Principal Supervision and its Impact on Educational Administration Services at MAN 1 Kepahiang: A Descriptive Qualitative Analysis

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ABSTRACT:

This study explores the role of principal supervision in enhancing the quality of educational administration services at MAN 1 Kepahiang, using a descriptive qualitative methodology. The research aims to provide insights into the supervisory practices of the principal and their impact on administrative functions. Data were collected through observations, interviews, and document reviews, involving the principal, vice-principals, and administrative staff. The analysis follows Miles and Huberman's interactive model, comprising data collection, reduction, visualization, and conclusion drawing. Results indicate that effective principal supervision, characterized by a collaborative and democratic approach, significantly improves the quality of educational administration. The principal's dual role as a manager and supervisor enhances teacher and staff performance through continuous training and problem-solving strategies. Implications of these findings suggest the need for principals to adopt proactive supervisory roles to foster a culture of continuous improvement. The study's limitations include its focus on a single institution and the subjective nature of qualitative methods. Future research should consider broader scopes and mixed-method approaches to generalize findings and further examine effective supervisory strategies.

ABSTRAK:

Penelitian ini mengeksplorasi peran supervisi kepala sekolah dalam meningkatkan mutu pelayanan administrasi pendidikan di MAN 1 Kepahiang, dengan menggunakan metodologi kualitatif deskriptif. Penelitian ini bertujuan untuk memberikan wawasan tentang praktik pengawasan kepala sekolah dan dampaknya terhadap fungsi administrasi. Data dikumpulkan melalui observasi, wawancara, dan penelaahan dokumen, yang melibatkan kepala sekolah, wakil kepala sekolah, dan staf administrasi. Analisis ini mengikuti model interaktif Miles dan Huberman, yang terdiri dari pengumpulan data, reduksi, visualisasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pengawasan kepala sekolah yang efektif, ditandai dengan pendekatan kolaboratif dan demokratis, secara signifikan meningkatkan kualitas administrasi pendidikan. Peran ganda kepala sekolah sebagai manajer dan pengawas meningkatkan kinerja guru dan staf melalui pelatihan berkelanjutan dan strategi pemecahan masalah. Implikasi dari temuan ini menunjukkan perlunya kepala sekolah untuk mengadopsi peran pengawasan proaktif untuk menumbuhkan budaya perbaikan berkelanjutan. Keterbatasan penelitian ini termasuk fokusnya pada satu institusi dan sifat subjektif dari metode kualitatif. Penelitian di masa depan harus mempertimbangkan ruang lingkup yang lebih luas dan pendekatan metode campuran untuk menggeneralisasi temuan dan memeriksa lebih lanjut strategi pengawasan yang efektif.

Kata kunci: Supervisi Kepala Sekolah, Administrasi Pendidikan, Penelitian Kualitatif.

INTRODUCTION

The enhancement of educational quality is an urgent necessity for educational institutions worldwide. As strategic pillars for national development, madrasahs play a pivotal role in significantly improving human resource quality, which is essential for the sustainability of future generations. The direct correlation between educational quality and superior institutional performance underscores the critical need for effective school management, including the pivotal roles of principals, teachers, and administrative staff. Effective school management necessitates comprehensive supervision practices to harness potential and elevate overall educational quality (Achmad Karimulah & Nur Ittihadatul Ummah, 2021). Such supervision is essential to assist principals, teachers, and administrative personnel in enhancing the quality and effectiveness of education.

Supervision is an integral component of educational administration, aiming to bolster the performance of school personnel involved in key educational tasks. It encompasses managerial and academic aspects, focusing on monitoring and improving school management's efficiency and effectiveness (RAHMAN ABD., 2021). Managerial supervision involves overseeing school components to enhance their operational efficiency, including planning,

coordination, implementation, evaluation, and human resource development in education. The primary focus is on managing administrative aspects that support the educational process (Darmawi, 2021). Meanwhile, academic supervision aims to support teachers in improving their instructional skills to achieve educational objectives, emphasizing the observation of both in-class and extracurricular academic activities (Rohmatika, 2016).

The success or failure of an educational institution often reflects its management quality, encompassing the organization and administration of educational activities. In MAN 1 Kepahiang, effective management of educational resources requires collaboration between the principal and educational supervisors to guide administrative staff performance (Yelvita, 2022). According to the Ministry of Education and Culture Regulation No. 13 of 2007, school principals' supervisory capabilities are critical for focused and significant improvements. Additionally, the National Education Standards Agency's Regulation No. 12 of 2007 outlines six essential competencies for educational supervisors, including personality, academic supervision, managerial supervision, educational evaluation, research and development, and social skills (Selamet, 2014). Therefore, the professionalism of school leaders, teachers, administrative staff, and supervisors is crucial for achieving educational excellence (Gusli & Marsidin, 2021).

Previous studies have highlighted the significant impact of supervision on the performance and quality of educational administration. For instance, research has shown that managerial supervision can enhance accountability, instruction evaluation, supervision, feedback, meeting frequency, and shared decision-making in high schools (Telem, 1997). Similarly, the involvement of experienced teachers in supervision and mentoring roles has been beneficial in professional development programs, although it poses challenges in transitioning back to classroom teaching (Croll & Moses, 1990). The principles of solidarity, shared responsibility, and tolerance for diversity are crucial for effective governance, necessitating the establishment of a competent supervisory framework. Constructing supervision contracts in graduate-level courses has been found to establish clear expectations and goals, promoting better supervisory relationships (Amaro et al., 2020).

Despite these insights, there are still significant gaps and limitations in the existing research on supervision practices. Many studies have not fully addressed the practical implementation challenges and the dynamic nature of educational environments. For example, the variability in equitable principal supervisor leadership practices indicates that framing schooling as a race-explicit endeavor is a fundamental driver for engaging in equitable practices (Rigby et al., 2019). Furthermore, the focus on structural conditions and

documents in supervision, rather than detailed, problem-based activities, suggests the need for more comprehensive and long-term supervision approaches (Uğurlu, 2014). Additionally, the implementation of supervision models in different cultural and educational contexts requires further exploration and adaptation (Mo & Tsui, 2019).

This study aims to address these gaps by examining the implementation of managerial supervision in enhancing educational administration services at MAN 1 Kepahiang. Specifically, it focuses on identifying the challenges and opportunities in supervisory practices and their impact on administrative staff performance. By providing a detailed analysis of supervision methods and their effectiveness, this research seeks to offer practical recommendations for improving supervision practices in educational institutions. The findings are expected to contribute to the broader discourse on educational management and supervision, providing valuable insights for policymakers, educators, and administrators.

Overall, this research highlights the critical role of managerial supervision in enhancing educational administration services. It underscores the importance of collaboration between principals and supervisors in achieving effective school management. By addressing the identified gaps in supervisory practices, this study aims to contribute to the improvement of educational quality at MAN 1 Kepahiang and beyond. The ultimate goal is to support the development of a robust supervisory framework that fosters excellence in educational administration, benefiting both educators and students.

METHODS

This study employed a descriptive qualitative methodology to explore the role of principal supervision in enhancing the quality of educational administration services at MAN 1 Kepahiang. Qualitative research, as articulated by Moleong, involves procedures that generate descriptive data in the form of words, both written and oral, derived from the subjects under observation. This approach allows for the collection of detailed, non-numerical data, capturing the perspectives and experiences of the participants (Sidiq et al., 2019). The research focused on gathering insights from the principal, vice-principal in charge of curriculum, vice-principal in charge of public relations, and administrative staff at MAN 1 Kepahiang in Kepahiang Regency.

Data collection involved multiple methods: observation, interviews, and documentation review. Observations were conducted to gain a comprehensive understanding of the daily administrative practices and supervisory interactions within the school. Semi-structured interviews were carried out with key informants, including the principal, vice-principals, and administrative

staff, to gather in-depth information on their experiences and perspectives regarding supervisory practices. Additionally, relevant documents, such as policy manuals, supervision records, and administrative reports, were reviewed to complement and triangulate the data obtained from observations and interviews (Helaludin, 2019).

The tools and technologies used in this research included audio recording devices for capturing interview data, field notes for documenting observations, and computer software for organizing and analyzing qualitative data. Data analysis was conducted using a descriptive qualitative approach, following the interactive model proposed by Miles and Huberman. This model comprises four stages: data collection, data reduction, data display, and conclusion drawing. Initially, data were collected through observations, interviews, and document reviews. The collected data were then reduced by identifying and categorizing relevant information. Data visualization involved organizing the data into coherent displays, such as matrices and charts, to facilitate pattern recognition and thematic analysis. Finally, conclusions were drawn based on the synthesized data, providing insights into the effectiveness of supervisory practices at MAN 1 Kepahiang (Helaludin, 2019).

To ensure the reliability and validity of the study, triangulation was employed, encompassing source, technique, and time triangulation. Source triangulation involved cross-verifying information obtained from different sources, such as school supervisors, the principal, and administrative staff. This process aimed to identify consistencies and discrepancies in the data, enhancing the credibility of the findings. Technique triangulation was applied by using different methods to collect data from the same subjects. For instance, interviews and observations were both used to gather information about the supervisory practices, and any inconsistencies were resolved through discussions with the participants. Time triangulation was implemented by conducting interviews at different times of the day, such as interviewing the principal and administrative staff in the morning and school supervisors in the afternoon or during their available time, ensuring that the data collected were robust and reflective of varying contexts and conditions (Mamik, 2015).

In summary, this research utilized a descriptive qualitative methodology to investigate the role of principal supervision in enhancing educational administration services at MAN 1 Kepahiang. Data were collected through observations, interviews, and document reviews, and analyzed using an interactive model involving data reduction, visualization, and conclusion drawing. Triangulation techniques were employed to validate the data and ensure the reliability of the findings, providing a comprehensive understanding of the supervisory practices and their impact on the quality of educational

administration at the institution. This methodological approach ensures that the research findings are grounded in robust and credible data, offering valuable insights for improving supervisory practices in educational settings.

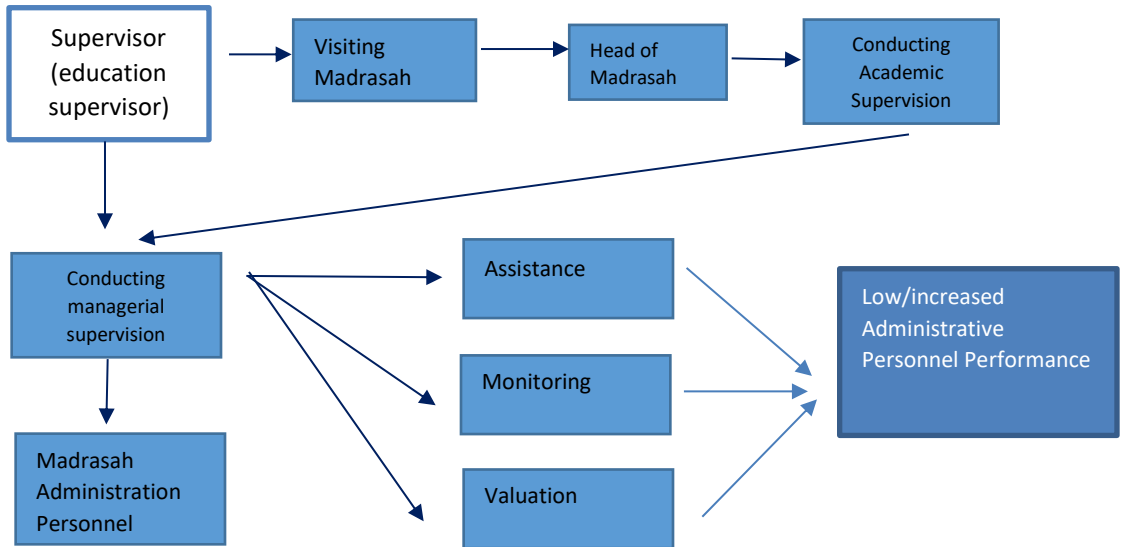## FINDINGS AND DISCUSSION
FINDINGS

Figure 1. The Concept of Managerial Supervision

In an educational institution, the role of a school principal is not only limited to a manager, but also includes the function as a supervisor. As a supervisor, the principal's responsibility is to provide training to teachers and school employees.

The principal's obligation involves coaching teachers so that they can become excellent educators and teachers, both for those who already have competence and those who still need development. In this context, supervision is not an effort to find mistakes, but to jointly find solutions that can improve the quality of learning. A democratic approach to supervision in education can provide support to teachers and administrative staff in improving their professional skills, by leveraging their own abilities and motivations (Andriani et al., 2022).

Supervision in the field of education can improve the quality of education administration as a whole. In this case, supervision can improve the quality of education administration and encourage the growth of teaching, broadly to

support the learning process. Improving the quality of education administration can improve teachers' knowledge and skills, as well as provide guidance and coaching in curriculum implementation activities (Yuliana et al., 2022).

In the realm of administration, the principal has the responsibility to supervise and manage the administration and administration of the school. As the highest leader in the school, the principal also has the obligation to provide assistance in dealing with obstacles that arise in the field of education administration services (Maya Novita sari, 2023). So, we can understand that managerial supervision and academic supervision activities are two closely related aspects and inseparable. In this framework, the Principal acts as a school supervisor who aims to evaluate, provide assistance, and provide direction to educators and education personnel to achieve educational standards and educational goals. The performance of good academic potential cannot run optimally without effective management. Supervision activities are one way to ensure that education administration services run well and responsibly in order to achieve the educational goals that have been set by the institution (Dedi Susanto, 2023).

In the managerial supervision carried out at MAN 1 Kepahiang, to improve educational administrative services, this is emphasized to the function of the Head of Administrative Affairs to carry out supervision and monitor the performance of his subordinates. The assessment carried out by the Head of Administrative Affairs is by using Employee Work Targets (SKP) for Civil Servants. Meanwhile, for Non-Permanent Employees, an assessment is carried out directly related to their performance where the Head of TU conducts good communication management to assess their performance. In the process of supervising the performance carried out, later the Head of Administrative Affairs will consult with the Principal regarding obstacles through a Leadership Meeting which is held at least once every two months so that further improvement efforts can be carried out in education administration services. This situation also creates a challenge for school principals to create innovations related to supervision of educational administration services in the school environment, with the hope that education administration services can be improved better in the future.

DISCUSSION

This study aimed to explore the implementation of managerial supervision in enhancing the quality of educational administration services at MAN 1 Kepahiang. The research question addressed the effectiveness of managerial supervision by school principals in improving educational administration. Previous literature emphasizes the critical role of school leadership in fostering administrative efficiency and educational quality

(Andriani et al., 2022; Yuliana et al., 2022). By integrating both managerial and academic supervision, the study sought to provide a comprehensive understanding of the principal's role in enhancing administrative services within the educational institution.

The main results indicate that the implementation of managerial supervision at MAN 1 Kepahiang has significantly improved the efficiency and effectiveness of educational administration services. The principal's role as both manager and supervisor was pivotal in guiding and supporting the administrative staff. Noteworthy findings include the adoption of a democratic supervisory approach, fostering a collaborative environment, and continuous improvement in administrative tasks (Sari, 2023). This approach aligns with the findings of Yuliana et al. (2022), which highlight the benefits of inclusive supervision in educational settings (Yuliana et al., 2022).

When compared to previous studies, the results of this research support the notion that effective supervision enhances educational administration. For example, Andriani et al. (2022) found that democratic supervision helps leverage the skills and motivations of teachers and administrative staff, leading to improved performance. Similarly, research by DeMatthews and Izquierdo (2016) on dual language programs within a social justice framework underscores the importance of inclusive and supportive leadership. These findings are consistent with the current study, which demonstrates that a collaborative supervisory approach can lead to significant improvements in educational administration.

The findings of this study can be explained by the principal's proactive involvement and effective communication with administrative staff. By regularly monitoring and evaluating administrative tasks, the principal was able to identify and address issues promptly, fostering a culture of continuous improvement. This aligns with the literature on educational leadership, which emphasizes the importance of supportive and inclusive supervision in enhancing staff performance and organizational efficiency (Eadens & Ceballos, 2023; Ali, 2000). The study's results highlight the significance of tailored training programs for principals to develop their supervisory skills further.

It is essential to interpret these findings cautiously, considering the study's limitations. The research was conducted in a specific educational context, which may limit the generalizability of the results. Additionally, the reliance on qualitative data means that the findings are based on subjective perceptions and experiences, which could introduce bias. Future research should consider incorporating quantitative methods to provide a more

comprehensive analysis of the impact of supervisory practices on educational administration (Helaludin, 2019; Mamik, 2015).

The implications of these findings are far-reaching for educational management and policy. By highlighting the importance of effective supervision, this study underscores the need for principals to engage actively in supervisory roles that extend beyond administrative oversight. The results suggest that principals should adopt a more hands-on approach, providing continuous feedback and support to staff. This proactive involvement can help address issues promptly and foster a culture of continuous improvement, ultimately leading to better educational outcomes (Dedi Susanto, 2023; Maya Novita sari, 2023).

In conclusion, the study demonstrates the critical role of principal supervision in enhancing the quality of educational administration services at MAN 1 Kepahiang. By adopting a democratic and supportive supervisory approach, principals can foster a collaborative and efficient administrative environment. These findings have important implications for educational management and policy, suggesting that targeted training programs for principals could significantly improve educational outcomes. Future research should build on these findings by exploring the effectiveness of different supervisory practices in various educational settings and using mixed-method approaches to validate the results.

CONCLUSION

This study aimed to describe the implementation of managerial supervision in enhancing educational administration services at MAN 1 Kepahiang, providing valuable insights and suggestions on the practices of managerial supervision by the school principal. The findings reveal that the principal's dual role as a manager and supervisor is pivotal in improving educational administration services. Responsibilities extend beyond administrative oversight to include training and development of teachers and staff. The democratic approach to supervision at MAN 1 Kepahiang focuses on collaborative problem-solving to enhance the quality of education. Effective supervision by the principal has improved the overall quality of educational administration, supported curriculum implementation, and addressed administrative challenges. These findings highlight the necessity for principals to engage actively in supervisory roles, providing continuous feedback and support to staff to promptly address issues and foster a culture of continuous improvement, ultimately leading to better educational outcomes.

Despite the valuable insights provided by this study, it is important to acknowledge its limitations. Conducting the research at a single institution may limit the generalizability of the findings, and the qualitative methods used, while providing in-depth understanding, may be influenced by subjective interpretations. Future research should expand the scope to include multiple institutions to enhance the generalizability of the findings and consider mixed-method approaches for a more comprehensive understanding of the impact of principal supervision on educational administration services. Further investigation into the specific strategies and tools used by effective principals in their supervisory roles would also be beneficial. In summary, this study emphasizes the critical role of principal supervision in enhancing educational administration services, contributing to the field of educational management by underscoring the importance of effective supervisory practices in achieving educational excellence.

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