academic study that assesses the competencies of principals in terms of managerial supervision. Principal competencies play a critical role in realizing quality education, with quality educational leadership being the key.

## METHOD

This research uses a quantitative approach with a survey method. The sample involved consists of 52 junior high school principals in Sukabumi Regency. The sampling technique used in this study is simple random sampling, which is a sampling technique done randomly without considering the strata within the population.

The data collection technique uses questionnaires. Data is obtained through the distribution of closed questionnaires, each revealing the principals' competencies and managerial supervision packaged in the form of statements. Each item has 5 answer criteria,

scored from 1, 2, 3, 4, to 5. The answer alternatives range from strongly disagree, disagree, neutral, agree, and strongly agree.

The data obtained from the distribution of questionnaires is analyzed using regression analysis and t-test. Regression analysis aims to obtain a mathematical pattern of the cause-and-effect relationship between the variables studied (GS Akbar, 2020). The t-test is conducted to test whether the independent variables have a significant mathematical effect on the dependent variable. If the t-value obtained is greater than the t-table value at a 5% error level, the research results can be generalized to the population.

## RESULTS AND DISCUSSION

### Research Results

Before conducting the research, the researcher carried out instrument testing and analysis prerequisite testing to ensure that the data was collected through valid and reliable instruments. The validity and reliability tests of the instruments were conducted by distributing the questionnaire instruments to 30 school principals, followed by correlating item scores with the total score using the product moment correlation technique. Based on the overall calculations, all items on the questionnaire were declared valid because the calculated R-value was greater than the table R-value, thus all questionnaire items can be used for data collection. The reliability test results of each questionnaire obtained a Cronbach's alpha value greater than 0.6, indicating that the measuring instruments used in this study are trustworthy and reliable, providing consistent results if the questionnaire is reused to study the same object, as presented in Table 1 below.

Table 1 Summary of Reliability Test Results

No.	Variable	Cronbach's alpha	Explanation
1.	School Principal Competency (Y)	0,840	Reliable
2.	Managerial Supervision (X)	0,755	Reliable

The analysis prerequisite testing consisted of normality and linearity tests. The normality test is a prerequisite that must be met for regression analysis to be performed, whether for prediction or hypothesis testing purposes. The data normality test in this study was conducted using the Kolmogorov-Smirnov test on the regression residual values.

Table 2 Normality Test One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		52
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.24472460
Most Extreme Differences	Absolute	.078
	Positive	.048
	Negative	-.078
Test Statistic		.078

Asymp. Sig. (2-tailed)	.200 <sup>c,d</sup>
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In the table of normality test results using the One-Sample Kolmogorov-Smirnov Test, the significance level (Asymp. Sig) shows a value greater than  $\alpha$  0.05 ( $0.200 > 0.05$ ). Therefore, it can be concluded that the residual values in the regression model are normally distributed.

The linearity test aims to determine whether the two variables in this study have a significantly linear relationship. The linearity test results in this study are summarized in Table 3 as follows:

Variable Linearity				Significance		Explanation.
School	Principal	Competency	–	<i>Deviation from Linearity</i>	0,108 (Sig. > 0,05)	<i>Linear</i>
Managerial Supervision						

Based on the table above, it is known that the sig. deviation from linearity value is  $0.108 > 0.05$ , indicating a linear relationship between the managerial supervision variable and the school principal competency variable. According to Ghazali (2011), if the significance value is  $> 0.05$ , then the regression direction from the independent variable to the dependent variable is linear.

Based on the analysis prerequisite tests conducted, the regression model in this study has met the requirements for further investigation. According to Sugiyono, the eligibility requirement for a simple regression model is determined by conducting normality and linearity tests.

Next, determination testing and simple regression analysis were conducted. The coefficient of determination is essentially used to predict how much influence the independent variable contributes to the dependent variable, while regression analysis aims to obtain a mathematical cause-and-effect relationship pattern among the studied variables. The test results for both aspects are shown below:

Table 4 Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.820 <sup>a</sup>	.673	.664	4.383
a. Predictors: (Constant), Managerial Supervision				

Based on the table above, the correlation coefficient value is 0.820 with a determination coefficient (R Square) value of 0.673. This indicates that the managerial supervision variable contributes 67.3% to the school principal competency variable. The calculation results of the simple linear regression analysis regarding school principal competency and managerial supervision are shown in Table 5 as follows.

Table 5 Simple Regression Equation Calculation

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.838	4.716		-.602	.551
	Supervise manajerial	3.205	.367	.820	8.723	.000
a. Dependent Variable: kompetensi kepala sekolah						

Based on Table 5, the regression coefficient value of the managerial supervision variable on the school principal competency variable yields a regression direction of 3.205. The relationship between these two variables can be represented through the following regression equation:  $\hat{Y} = \alpha + bX = 2.838 + 3.205 bX$

According to the equation  $\hat{Y} = 2.838 + 3.205X$ , the constant value of 2.838 means that when the independent variable value is 0, the dependent variable has a value of 2.838. This implies that without managerial supervision, the school principal's competency is already formed. If there is an increase in managerial supervision by 1 unit, the school principal's competency will increase by 3.205.

## Discussion

As previously explained, managerial supervision is a series of activities carried out by school supervisors to assist principals in improving school performance in managing the achievement of school goals effectively and efficiently (Siburian et al., 2016). This managerial coaching can be done by supervisors through monitoring, coaching, and supervising principals and all other school elements in managing, administering, and implementing all school activities, so that they can run effectively and efficiently to achieve school goals and meet national education standards (Manullang, 2017). On the other hand, according to Siburian et al. (2016), the focus of managerial supervision includes: (1) curriculum and learning management, (2) students, (3) facilities and infrastructure, (4) energy, (5) finances, (6) school-community relations, and (7) special services.

In its implementation, supervisors must adhere to eight national standards consisting of (1) competency standards, (2) content standards, (3) process standards, (4) teacher standards, (5) facilities and infrastructure standards, (6) financing standards, (7) management standards, and (8) assessment standards (National Education Standards Agency, 2020). In its implementation, supervisors can also use several managerial supervision methods, such as monitoring and evaluation, focused group discussions, Delphi, and workshops (Romdin, 2016).

On the other hand, although the managerial performance of principals is inseparable from the four dimensions of planning, organizing, leadership, and control (Ningsih et al., 2016), the emphasis is that aspects of each dimension should be described holistically and in accordance with the competency demands in this era of the Industrial Revolution 4.0,



considering that the education sector must be able to manage changes in every era of development to survive and produce human resources that respond to the challenges of the times, and in this case, the principal is the key to change management.

Therefore, based on research results, good managerial supervision will improve the competency of principals. This at least implies four aspects: the competency of supervisors, the competency of principals, the supervisory program, and the model of managerial supervision implementation. Adequate supervisor competency, aspects of principal competency development relevant to the demands of the times, and the right managerial supervision model can improve school performance, including in responding to changes faced. This serves as follow-up material for researchers in subsequent studies

## CONCLUSION

Based on the research results and discussions, managerial supervision has a positive and significant impact of 67.3% on the competency of school principals. This means that good managerial supervision activities can improve the competency of school principals, making it necessary to have an effective managerial supervision model to enhance the performance of school principals. Based on the conclusions, the government, particularly the Sukabumi Regency Government, should give serious attention to the effectiveness of supervision activities and the competency of supervisors assigned as supervisors.

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