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The Effectiveness Of The School Principal's Managerial Supervision On The Quality Of School Education At The Junior High School Level

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Abstract

This study aims to determine the effectiveness of principal supervision on the quality of school education in SMP Negeri 1 Sigli and SMP YPPU Sigli. This study uses a quantitative method using 2 variables, namely the principal's managerial supervision variable (X), and the quality of education (Y). The participants consisted of 4 people, including 1 Principal of SMP Negeri 1 Sigli and SMP YPPU Sigli, as well as 2 supervisors, and the Head of Curriculum as a teacher selected by purposive sampling technique. Data collection techniques used consist of two kinds, namely interview techniques, and questionnaire techniques. Data analysis techniques use prerequisite tests and hypothesis tests. The results showed that the correlation coefficient (R) of 0.644 showed a high relationship between principals' managerial supervision and education quality. The principal's managerial supervision variable affects the education quality variable by 41.4%. The implication of this research shows that principals' management supervision is effective in improving the quality of school education.

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INTRODUCTION

Education is a conscious effort needed to shape human children to support their role in the future. Law no. 20 of 2003 concerning the National Education System explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students

actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the necessary skills. himself, society, nation and state. The quality of education can be seen in terms of input, process and output aspects (Madani, 2019; Surur et al., 2020). Quality education requires effectiveness, completeness and efficient management of all factors involved in the education process (Munna & Kalam, 2021; Tartavulea et al., 2020).

The principal is a key member of the school administration who is responsible for overseeing the management of all resources and making the best use of them by collaborating with teachers, staff, and other employees to help students reach their full potential in line with academic goals (Aula et al., 2020; Dwangu & Mahlangu, 2021; Lasno et al., 2019). So that education and schools can develop and progress in line with the demands and progress of the times, he will make the necessary modifications (Zhao & Watterston, 2021).

The leadership of the principal in transforming school organizational change is a very important role. Thus, school supervisors are required to have the knowledge and insight to develop school principals in the field of leadership who can create a school climate and culture that is conducive to the learning process so as to achieve maximum school performance, principal performance and student achievement (Acton, 2021; Brauckmann et al., 2023; Tingle et al., 2019). The essence of managerial supervision is monitoring, coaching and supervising the principal and all other school elements in managing, administering and carrying out all school activities so that they can run effectively and efficiently in order to achieve school goals and meet National education standards (Nurlaili et al., 2021; Saihu, 2020; Sunaryo, 2020).

Therefore, educational staff who are responsible for education must consistently provide professional attention and support to efforts to strengthen the capacity of educational staff in carrying out their duties (Apriana et al., 2019; Komalasari et al., 2020; Prestiadi et al., 2020). Their own will and efforts will be more successful in achieving this professional growth. However, because they are not aware of the various types, processes and methods for obtaining the material needed to improve their abilities, educators often still need help from others. Supervision is necessary support.

Supervision is an activity that must be carried out by a leader or supervisor in relation to the leadership role he or she carries out in order to maintain the quality of the products produced by the institution (Karim et al., 2021; Saihu, 2020; Tampubolon & Sibuea, 2023). According to (Ubogu, 2024), supervision is a service to teachers which aims to produce improvements in teaching, learning and curriculum. Viewing supervision as a service to teachers aimed at producing improvement.

In implementing school principal supervision, there are several types of supervision, namely academic supervision, clinical supervision and managerial supervision (Lislina et al., 2020; Rusdiana et al., 2020; Sunaryo, 2020). Managerial supervision is a supervisory function relating to aspects of school management that are directly related to increasing school efficiency and effectiveness which includes planning, coordination, implementation, assessment, competency development of educational human resources and other resources (Mutohar & Trisnantari, 2020). The goal of managerial supervision is to assist school staff in managing educational administration such as: curriculum administration, financial administration, infrastructure/equipment administration, personal and personnel administration, student administration, school and

community relations administration, culture and school environment administration, as well as other administrative aspects in order to improve the quality of education (Sari, 2023).

In carrying out managerial supervision, supervisors should act as: (1) Collaborator and Negotiator in the process of planning, coordinating and developing school management; (2) Assessors identify weaknesses and analyze the potential of their target schools; (3) Center for developing the quality of education in the schools it supports; and (4) Evaluator/Judgement regarding the meaning of supervision results (Dacholfany et al., 2022).

The principal's managerial supervision is to support the school's educational staff in achieving their professional development goals (Noor et al., 2020; Özcan, 2020). Professional supervision takes the form of support, direction, and opportunities for the professional development of educators, including assistance in implementing teaching and learning reforms (Admiraal et al., 2021). In other words, the aim of management supervision is to support school education staff in carrying out their duties efficiently (Komalasari et al., 2020). The principal must be able to rely on his abilities as a supervisor, and one of these abilities is managerial competence, which includes various tasks such as making school plans, organizing the school, allocating resources, and supervising how these activities are carried out, a process known as managerial supervision which results in the recruitment of teachers in schools (Amos et al., 2021).

Based on initial observations made by researchers at SMP Negeri 1 Sigli and SMP YPPU Sigli in Pidie province, the Pidie provincial government also implemented a policy to improve student achievement. This policy is implemented by the government, known as "Managerial Supervision." Principals at SMP Negeri 1 Sigli and SMP YPPU Sigli carry out their duties as supervisors to teaching staff, providing advice or support to education staff in a calm and composed manner, both individually and in groups. As a supervisor, the principal supervises and provides direction and guidance to school security officers, education staff, and library staff as they carry out their duties, both individually and in groups. He also provides technical assistance in an effort to improve the performance of his school employees. Educational staff members feel helped when they receive guidance and support from the principal when they encounter difficulties or make mistakes in carrying out their duties.

Therefore, this research aims to determine whether the implementation of managerial supervision by school principals is effective in improving the quality of school education. The formulation of the problem in this research is whether the implementation of managerial supervision by the principal is effective in improving the quality of school education at SMP Negeri 1 Sigli and SMP YPPU Sigli?

METHODS

The method used in this research is qualitative method. This research uses 2 variables consisting of the principal's managerial supervision variable (X) as the independent variable and education quality (Y) as the dependent variable. The sample selection technique used was purposive sampling technique. The participants involved in this research were 4 people consisting of 1 Principal of SMP Negeri 1 Sigli and SMP YPPU Sigli, as well as 2 supervisors, and the Deputy Head of Curriculum as a teacher. The research activities began by observing the implementation of the principal's managerial supervision carried out at the school. The data obtained was analyzed to

determine the effectiveness of the school principal's managerial supervision on the quality of education.

The data collection techniques used consisted of two types, namely interview techniques and questionnaire techniques. Interview techniques regarding the implementation of managerial supervision by school principals have been implemented in schools. Meanwhile, questionnaire techniques are carried out by giving questionnaire sheets to participants. The interview technique was carried out with the aim of obtaining data directly, while the questionnaire technique was carried out to obtain results on the effectiveness of the program that had been implemented. The questionnaire distributed consisted of 20 questions using a 1-4 Likert scale related to the managerial supervision of school principals. The questionnaire that will be used has gone through the validity and reliability stages which can be seen in the following table.

Table 1. Validity Test of Questionnaire Instruments

Variable	Item	R calculated value	Information
Principal managerial supervision (X)	1	0.716	Valid
	2	0.801	Valid
	3	0.679	Valid
	4	0.736	Valid
	5	0.602	Valid
	6	0.466	Valid
	7	0.492	Valid
	8	0.832	Valid
	9	0.764	Valid
	10	0.673	Valid
Quality of education (Y)	11	0.789	Valid
	12	0.834	Valid
	13	0.587	Valid
	14	0.624	Valid
	1	0.625	Valid
	51	0.506	Valid
	6	0.748	Valid
	17	0.938	Valid
	18	0.746	Valid
	19	0.551	Valid
	20	0.576	Valid

The instrument is said to be valid if $r \text{ count} > r \text{ table}$. When viewed from the table above, it is obtained at a significance level of 0.05 using a two-sided test and $n = 20$, then the $r \text{ table}$ is obtained (0.444). All items or variables studied are declared valid because $r \text{ count} > r \text{ table}$. So the questionnaire instrument designed is valid. In addition, Cronbach's Alpha is used to examine the reliability of the major managerial supervision questions (X) and the variable quality of education

(Y) items. According to the test hypothesis, reliability is considered good if it is over 0.8 and acceptable if it is 0.7 or less than 0.6.

Table 2. Test Reliability Questionnaire Instrument

Variable	Cronbach's Alpha Items
Principal managerial supervision (X)	0.847
Quality of education (Y)	0.868

Based on the reliability data testing results using the SPSS version 25.00 program, the Cronbach's Alpha item variables obtained were 0.847 and 0.868, respectively. Therefore, it can be concluded that all of the question items in this instrument can be used as a reliable measuring tool in further analysis for both variables where the Cronbach's Alpha item $\geq$ Cronbach's Alpha value.

Prerequisites and hypothesis testing are used in the data analysis approach. If the significant value exceeds $\alpha = 0.05$ then the normality test is considered to have a regular distribution. Parametric hypothesis testing will be carried out if the data is normally distributed and homogeneous; Alternatively, non-parametric hypothesis testing will be carried out if one or both data is not normal and homogeneous. The results of normality and homogeneity tests were tested to determine the hypothesis. Hypothesis H_a of this research states that schools that implement managerial supervision of school principals have an impact on improving the quality of education. The hypothesis is rejected or accepted based on test findings if a sig (2-tailed) value $< \alpha = 0.05$ is found. Conversely, if sig. (2-tailed) $> \alpha = 0.05$ then the result is accepted or rejected.

RESULT

To answer the issues raised by the problem formulation regarding the effectiveness of principals' management supervision, some data analysis findings are provided. The data provided consists of a normality test to look at the distribution of the data, a homogeneity test to find out whether some of the population variants are equal or not, and a hypothesis test to evaluate the hypotheses in relation to the problem formulation. The test findings are listed in Table 1 and each is explained individually. Kolmogorov-Smirnov is the test used in this study for normality. If a data set has a significance value greater than 5% (0.05), then the data is considered to be regularly distributed. Levene's test was used in this study as a homogeneity test. If the data is greater than the 5% (0.05) significance level, then the data can be considered homogeneous.

Table 3. Normality Test Results

Variable	Asymp. sig	Information
Principal managerial supervision (X)	0.053	Accepted
Quality of education (Y)	0.116	Rejected

Table 4. Homogeneity Test Results

Variable	Sig.	Information
Principal managerial supervision (X)	0.164	Accepted
Quality of education (Y)	0.093	Rejected

The normality test results derived from participants' questionnaire answers are presented in Table 3. The normality test findings show that there is one significant value that is smaller than $\alpha = 0.05$, which indicates that the data is not normally distributed. The data has a Kolmogorov-Smirnov significance greater than 0.05.

Table 4 is an analysis of the homogeneity of the questionnaire instrument. The variables X and Y in the questionnaire data show significant values of 0.164 and 0.093. Because this significant value is higher than $\alpha = 0.05$, the data from these two variables is homogeneous. After the homogeneity and normality tests have been completed, a hypothesis test is carried out. The hypothesis test used is a parametric hypothesis test because the homogeneity test produces homogeneous data while the normality test findings show that the data is normally distributed. These results are shown in table 5.

Table 5. T Test Results

Independent variable	Regression Coefficient (B)	Beta	t	Probability (Sig t)	Decision Against Ha
Constant	18,577				
Principal managerial supervision (X)	0.542	0.644	3,566	0.002	Accepted
ttable	= 2.101				
R	= 0.644				
R Square	= 0.415				

With the findings of this analysis revealed, it is clear that the managerial supervision of school principals significantly improves the quality of school education. Relying on the findings from the calculation results of the basic linear regression equation, $Y' = 18.577 + 0.542X$, where $a = 18.576$ and $b = 0.541$, respectively representing the values of a and b . This shows that an increase in the value of The calculation of the correlation coefficient (R) resulted in a value of 0.644. This indicates a high correlation between the principal's management supervision and the quality of education.

Meanwhile, the correlation coefficient from the calculation results must be compared with the r table to find out whether the coefficient can be generalized or not. When the error level is set at 5% and $n = 20$, the resulting r table is 0.444 because both the 5% error and the calculated r value are greater than the r table value ($0.644 > 0.444$), which leads to the rejection of H_0 and acceptance of H_a . This research concludes that management supervision provided by the school principal and the quality of education have a positive and statistically significant relationship, namely 0.643. As a result, sample data and coefficients can be applied to a population when the sample accurately represents the conditions of the population.

The coefficient of determination value, $r^2 = 0.644 = 0.415$, was obtained from the correlation coefficient analysis calculation, $R = 0.644$. This shows that the principal's managerial supervision variable influences the education quality variable by 41.4%, with other variables not analyzed contributing the remaining 58.6%.

Based on the results of the hypothesis test, for $dk = n - 2 = 20 - 2 = 18$, the calculated t value = 3.565 is greater than t table = 2.101 at the significance level of 0.05. The decision taken was to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a), which indicates that there is quite a large influence of the principal's administrative supervision on the quality of school education, because the calculated t value is greater than the t table value ($3.566 > 2.101$). Statistical

evidence shows a positive correlation between the two variables, which implies that the principal's managerial supervision has an important and substantial impact on the quality of education at SMP Negeri 1 Sigli and SMP YPPU Sigli.

DISCUSSION

Based on the data obtained, it is clear that the principal's managerial supervision significantly improves the quality of school education. Based on the linear regression equation $Y' = 18.577 + 0.542X$, the values obtained are $a = 18.576$ and $b = 0.541$, indicating that increasing the managerial supervision of school principals results in increasing the quality of education. The correlation coefficient (R) of 0.644 indicates a high relationship between the managerial supervision of school principals and the quality of education, with rejection of H_0 and acceptance of H_a . These results confirm the positive and statistically significant relationship between principal management supervision and school education quality, with a coefficient of determination of 41.4%. Hypothesis testing shows that there is a fairly large influence of the principal's administrative supervision on the quality of education, implying an important and substantial impact on the quality of education at SMP Negeri 1 Sigli and SMP YPPU Sigli.

The empirical findings of this study show that: (1) the principal's managerial supervision has a positive and significant effect on the quality of education at SMP Negeri 1 Sigli and SMP YPPU Sigli; and (2) the extent of the influence of the principal's managerial supervision on the quality of education at SMP Negeri 1 Sigli and SMP YPPU Sigli is shown by the research results. The principal's managerial supervision, which includes the following dimensions: (1) monitoring, (2) supervision, (3) assessment, (4) coaching, and (5) reporting (Masyhud, 2012), has a significant impact on the quality of education schools which include: (1) Content standards, (2) Process standards, (3) Graduate competency standards, (4) Educator and education staff standards, (5) Facilities and infrastructure standards, (6) Management standards, (7) Standards financing and (8) Education assessment standards.

In the perspective of supervision to improve teachers' professional abilities, Rohma (2020) argues that 'classroom supervision carried out professionally will really help in improving teachers' abilities so that they can teach well.' In this way, the teacher's strengths and weaknesses will be known, not only for improvement, but also for consideration for the need to provide motivation, appreciation or praise for those who deserve it (Filgona et al., 2020).

Today, supervision is the process of encouraging workers to do their jobs more successfully and efficiently by providing instructions and lessons (Wahyu, 2020). To maintain objectivity in the implementation of supervision, supervisors in contemporary companies are filled by individuals who have a functional position above the leader. Thus, the supervisor acts as a facilitator in this activity (Martins et al., 2021). Direct tutorials between individuals or groups in the form of exercises, seminars and group discussions can be one way that supervision is carried out. The results of this research use several findings from previous research, such as research conducted by Thessin (2019), who found that the role of supervisors significantly influenced the managerial competencies of subsequent managers through activities such as workshops, trainings and other initiatives that defined school supervisors in their capacity as principals through other nuanced activities of supervisory groups acting as facilitators and sources of new information and expertise.

As a result, the findings of this research indirectly strengthen the research findings of Santoso (2020), which found that the areas of organization, learning, training and personality have a holistic impact on competence.

Theoretically, this research also confirms Ababneh (2021) theory which states that organizational attitudes influence individual characteristics. Ababneh also proposed that attitudes from top level management to middle level management, and from supervisors to lower level employees, mutually influence each other. Supervision carried out by school administrators integrates several techniques, including Delphi, Focus Group Discussion Procedures, Workshops, monitoring, and evaluation. Because learning and training to develop information and skills relevant to the field of work can facilitate increased competence, these processes are being tested as a way to stimulate the managerial competence of school principals.

In the process, supervisors not only provide new knowledge, but also improve the principal's ability to manage the school more effectively (Honig & Rainey, 2019). This shows that although supervisors' managerial supervision has varying degrees of influence in each school, their presence in the learning area is very important and necessary to provide guidance, coaching and support to principals in managing school affairs (Cregård & Corin, 2019).

The implementation of managerial supervision at SMP Negeri 1 Sigli and SMP YPPU Sigli has been proven to be very good based on research results. Before carrying out supervision, the supervisor makes initial observations and discussions with the school principal and teachers to prepare the necessary steps. This process aims to improve school management through efficiency and effectiveness in learning activities. Managerial supervision emphasizes school management to support improving the quality of education, with a focus on planning, implementation, assessment, resource development, and follow-up on supervision results. The monitoring and evaluation carried out by the supervisory team has also proven to be excellent, with contributions and input provided to school principals and teachers for continuous improvement. The follow-up carried out by the supervisor is in line with the school's expectations, providing solutions and motivation to teachers and school principals to improve the quality of education. The role of supervisors as partners of educators in managerial supervision activities is very important in fostering teacher professionalism and school management. Through effective follow-up, managerial supervision can correct weaknesses and encourage positive changes in achieving school goals.

The development of the school itself is greatly influenced by the influence of supervision. The influence of educational supervision provided by supervisors on changes in teacher performance is positive and significant, in accordance with Eze (2023) research on the with this administrative supervision, teachers' behavior patterns can be improved, and they are motivated to carry out their roles and obligations diligently and thoroughly to achieve school goals. The coaching model for increasing the ability of school principals in managing school administration through the implementation of managerial supervision has demonstrated its capabilities, and provided new experience in implementing the coaching model for increasing the ability of school principals in managing school administration through the implementation of managerial supervision.

CONCLUSIONS

The research results show that the principal's managerial supervision significantly improves the quality of school education. Linear regression analysis shows that increasing the managerial supervision of school principals is positively related to improving the quality of education, with a high correlation coefficient. These findings support the hypothesis that principal management supervision has a significant impact on the quality of school education, with a variation of 41.4% in improving the quality of education. This research also confirms that managerial supervision has a broad impact, covering various aspects of education such as content standards, learning processes, graduate competencies, and school management. Through comprehensive supervision, teacher professionalism development can occur, in accordance with theoretical views and previous research. Although research on the effectiveness of principal managerial supervision on the quality of school education at SMP Negeri 1 Sigli and SMP YPPU Sigli provides an in-depth understanding of the relationship between managerial supervision and improving the quality of education, there are several limitations that need to be considered. First, this research is limited to two schools in the Sigli area, so the generalization of the findings can only be applied to that context and cannot represent the situation in other schools. Second, external factors such as social and economic environmental conditions may also influence the quality of education, but were not examined in depth in this research. To overcome these limitations, recommendations can be provided. First, further research could involve more schools in various regions to get a more comprehensive picture of the effectiveness of managerial supervision. Second, future research could broaden the scope to consider contextual factors that may influence educational quality, such as support from parents and the local community.

CONFLICTS OF INTEREST STATEMENT

The authors declare no conflicts of interest related to the content of this manuscript. All co-authors have reviewed and approved the final version of the manuscript. Furthermore, the authors affirm that there are no financial interests to disclose. This manuscript is original and has not been submitted for publication elsewhere.

AUTHOR CONTRIBUTIONS

Maisura conceptualized the research idea and developed the theoretical framework. Bahrin was responsible for data collection and initial analysis. Nasir Usman provided expert guidance, contributed to the interpretation of findings, and supervised the overall research process. Jafalizan Md. Jali actively discussed the results and contributed to writing and refining the final manuscript. All authors have read and agreed to the published version of the manuscript.

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