



The Managerial Supervision Competence of Supervisors in Improving the Management of Public Senior High Schools in Jambi Province

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ARTICLE INFO

Keywords: Managerial Supervision Competence, Supervisors, Management

Received : 12, Oktober

Revised : 20, November

Accepted: 3, December

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ABSTRACT

This study examines the managerial supervision competence of supervisors in enhancing the management of public senior high schools in Jambi Province. It focuses on the role of supervisors in improving school leadership through collaborative practices, communication, and strategic planning. Using a qualitative approach, data were collected through interviews with school supervisors, principals, and teachers from selected schools across the province. The findings indicate that effective supervisory practices positively influence school management, particularly in schools where supervisors demonstrate strong leadership and communication skills. The study recommends further professional development for supervisors to address identified challenges and improve school management practices. This research contributes to understanding the relationship between managerial supervision and school improvement in Jambi Province.

INTRODUCTION

Effective school management serves as the cornerstone for improving education quality (Miller & Narzary, 2024). In Jambi Province, the role of supervisors as leaders responsible for managerial supervision is a key element in optimizing the management of public senior high schools. The competency of supervisors in conducting managerial oversight significantly influences the success of implementing educational policies at the school level. However, challenges such as limited training, resource constraints, and policy implementation gaps often hinder the achievement of these goals. Previous studies have highlighted the significant contribution of managerial supervision to improving school management quality. For instance, research demonstrates that a school's success depends on supervisors' skills in formulating strategies and motivating educational staff. However, research focusing on the competency of supervisors in managerial supervision in Jambi Province remains limited.

In the context of education in Jambi Province, the diversity of geographical and socio-economic conditions poses additional challenges to the implementation of managerial supervision. The lack of continuous competency development for supervisors often leads to inconsistent supervision quality. In the context of general practice, the lack of a national curriculum for supervisor professional development results in inconsistent training outcomes. Programs that are not individualized or team-focused may fail to translate workshop learning into practical change, highlighting the need for structured interventions (Ingham et al., 2023). This directly affects suboptimal school management, which in turn influences student learning outcomes. Although numerous studies on managerial supervision exist, there is a lack of in-depth exploration of supervisors' competencies in Jambi Province. Previous research has predominantly focused on general management aspects without specifically examining supervisors' abilities in supporting public senior high school management. This study provides a novel perspective by specifically exploring supervisors' competencies in managerial supervision within public senior high schools in Jambi Province. It also identifies key factors influencing the effectiveness of such supervision in the local context.

LITERATURE REVIEW

Managerial Supervision

Managerial supervision is the process of overseeing and ensuring that management goals are achieved through effective planning, organizing, executing, and evaluating. According to Robbins and Coulter, managerial supervision involves the coordination of individuals and resources to achieve organizational objectives (Robbins & Coulter, 2018). In the educational context, this type of supervision focuses on improving operational efficiency and the effectiveness of school management.

Managerial supervision in education extends beyond just overseeing day-to-day operations; it involves a comprehensive approach to enhancing the overall quality of educational delivery. It requires school leaders to not only manage administrative tasks but also to ensure that teaching practices are aligned with

the school's goals, fostering a supportive learning environment. By effectively coordinating resources, managing staff development, and ensuring the implementation of policies, managerial supervision helps create a systematic framework for continuous improvement ((Holland, 2004). In this context, the role of school leaders is crucial in guiding educators, allocating resources wisely, and regularly evaluating both teaching and administrative practices to ensure the school's success in achieving its educational mission and objectives.

Supervisors' Competence

Supervisors' competence is defined as the ability of supervisors to perform their duties and responsibilities professionally. Competence encompasses the knowledge, skills, and attitudes required to perform specific functions (Boyatzis, 1982). In education, competent supervisors must have a deep understanding of school management strategies, communication skills, and decision-making abilities.

The Role of Supervisors in School Management

Research by Hoy and Miskel highlights that supervisors play a crucial role in creating a conducive school climate and supporting the development of educational staff (Hoy & Miskel, 2013). Supervisors act as facilitators, mentors, and drivers in implementing educational policies. In Jambi Province, supervisors face geographical and socio-economic challenges that affect the effectiveness of their roles.

Recent Studies on Supervision in Senior High Schools

Several studies have emphasized the importance of managerial supervision in improving school quality. For instance, a study by DiPaola & Wagner found that effective supervision enhances teacher performance and student learning outcomes (DiPaola & Wagner, 2018). However, in Jambi Province, in-depth research on the relationship between supervisors' competence and the effectiveness of school management remains limited.

METHODOLOGY

This study employs a qualitative approach with a descriptive method (Seixas et al., 2018). This approach was chosen to gain an in-depth understanding of supervisors' managerial supervision competence in improving the management of public senior high schools in Jambi Province. Data were collected through in-depth interviews, direct observations, and document studies (Roller, 2020). The research population includes all public senior high school supervisors in Jambi Province. The sample was selected purposively, focusing on supervisors with significant experience and involvement in managerial supervision. Additionally, school principals and teachers from selected schools were included as supporting informants to provide broader perspectives. Data were analyzed using a thematic analysis approach (Clarke, Victoria, 2017). Data collected from interviews, observations, and documents were processed through the stages of

data reduction, data display, and conclusion drawing. The validity of the data was ensured through source and method triangulation techniques.

RESEARCH RESULT

In the analysis of the role of supervisors in public senior high schools in Jambi Province, it was revealed that supervisors possess varying levels of managerial competence, significantly influencing the efficiency and effectiveness of school management. Generally, these managerial skills include the ability to provide guidance, support, and the development of relevant programs to enhance school performance. However, the level of these skills is not uniform across schools, resulting in significant disparities in school management and educational outcomes.

The extent to which supervisors can improve the management of senior high schools in Jambi Province largely depends on how they perform their duties and responsibilities. In certain schools, supervisors with extensive experience and a good understanding of school dynamics have successfully created positive synergy with principals and teaching staff. For example, at SMAN 4 Kota Jambi, Supervisor Ahmad Abhar demonstrated exceptional ability in providing effective guidance and support, thereby improving educational quality. Conversely, in schools like SMAN 1 Batanghari and SMAN 1 Sungai Penuh, supervisors faced challenges in communication and engagement, which hindered their ability to offer optimal support.

The managerial supervision competencies of supervisors in public senior high schools across Jambi Province vary widely. While some supervisors excel in planning and organizing school programs, others need to enhance these skills. Supervisors who are adaptable and capable of maintaining good communication with principals and teachers tend to be more effective in implementing changes and improving management. Despite successful examples such as at SMAN 4, deficiencies remain in several schools, particularly in strategic planning and the execution of development programs, which require greater attention.

Challenges and obstacles faced by supervisors in improving the management of senior high schools in Jambi Province are diverse. A significant challenge is the lack of effective communication between supervisors and school staff. The infrequency of regular school visits by supervisors creates a gap, hindering the intensive supervision and coaching that should occur. Additionally, many supervisors lack prior experience as school principals, making it difficult for them to understand and address the complexities of managerial issues. This results in superficial oversight and insufficient support for principals in performing their duties.

Furthermore, the introduction of new systems, such as the Merdeka Mengajar Platform (PMM), has impacted the interaction between supervisors and schools. While the system has automated some supervisory functions, it has sometimes reduced the need for direct communication, which is critical for understanding the specific contexts of schools. Moreover, limitations in professional training and development for supervisors themselves often hinder their ability to provide the necessary guidance.

Ultimately, while supervisors in public senior high schools in Jambi Province have the potential to make significant contributions to improving school management, challenges in communication, experience, and direct engagement need to be addressed. Collaborative efforts between supervisors and school principals are essential to create a supportive environment for better educational development. Addressing these issues will greatly impact the effectiveness of supervision and, ultimately, the quality of education received by students.

DISCUSSION

The findings of this study underline the critical role of supervisors' managerial competence in improving the management of public senior high schools in Jambi Province. The variation in supervisors' skills significantly influences the effectiveness of school management, as evidenced by the differences observed across various schools. This aligns with previous studies emphasizing that the quality of educational management is closely linked to the competencies of those in supervisory roles.

Furthermore, the study highlights that ineffective supervision, as observed in schools like SMAN 1 Batanghari and SMAN 1 Sungai Penuh, stems from a lack of engagement and communication barriers between supervisors and school staff. This finding aligns with Spillane et al. (2001), who propose that distributed leadership, where leadership roles are shared and communication flows freely, enhances school management (Spillane et al., 2001). The absence of strong managerial competence in supervision leads to a fragmented approach to school improvement and management, limiting the potential for educational quality enhancement.

For instance, the success achieved at SMAN 4 Kota Jambi demonstrates how effective supervision, characterized by clear communication and strategic guidance, can enhance school management and educational outcomes. This supports the argument by Hallinger and Heck that effective leadership and supervision foster a positive organizational climate and drive school improvement (Hallinger & Heck, 2010). However, the challenges faced at schools like SMAN 1 Batanghari and SMAN 1 Sungai Penuh highlight the critical gaps in communication and engagement. These findings resonate with the work of Robinson et al. who note that ineffective supervision often leads to diminished outcomes in educational environments (Robinson et al., 2008).

The findings also highlight the impact of supervisors' ability to adapt and collaborate with school principals and teaching staff. Supervisors who maintain strong communication and demonstrate flexibility are better equipped to address school-specific challenges, supporting the claims of Leithwood regarding the importance of adaptable leadership in diverse educational settings (Leithwood et al., 2004). Nonetheless, the limited experience of some supervisors, particularly those lacking a background as school principals, presents a significant challenge. This confirms previous studies suggesting that practical experience is a cornerstone of effective supervision.

Additionally, the introduction of new systems such as the Merdeka Mengajar Platform (PMM) has brought both opportunities and challenges. While automation enhances efficiency, it may inadvertently reduce direct interactions crucial for understanding school-specific contexts. This finding aligns with research on technology integration in education, which highlights the need for balancing automation with personal engagement to maintain effective supervision.

Overall, this study confirms that improving supervisors' managerial competencies requires addressing communication gaps (Lysy & Sakol, 2019), enhancing professional development programs (Kennedy, 2016), and fostering collaborative environments. These findings provide valuable insights into the dynamics of supervision in public senior high schools, emphasizing the need for systemic support and targeted interventions to optimize the quality of school management and, ultimately, student outcomes.

Fostering a collaborative environment among teachers is essential for enhancing professional development and improving educational outcomes. Collaboration between teachers can take various forms, such as Communities of Practice, co-teaching, and Professional Learning Communities (PLCs), each offering unique benefits and challenges. These collaborative frameworks not only support teachers' professional growth but also have a positive impact on student learning. Some key aspects of cultivating a collaborative environment for teachers include creating spaces for peer knowledge sharing and reflective practice, which can lead to improved educational results. Approaches such as Participatory Action Research, exemplified by the Ban Nong Hua Wua School project, emphasize ongoing learning and adaptation to new educational paradigms, helping teachers refine their skills and development (Ferri & Bonometti, 2024) (Tornee & Sanrattana, 2023). In addition to these frameworks, co-teaching and peer collaboration restructure classroom interactions to facilitate cooperative learning, requiring specialized training to be effective (Duran & Miquel, 2019). PLCs provide a platform for teachers to engage in collaborative learning, debate theoretical principles, and experiment with new instructional strategies. Successful PLC implementation, as seen in South African primary schools, depends on strong leadership and a commitment to quality teaching and learning (Steyn, 2017). While collaborative environments offer many benefits, challenges such as aligning individual teacher goals with collective objectives and ensuring adequate training and resources must be addressed. Moreover, fostering a culture of collaboration requires commitment from both school leaders and teachers to continuously develop and adapt their practices (Bilican et al., 2021).

This study contributes to the academic discourse by providing an in-depth analysis of the managerial supervision competencies of supervisors in public senior high schools in Jambi Province. Unlike previous research, which primarily focused on general educational management, this study emphasizes the specific skills and challenges supervisors face in managing schools within a diverse and dynamic context. By highlighting the gaps in communication, professional development, and strategic planning, this research offers a nuanced

understanding of how supervisors' competencies directly impact school management and educational outcomes. The findings serve as a critical reference for policymakers and educational stakeholders to design targeted interventions aimed at enhancing supervision effectiveness.

Additionally, this research bridges the gap in existing literature by examining the integration of modern educational platforms, such as the Merdeka Mengajar Platform (PMM), within the supervision framework (Keisha et al., 2024). It underscores the balance required between technological integration and interpersonal engagement in maintaining effective supervision. The study's focus on the local context of Jambi Province provides a valuable case study that can inform similar educational systems facing comparable challenges globally. By addressing these specific issues, this research contributes to the broader field of educational management and leadership, paving the way for future studies to explore innovative solutions to optimize supervision practices in education.

CONCLUSIONS AND RECOMMENDATIONS

The research on the managerial supervision competence of supervisors in improving the management of public senior high schools in Jambi Province reveals that supervisory practices have a significant impact on the effectiveness of school management. Supervisors play a critical role in guiding and supporting school leaders and teachers through collaboration, communication, and strategic planning. However, the findings indicate that the competence of supervisors varies across schools, influencing the quality of school management. In schools where supervisors are well-experienced and communicate effectively with school leaders and staff, such as at SMAN 4 Kota Jambi, improvements in educational quality are evident. Conversely, in schools where communication barriers and a lack of engagement are present, like SMAN 1 Batanghari and SMAN 1 Sungai Penuh, the effectiveness of supervision is compromised, resulting in suboptimal management.

Based on the research findings, it is recommended that the government and educational authorities in Jambi Province invest in enhancing the professional development of school supervisors. This could involve more comprehensive training programs to strengthen managerial skills, improve communication strategies, and equip supervisors with the necessary tools to effectively support school leaders and teachers. Additionally, improving the consistency and frequency of supervisory visits would help address the challenges identified, such as communication gaps and lack of direct engagement. Establishing clearer frameworks for collaboration between supervisors, principals, and teachers is also essential to ensure that supervision is more impactful in improving school management and ultimately the quality of education in the region.

ADVANCED RESEARCH

Each study, including this one, has its limitations that must be acknowledged to guide future research. One of the limitations of this research is the focus on only a few schools in Jambi Province, which may not fully represent

the diverse educational contexts across the region. Additionally, the study primarily relied on qualitative data from interviews and observations, which may introduce subjective biases in the interpretation of results. To address these limitations, future research could include a larger and more diverse sample of schools to provide a broader perspective. Moreover, future studies could combine both qualitative and quantitative methods to achieve a more comprehensive understanding of the impact of managerial supervision on school management. Longitudinal studies tracking changes over time would also be valuable in assessing the long-term effects of supervisory practices on educational outcomes.

ACKNOWLEDGMENT

I would like to express my sincere gratitude to all the individuals and institutions that contributed to the completion of this research. First, I am deeply thankful to the school supervisors, principals, and teachers in Jambi Province who participated in this study, providing valuable insights and sharing their experiences. Their willingness to cooperate and offer their perspectives was instrumental in the success of this research. I also wish to thank my academic colleagues and mentors who offered constructive feedback and guidance during the development of this paper. Their suggestions were crucial in refining the research approach and analysis.

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