

Supervision of Principal's Managerial Performance

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Abstract: The purpose of this study is to examine how school administrators' managerial performance is monitored. The study was carried out at SMA Negeri 3 Kayuagung. Research of this kind is qualitative. Using documentation, interviews, observation, and literature reviews as data collection methods. Data analysis methods included data collection, data reduction, data presentation, conclusion, and verification. Descriptive qualitative analysis methods were also used. According to the study's findings, SMA Negeri 3 Kayuagung's implementation of managerial performance supervision of principals was evaluated based on the school's attainment of the National Education Standards (NSP). Implementing supervision entails guiding and supervising school principals' managerial abilities. The principal's performance is improved by supervision of their managerial abilities.

Keywords: Managerial, Performance, Supervision.

A. Introduction

Managerial supervision of school administrators is support given by functional officials, specifically Supervisors, to enhance their capacity to administer educational institutions. Observing areas of school management and administration that serve as supports for the application of learning is the main goal of managerial supervision (Sudrajat, 2008). Supervisors are functional authorities with credit numbers, according to the Minister of Administrative Reform's Regulation No. 21 of 2010. Legally, school administrators cannot be questioned if you consider a number of the laws and regulations that are already in place regarding education (Rupaedi, 2012).

Supervisors need to be more optimistic, highly dedicated, and capable of taking responsibility in order to ensure that the overall activities of organizing an educational organization can be carried out with a high level of productivity. They should also support school principals in their efforts to resolve issues relating to the management of educational institutions. He looked.

By offering professional assistance in the form of refreshments, consultations, counseling, and activities connected to raising the caliber of other abilities, efforts can be made to increase the competence of school principals. Supervisors or those who are widely recognized as supervisors may provide these services (Makawimbang, 2011).

According to Ekawaty et al., (2018), school supervisors that can coordinate with all managers of the supported school and build cooperative relationships with them are key to the management supervision process' effectiveness, which in turn affects how well education is provided in classrooms. Given that the management of educational institutions, particularly basic education, is still extremely far behind, efforts to improve the performance of school principals are especially critical at the moment.

Supervisors must therefore be able to: (1) carry out program planning, including the initial planning process, strategies for designing program planning, standards or indicators of success in achieving goals; (2) carry out program implementation, including task delegation and routine explanations regarding work and responsibilities; (3) foster good communication with all school members (Alhadi, 2018).

This study focuses on the use of managerial supervision, which is carried out by Supervisors to enhance school administrators' performance. Whereas managerial supervisory oversight focuses on observing elements of school management and administration that serve as supports for the implementation of learning.

According to the Guidelines for the Implementation of the Duties of School/Madrasah Supervisors, managerial supervision refers to the oversight of aspects of school administration that are specifically related to raising the effectiveness and efficiency of schools, such as planning, coordination, implementation, assessment, the development of human resource competencies (HR) education, and the use of other resources.

The study was carried out at SMA Negeri 3 Kayuagung. It was determined that the implementation of school administration supervision, which included student administration, curriculum and learning, educators and education staff, facilities and infrastructure, financing, finance, school environment, and community involvement, was based on the findings of initial observations made by researchers from October 1 2022 to June 17 2022. Giving the school principal directions to create school administrative documents carries out assessment actions. The supervisor then conducts an assessment, and the principal of the school is notified of the results.

Because the supervision implementation process must be continuous and continuous in order for the functions of coaching, consultation, guidance, and activities relating to improving the quality of competence to run well, the frequency of supervisor visits has not had the maximum impact on self-development efforts for both teachers and school principals.

Supervisors must therefore possess a high level of competence. According to (Rohmatika, 2016), a managerial supervisor must possess management and leadership knowledge, attitudes, and abilities in order to carry out their duties and help school administrators in successfully and efficiently managing school resources.

B. Methods

This study used a qualitative research methodology. Using a strategy that stresses the process of tracking data/information until it is felt that it has been properly used to develop an interpretation, qualitative research produces descriptive data in the form of written or spoken words from individuals and observable behavior (Moleong, 2014). A qualitative descriptive technique was utilized in this study to examine the application of managerial supervision to enhance the performance of the principals at SMA Negeri 3 Kayuagung. The preparatory investigation, the field stage, the data analysis stage, and the stage of assembling or presenting the research findings were all phases of this study. Instruments for gathering data include 1) observation, 2) interviews, 3) documentation, and 3) literature review.

Data reduction, data display, and data inference approaches were used in this work. Via the processes of data reduction, display, and verification, the collected data will be analyzed using qualitative research, followed by domain analysis to produce an overall and complete image of the study object (Miles and Huberman, 2013).

C. Results and Discussion

At SMA Negeri 3 Kayuagung, principal managerial performance is monitored. A conclusion that can be drawn from the data collection efforts conducted by researchers between October 5, 2022, and October 20, 2022 is that the managerial performance supervision of the principal of SMA Negeri 3 Kayuagung is carried out by conducting assessments and coaching of school principals in improving the quality of school management and administration. Supervisors conduct administrative evaluations in accordance with the conceptual, practical, and school management standards set forth in Permendiknas No. 13 of 2007 regarding the definition of the principal's core skills, particularly with regard to the managerial competence dimensions.

The agenda created by the Managerial Supervision Implementation Plan is followed when performing managerial supervision (RSPM). The counseling of school principals, meantime, attempts to enhance the performance of school principals in terms of both administrative standards and school administration in line with the criteria outlined in the National Education Standards (NSP). The managerial supervision implementation plan (RPSM) is created particularly and contextually, based on specific instances of teachers and/or school principals being supervised and taking into account the setting in which the teachers/principals work. As a result, the plans created by the school supervisor may change depending on the quantity of cases or issues that instructors and school principals encounter.

In order to increase the quality of education through the performance of school principals, Supervisors first carry out the creation of programs and managerial supervisory practices based on supervision methods, techniques, and concepts. The vision, mission, goals, and programs of the schools it serves are used to create the supervisory work program. The school supervisor develops the work procedures and

numerous tools required to carry out the primary duties and supervisory responsibilities as part of the managerial supervision program.

The objectives of managerial supervision are to: (1) Support school principals in leading educational units based on school-based quality improvement management (MPMBS); (2) Support school principals in leading educational units in carrying out the administration of educational units, including student administration, curriculum and learning, educators and education staff, facilities and infrastructure, financing, finance, school environment, and community involvement; (3) Assist school principals in leading educational units; (4) Support school staff in carrying out their career development in accordance with applicable rules and regulations; (5) Motivate the career development of school principals, teachers, and other education personnel; (6) Compile reports on the results of supervision of the schools under their supervision and follow up on them for the improvement of the schools. (7) Encouraging teachers and administrators to identify their own strengths and weaknesses in carrying out their primary responsibilities; (8) Outlining various educational innovations and policies for teachers and administrators; and (9) keeping an eye on how these innovations and policies are being implemented in schools.

The managerial supervision implementation plan for the RPSM contains at least five items: 1) managerial supervision themes; 2) formulation of managerial supervision problems; 3) managerial supervision objectives; 4) scenario of managerial supervision implementation; and 5) follow-up of managerial supervision activities. At SMA Negeri 3 Kayuagung, the supervisor first establishes the formulation of the problem and the managerial supervision's goals before deciding on the design of its implementation. Based on prior coaching that supervisors have provided to school administrators and personnel, it is possible to create the problem formulation and managerial supervision objectives. Also, the Supervisor carries out fieldwork preparatory studies. It is envisioned that the managerial oversight implementation will function well.

In order to implement supervisory managerial supervision and enhance the performance of the principal of SMA Negeri 3 Kayuagung, the supervisor of SMA Negeri 3 Kayuagung formulates the problems in the purpose of managing supervision based on the issues that exist in SMA Negeri 3 Kayuagung. The management supervision aspect is developed in accordance with the needs of the principal of SMA Negeri 3 Kayuagung based on the findings of the analysis carried out by the supervisor of SMA Negeri 3 Kayuagung.

The study's findings indicate that in order to create a program for management growth, the school supervisor program is led by the outcomes of the previous year's supervision. The supervisor then develops a plan with the various variables and situations in the school to address the managerial issues. An oversight program document is then created from the written program. The instrument was still based on a format that was not significantly different from the instrument used the previous year, as was the result of an interview conducted on October 12, 2022, with the principal of SMA Negeri 3 Kayuagung, who stated that the supervisor was still in

charge of overseeing management aspects in addition to coordinating with the principal of the school. In order to implement guidance and monitor the school principal's managerial performance, the principal of the school has really created the necessary documentation.

In order to execute school quality control based on the SNP, three factors—management, coaching, and facilities and infrastructure—are prioritized. Based on the findings of interviews with school supervisors, he claimed that the management aspect of the implementation of the supervision program was focused on school management carried out by the school principal. This was especially concerning in light of the fact that SMA Negeri 3 Kayuagung's needs in the managerial aspect were more on efforts to improve the managerial ability of school principals in order to manage the school to be more.

Following the execution of supervision, the supervisor assesses and assesses the implementation of the program in order to gauge its level of implementation or success by comparing it to the efficacy of previous and current programs. School supervisors conduct assessment and evaluation activities by reviewing the work program that the school principal has created and examining the outcomes of the work program's implementation at the school. He claimed that assessment and evaluation were carried out by reviewing the outcomes of supervision carried out in schools, and that this was then used to improve the implementation of future supervision programs. This was based on the findings of interviews with school supervisors.

The school supervisor is responsible for creating an evaluation report on the outcomes of the implementation of the supervision program following an assessment and evaluation of the results of the program's implementation. In this situation, the school supervisor always carries out his duty to report the findings of assessments and evaluations. The reports that school administrators make are used as a basis for communicating with associated parties. For school administrators, the report's purpose is to determine whether the various supervision programs implemented are good and successful so that administrators can reflect on their own performance. Reports are a tool that school principals can use to determine the benefits and drawbacks of the management practices used in schools (Results of interviews with the supervisors of SMA Negeri 3 Kayuagung on 5 October 2022).

The school supervisor first sets up the monitoring tool before supervising the management component. To determine whether the school satisfies the requirements of the minimal service standard, each activity that is completed in advance is produced as a basic guide. School committees, student government, and principal administration are examples of tools for the management standard component. The general administration, including school activity programs, academic calendars, statistical data, etc., is one of the factors evaluated in the instrument for monitoring the administration of school principals. In the instrument used to evaluate school organization, student administration such as new student admissions, staffing administration, employee master books, correspondence administration,

administration of equipment and resources, financial administration, library administration, administration of public relations.

The risk of failure during the execution of upcoming school activities can be reduced by supervision at the beginning of the RKTS preparation. Next, during its implementation, the school supervisor keeps an eye on how the RKTS that has been prepared is put into practice in schools. The school supervisor always implements the School Annual Activity Plan Program (RKTS), which is an annual program. The RKTS results from the previous academic year had been successfully implemented in the target schools. Because each target school has its own requirements, the challenges they encounter vary. In this instance, the school administrator also manages it in accordance with the issues at each school. Obstacles from the previous school year were factors to evaluate and take into account while creating the RKTS the following year (Results of an interview with the Supervisor of SMA Negeri 3 Kayuagung on 5 October 2022).

Then, school supervisors oversee the receipt, use, and reporting of school funding gained from School Operational Assistance. This is done in order to supervise the finance element (BOS). According to an interview with the principal of SMA Negeri 3 Kayuagung, the school supervisor's responsibility in this situation was to give instructions on how to use BOS funding (Result of interview on 12 October 2022). The school supervisors have planned and provided the necessary monitoring tools to oversee the financial element. Financial management, the creation of the School Revenue and Expenditure Budget Plan (RAPBS), and school financial accountability are all evaluated factors.

The management-related supervision provided by school supervisors is still not much use to the principals of SMA Negeri 3 Kayuagung. The school principle claimed that because the school supervisor is still monitoring in practice, the supervision program is still only a limited source of support and information for the principal when there are issues at the school. The study's findings imply that one of the challenges in implementing managerial supervision is the supervisors' incompetence in providing coaching, in addition to the relatively great distance to SMA Negeri 3 Kayuagung. Supervisors are only capable of carrying out technical coaching in areas like school administration but are still unable to do so in more practical areas like offering advice on how to raise school quality standards in accordance with SNP or issues pertaining to the effectiveness of school principals (Results interview with the Principal of SMA Negeri 3 Kayuagung on 5 October 2022).

Based on the results of the interviews with the school supervisor, he stated that when it comes to implementing the program for monitoring facilities and infrastructure, the supervisor is responsible for ensuring that the school has met the achievement indicators. In addition, I contribute my opinion on what is required and needed in schools, such as props and other supporting needs.

The goal is for schools to be able to correctly plan their school development at the start of the new school year when seen from the supervision program on the aspect of facilities and infrastructure at the beginning of the semester carried out by the

school supervisor. One of the efforts made by school supervisors to help their target schools improve their school development in accordance with set standards is the supervision of school development plans. Several school principals acknowledged that controlling the development of school infrastructure and amenities was challenging. The limited School Operational Assistance (BOS) funds still fall short of addressing the demand for school infrastructure and facilities. The School Operational Assistance (BOS) must be utilized for a variety of different school needs because it is not only used for building and infrastructure needs at schools. The principal of every school year is aware of this. Hence, in order to carry out better school growth, school principals need to have outstanding managerial skills (results of an interview with the principal of SMA Negeri 3 Kayuagung on 5 October 2022).

The SMA Negeri 3 Kayuagung principal also mentioned that school reports addressing staffing, learning resources, and other administrative tools linked to school management were among the school administration tools that the principal of the school had developed. Every year, the school supervisor routinely reviews the administrative report. Supervisors are typically led by the prepared supervision instruments during the supervision procedure (Results of interview on 13 October 2022).

It can be inferred that school supervisors have performed one of their tasks and roles as managerial supervisors in schools based on the justification provided above regarding the oversight of many national education standards. The first step in managerial oversight performed by school supervisors is developing a supervisory program at the start of the new academic year. programs created by school administrators based on analysis of last year's supervision outcomes. In reality, school administrators use oversight tools to check whether the target school has fulfilled the required basic criteria and the expected objective. The school supervisor also keeps an eye on the prior plans and programs the school has made. Finally, the school supervisor will take action in response to any faults that arise in the institution.

According to the findings of the researcher's interviews, management supervision, the method used by school supervisors to enhance SMA Negeri 3 Kayuagung principals' performance, focuses more on monitoring than coaching managerial aspects. According to the findings of the researchers' data collection, there are a number of reasons why school supervisors are less interested in coaching and more focused on monitoring. For example, the facilities and resources are not yet adequate for coaching, such as the internet network, which is not evenly distributed in Betung District. Additionally, the distance is quite great, making it difficult for school supervisors to conduct coaching at the school.

Also, it has been difficult for supervisors to increase and update their supervisory competence because there hasn't been any continuing training in this area. This is especially true for management competence. Researchers identified this as one of the challenges supervisors encounter as a result of their lack of coaching expertise. As a result, the supervision activities are always carried out in accordance

with the previously prepared programs, preventing them from being influenced by fresh issues that arise in the schools they serve.

The Contribution of Managerial Supervision to the Improvement of Principal Managerial Performance at SMA Negeri 3 Kayuagung

According to the findings of research, managerial supervision activities performed by supervisors are still administrative in character and have not been fully utilized during the coaching process. execution of management oversight follows. The performance of the principals of SMA Negeri 3 Kayuagung cannot be improved by supervisors who have not engaged in coaching. The execution of management supervision has not been backed by a clear commitment from the school supervisor, according to the data collecting results, which is one of the reasons for the unrealized coaching process on the performance of school leaders. Also, school administrators are not sufficiently competent to carry out their responsibilities as agents of managerial supervisory operations. As a result, supervisors have not yet played to their full potential in efforts to raise the performance of SMA Negeri 3 Kayuagung's principals.

The follow-up actions taken by the school supervisor to address nonconformities or other issues identified in the school are one of the variables used to assess how well the school supervisor's performance contributed to the improvement of the principal's performance. The school supervisor conducts corrective and preventive follow-up as part of the follow-up process.

Nevertheless, the way that school supervisors followed up in the form of one-on-one or group coaching and individual coaching has not been done adequately. This is based on the results of interviews with the principal of SMA Negeri 3 Kayuagung, who stated that supervisors have not consistently and informally followed up with employees in the form of individual coaching and group coaching, such as the principal's work group (KKKS) and individual coaching. Due to a variety of limitations, including a lack of visitation time and the huge number of instructors that need to be supported, supervisors become a barrier to the school supervisor's follow-up activities on the outcomes of supervision. More precisely, school administrators have not adequately followed up on the initiatives or issues that schools have encountered. The school principle continues to have full access to the coaching program through KKKS activities and individual coaching in order to support and work to enhance performance (Result of interview on 17 October 2022).

The principals of SMA Negeri 3 Kayuagung are still hampered by a lack of expertise, quality, leadership, and professionalism from school supervisors in terms of their ability to improve the performance of principals. Notwithstanding the fact that the qualifications and expertise of school supervisors cannot be separated from the efficacy of implementing managerial supervision. The level of supervisors' comprehension of the application of managerial supervisory competence among supervisors is not maximized, which limits the execution of supervision. As a result,

in order to help school leaders perform better, school administrators must grow their own expertise and push the boundaries of what is possible.

In order to improve the performance of the principal at SMA Negeri 3 Kayuagung, it can therefore be said that the supervision provided by the education unit supervisor was not functioning as it should have. According to the findings of the interviews that have already been mentioned, supervisors only complete tasks that have been assigned by the government. Interviews with additional informants revealed that only the Korwas and the Head of Service carry out special coaching aimed at helping professional supervisors improve. Weak supervision of supervisors is thought to be a result of each education office having a finite amount of information, financial, and human resources.

Also, it appears that the education office is less than fully committed to the crucial role that supervisors play in enhancing school principals' performance, which is why the coaching program for supervisors has not taken precedence. On the other hand, the Supervisors' work outcomes from carrying out their primary responsibilities and functions have not had a substantial impact on the development of the schools they oversee. As a result, compared to teachers and principals, supervisors' positions, functions, and existence are given less consideration.

According to the study's findings, school principals at SMA Negeri 3 Kayuagung perform the following managerial performance supervision activities: 1) Implementing the National Education Standards (NSP) of the target schools; 2) Supervising and guiding the performance of the school principal; 3) Preparing a report on the implementation of the supervision program; 4) Mentoring and training school principals; and 5) Performing managerial supervision base.

While designing supervision, the program's schedule is modified to reflect the needs and demands of the school or the actual circumstances of the school. According to Durhan et al., (2017), the development of a management oversight program must take into account the actual circumstances of each supported school. The creation of supervision tools and the choice of supervision strategies are additional planning processes.

Also, the schedule modification made in response to the school's request is aimed to provide efficient management oversight operations. In order to avoid having the supervisory process appear unplanned and tense, supervisors and principals might prepare themselves. because the supervisor is really a component of the educational institution. Activities related to managerial supervision are done out without intending to criticize the principal. Yet, management supervision tasks performed by school supervisors aim to enhance school principals' performance. According to research Suciati (2018), managerial supervision and coaching provided by supervisors to help school principals enhance their professional abilities play a crucial part in efforts to develop professional and quality principals and support principals in managing schools.

Based on the research's findings, it was concluded that supervisory actions had not been able to fully influence efforts to raise the performance of SMA Negeri 3

Kayuagung's principals. The supervision procedure has not been able to strengthen school principals' motivation to keep working to fix issues with management and instruction. Based on the findings, the principal only makes preparations in large quantities if the school has complied with all assessment requirements for the learning process during the supervisory process. As a result, managerial supervision's primary goal of assisting school leaders in developing strong managerial skills for school administration has not been achieved.

Due to the supervisors' lack of experience and ability, the implementation of supervision is thought to not be in line with expectations. Not just supervisors, but also school principals' lack of professionalism is a factor that prevents supervisory activities carried out by supervisors from having an impact on school principals' performance.

D. Conclusions

Based on the findings of the study and the discussion, it can be said that SMA Negeri 3 Kayuagung's implementation of managerial performance supervision of principals includes 1) implementing National Education Standards (NSP); 2) implementing supervision and guidance to school principals; 3) writing a report on the implementation of the supervision program; 4) providing guidance and training to school principals; and 5) supervising in accordance with the format of the NSP.

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