


The Managerial Supervision Competency of the Supervisor in Supervising the Principal of Public Vocational High School in Jambi City


Misriadi^{1*}, Khairinal², Suratno³, Muazza⁴

^{1,2,4}Universitas Jambi

³Universitas Negeri Semarang

*Corresponding Author:  -

ARTICLE INFO	ABSTRACT
<p>Received: January 3, 2025</p> <p>Revised: January 17, 2025</p> <p>Accepted: March 23, 2025</p> <p>Keywords: Managerial supervision competency; supervisor; vocational school principal satisfaction</p>	<p>Principals of vocational schools require effective supervision to fulfill their roles and responsibilities. However, the insufficient managerial supervision competencies of supervisors have hindered efforts to support the principals of public vocational high schools (SMKN) in Jambi City. This study aims to evaluate the managerial supervision competencies of supervisors in guiding these principals. A descriptive method with a qualitative approach was employed, using data collection techniques such as observation, interviews, and documentation. The study's subjects included SMKN supervisors, principals, and teachers, selected through snowball sampling. Triangulation techniques were applied to ensure data accuracy. The findings revealed that the managerial supervision competencies of supervisors in guiding SMKN principals were suboptimal throughout the process. Evidence includes: 1) work program preparation based on guidelines and previous monitoring results, 2) managerial supervision practices aimed at enhancing school administration productivity, and 3) periodic program evaluations conducted according to a schedule and documented in written reports. The supervisors' work system was supported by their commitment and experience. However, several inhibiting factors were identified, including supervisors' educational qualifications that did not align with the specific needs of vocational schools, insufficient managerial training, and the overwhelming number of schools under their supervision. To address these challenges, the study suggests enhancing supervisors' work experience through targeted training and improving the supervisor recruitment system to better match the needs of vocational schools.</p> <p>How to Cite: Misriadi, Khairinal, Suratno, & Muazza. (2025). The Managerial Supervision Competency of the Supervisor in Supervising the Principal of Public Vocational High School in Jambi City. <i>Indonesian Journal of Pedagogy and Research Development</i>, 1(2), 74-89.</p>

Published by:
Media AkademiKA Publisher
 mediaakademikapublisher@gmail.com

1. INTRODUCTION

School supervisors are civil servants appointed by the Ministry of Education and Culture, tasked with providing guidance and assessment on both the technical and administrative aspects of educational institutions. They play a critical role in school development by creating a conducive environment that aligns with the school's vision, fosters character-building, and cultivates moral integrity among students. The essence of education lies in transforming students into potential human beings grounded in good morals, within an environment that nurtures both religious and ethical values.

The Minister of National Education Regulation No. 12/2007 outlines the qualification and competency standards required for school supervisors. These standards specify the academic and non-academic criteria necessary for appointment, as well as the competencies that supervisors must possess to fulfill their duties, functions, and responsibilities effectively. The six key

competencies include: (a) personality competence, (b) managerial supervisory competence, (c) academic supervisory competence, (d) educational evaluation competence, (e) research and development competence, and (f) social competence (Anonim, 2020). However, competency test results in various regions indicate that school supervisors often lack proficiency, particularly in managerial supervision, academic supervision, educational evaluation, and research and development. This highlights the urgent need for education and training programs to enhance the skills of both current and prospective school supervisors.

One of the critical competencies for school supervisors is managerial supervision, which focuses primarily on teachers and educational personnel. Teachers are pivotal to the education system, as the nation's future hinges on their success in educating the younger generation. The effectiveness of formal education, particularly in schools, is often questioned, with concerns about the quality of education and the perceived inadequacies of the school system, placing teachers under scrutiny (Nasution, 2012). To address these challenges, supervisors must possess strong managerial supervision skills to guide, direct, and support teachers. This enables teachers to manage classrooms professionally, foster students' creativity and innovation, and create meaningful learning experiences (Winaryati, 2014).

Despite continuous improvement programs initiated by the Education Office and the Ministry of Education and Culture, the role of supervisors remains problematic. In the era of decentralization, education supervision has been weakened by issues related to recruitment, placement, and career progression. These challenges often make teaching positions less desirable, reducing schools to mere holding areas for extending working years until retirement (Aedi, 2014). Furthermore, the qualifications and standards for school supervisors are often unclear. While Permendiknas No. 12/2007 specifies that supervisors should come from a teaching background, in practice, the supervisory role is frequently underappreciated by both teachers and principals (Aedi, 2014). The lack of quality among supervisors is further exacerbated by the fact that, in some areas, the position is often given to less favored officials, making it a marginalized role (Suryana, 2015). Regardless of the conditions, without the necessary skills and expertise, school supervisors cannot perform effectively. Conversely, skilled and competent supervisors can overcome existing challenges and work towards continuous improvement (Iskandar, 2013).

In Jambi City, several issues have been identified concerning the implementation of managerial supervision by SMKN supervisors. First, the varying levels of understanding among supervisors stem from their diverse educational backgrounds, many of which are not rooted in vocational education. Some supervisors have never taught in a vocational school before their appointment, contradicting the requirements of Permendiknas No. 12/2007, which mandates that vocational school supervisors should be certified vocational teachers with at least eight years of relevant teaching experience or vocational school principals with a minimum of four years of experience. Additionally, current recruitment practices often do not prioritize outstanding SMKN teachers and principals.

Second, vocational supervisors tend to focus more on academic aspects, while managerial supervision receives less attention. The large number of schools under each supervisor's responsibility also limits the frequency and intensity of field visits, reducing their effectiveness in overseeing public vocational schools in Jambi City.

Research Questions:

1. What are the current managerial supervision competencies of supervisors in public vocational high schools (SMKN) in Jambi City?
2. How do these competencies affect the development and management of SMKN principals in Jambi City?
3. What are the main challenges faced by supervisors in implementing managerial supervision at public vocational high schools in Jambi City?
4. What strategies can be employed to enhance the managerial supervision competencies of supervisors in public vocational high schools in Jambi City?

2. LITERATURE REVIEW

Supervision

Hess (Shohet 2008) defines supervision as “... *interpersonal interaction with the general goal that one person, the supervisors, meets with another, the supervisee, in an effort to make the latter more effective in helping people.*” According to this definition, supervision is an essential personal interaction with the general aim that one person, namely the supervisor, meets with another person, namely the person being supervised, in an effort to help people more effectively.

Supervision itself serves as a supervisor and guide in every learning and school management activity (Segiovanni, 2005). In the process, supervision functions to help improve the quality of education in an educational institution. Besides that, the effectiveness and efficiency of educational activities and support for teachers to achieve predetermined educational standards are also the tasks of a supervisor. (Glickman & Ros-Gordon, 2015).

As one of the drivers of supervision and guidance of education quality, supervision has several main functions. However, according to Wiles & Bondi (2015) the main functions of supervision are:

- a. **Developing professionalism:** One of the main functions of supervision is to improve the quality and professionalism of teachers and staff at school. Through the provision of guidance activities, feedback and opportunities for self-development a supervisor can improve the quality of competence and skills of educators. In the same time, the performance given by the educators can also run more purposefully.
- b. **Performance evaluation:** Then, supervision has the task of evaluating the performance of the teachers and staff in the school. These evaluation activities involve activities such as continuous observation, analysis of observation and test results, and several other overall performance assessments. Therefore, through these evaluation activities, supervisees can provide constructive feedback and determine some areas that need to be improved.
- c. **Curriculum planning and development:** In developing a curriculum, a supervisor must be involved. In curriculum development activities, supervisors can ensure that the curriculum is designed by educational standards. Moreover, through reviewing curriculum planning and development, supervisors can also help meet students' needs more effectively.
- d. **Resource management:** Then, supervision also plays a role in resource management. The supervisor also plays a role in overseeing and managing the allocation of teaching staff, budgets and school facilities. This is aimed at ensuring that there is an optimal use of school resources and facilities.

Managerial Supervision Competence

Managerial supervision competence of school supervisors is an effort to provide guidance, assessment and assistance/guidance from the preparation of school programs based on school data, the process of program implementation based on targets, to program assessment and targeted results (Sagala 2012). The competence of managerial supervision of school supervisors is the monitoring, coaching and assessment of school principals and other school elements in managing, administering and implementing all school activities (Irsan 2012).

The managerial supervision is an effort to provide assistance provided by supervisors to educators and education personnel in the context of coaching, assessment and guidance starting from the program plan, process, to evaluation, results and activity reports. The guidance and assistance in question is given to the principal and all school staff in school management. (AA. Mahatirta 2023).

Managerial supervision is the activity of monitoring, coaching and assessing principals and other school elements in managing, administering and managing the school. (Irsan 2012). By the guidelines for the implementation of school supervisors, the Ministry of Education explains that the scope of managerial supervision is as described below: 1) Coaching, which is the coaching of school or madrasah principals aimed at increasing the understanding and implementation of

competencies possessed by school/madrasah principals in carrying out their daily duties to achieve the National Education Standards. (2) Monitoring, which includes monitoring the implementation of national education standards in schools and utilizing the results to help school principals prepare for school accreditation, and (3) Assessment, which is an assessment of the performance of school principals on school management following national standards (Depdiknas 2009). Managerial supervision carried out by school supervisors is part of efforts to improve the ability of school personnel carried out in the context of carrying out school supervision tasks (S. Joni 2016).

Then this managerial supervision also deals with various aspects of school management that are directly related to school efficiency and effectiveness activities. These aspects include several things such as; 1) planning, 2) implementation, 3) coordination, 4) assessment, and 4) improving the competence of school principals and their staff (Direktorat Tenaga Kependidikan 2009).

Furthermore, managerial supervision also has supervision targets, namely school principals and other staff to manage education. The managerial supervision target is tasked with improving school management through improving the administrative capabilities of education personnel or other school personnel in carrying out tasks that support the implementation of the learning process and improving quality in schools. This is carried out by every supervisor in the schools they monitor.

In the meantime, the target of managerial supervision must also assist in several matters such as; 1) curriculum management activities, 2) student management, 3) development and management of infrastructure and equipment in schools, 4) supervision of school relations and related communities, 5) management of financial administration, 6) personnel management, 7) management of the environment and school culture and other administrative aspects (Imron, 2003).

To respond to the previous explanation, the researcher concluded that managerial supervision activities have an important role in ensuring the smooth running of management activities in schools. Some experts explain that managerial supervision activities involve strategic planning and effective organization. Through this activity, supervisors must have the ability to plan activities, allocate resources and ensure that all aspects of school management are running according to plan (Glickman et al, 2014). In the same way as planning and organizing activities, managerial supervision also involves understanding education policy to its stakeholders. By knowing the applicable education policy, the stakeholders of this activity can implement the applicable education policy.

Thus, managerial supervisors also have to understand education regulations and policies and be able to implement them correctly in the school environment (Sergiovani, 2015). Moreover, managerial supervision also needs involves effective leadership (Wiles & Bondi, 2015). Through this, supervisors can inspire, motivate and guide school staff and educators to achieve common goals. By mastering these competencies, a managerial supervisor can make a significant contribution to the effectiveness of school management. through this, the overall quality of education can be maximally implemented.

The School Principles

The principal is the navigation of leadership to implement quality education. They play a central leadership role. It aims to ensure that the Education Institution can run well while providing a quality Education experience for students (Rosalina 2013). school principals are often referred to as the head of the Education Institution in schools. which the principal is responsible to manage all operational and academic aspects of the school as well as provide guidance to staff and students to achieve Education goals.

One of the standards that principals must have is the competency dimension consisting of personality standards, social standards, entrepreneurial standards, supervision standards, and managerial standards (Rosalina 2013); (Sudharta, V. A., Mujiati, M., Rosidah, A., dan Gunawan 2017). These dimensions have been explained in the Regulation of the Minister of National Education No. 13/2007 on School/Madrasah Principal Standards, explaining that to be appointed

as a school/madrasah principal, a person must meet the standards of school/madrasah principals that apply nationally.

Based on the regulation of the Minister of National Education No. 13 of 2007, it is explained that principals in carrying out their duties as leaders must have several things such as general and special qualifications. The general qualifications include several requirements such as; 1) undergraduate academic qualifications (1) or Diploma IV education or non-education from an accredited university, 2) at least 56 years old, and 3) have 5 years of teaching experience. Through these qualifications, school principals are expected to improve work performance and realize successful educational goals in the schools they lead. To improve the quality of leadership, a principal is expected to have leadership aspects such as; personality (positive, friendly, jovial, passionate, confident, has a strong mentality and high social sensitivity), knowledge (mastering qualified scientific fields, and assigning technology and art related to learning), purposes (having broad insight and formulating school physical programs that can involve all stakeholders at school), skills (having a broad knowledge and formulating school physical programs that can involve all stakeholders at school).

As explained by (Leithwood et al, 2006; Bush & Glover, 2014) there are several functions of the school including: a) Principals who work well are expected to bring positive changes in the quality of learning, b) Principals are responsible for overall school leadership and management activities such as; strategic planning, organizing and supervising various educational activities, c) principals must foster and develop teacher competencies such as; providing training, good feedback and continuous professional development, d) principals must also play a role in fostering discipline within the school such as; implementing school rules, handling conflicts and creating a positive school culture.

The principal's competencies include: (1) preparing school plans for various levels of planning; (2) developing the school organization as needed; (3) leading the school to optimally utilize the school's human resources; (4) managing school change and development towards an effective learning organization; (5) creating a school culture and climate that is conducive and innovative for students' learning; (6) managing teachers and staff to optimally utilize human resources (HR); (7) managing facilities and infrastructure to optimally utilize them; (8) managing school and community relations to seek support for ideas, learning resources, and school financing; (9) managing learners to admit new learners, and placement and capacity building of learners; (10) managing curriculum development and learning activities by the direction and objectives of national education; (11) managing school finances by the principles of accountable, transparent, and efficient management; (12) managing school administration in supporting the achievement of school goals; (13) managing school special service units in supporting learning activities and learner activities at school; (14) managing school information systems in supporting program preparation and decision making; (15) utilizing advances in science and technology for the improvement of learning and school management; and (16) monitoring, evaluating, and reporting on the implementation of school activity programs with appropriate procedures, as well as planning follow-up actions. (Depdiknas 2007).

Research Paradigm

The research paradigm in a study is very important to be used as a guide to achieve research objectives and to limit the research to be more focused. Other than that, the research paradigm is also defined as a set of beliefs about values and views on the best way to approach and understand research reality (Creswell 2017). To achieve the research objectives in examining the supervisor's managerial supervision competence in fostering SMKN principals in Jambi City, researchers refer to the achievement of teacher competency standards.

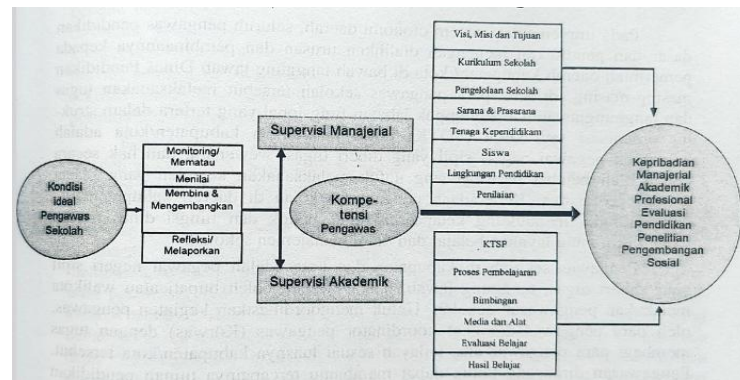


Figure. 1 Framework for Supervisory Managerial Supervision Competence in Supervising the Head of Vocational School (Sagala 2012)

Based on this picture, it can be explained that the work pattern is harmonious and synergistic between supervisors, principals and teachers. The supervisor's managerial supervision competence is directly related to the head of the vocational school. The Jambi Provincial Education Office continues to improve the qualifications of school supervisors under its auspices. It can be done starting from the quality selection stage when recruiting prospective school supervisors to increase the competence of school supervisors through continuous education and training (diklat). Considering the importance of the role of school supervisors, the governance and empowerment of the role of school supervisors need to be continuously improved. The Department of Education as an authorized and responsible institution must be able to make these efforts through supervisory work programs that lead to the achievement of these goals.

3. METHODS

This research uses a descriptive method with a qualitative approach. Qualitative research has various definitions, but John W. Creswell understands it as a research approach that begins with assumptions, interpretive/theoretical lenses, and the study of research problems that examine how individuals or groups interpret social or humanitarian problems. (Creswell 2011).

Furthermore, it has been conducted in several public vocational schools including; SMKN 1 Jambi City, SMKN 2 Jambi City, SMKN 3 Jambi City, SMKN 4 Jambi City, SMKN 5 Jambi City, and SMKN 6 Jambi City. The selection of these locations was based on the ease of access and availability of teacher professionalism problems at each of these institutions.

This research involved several supervisors from SMKN and the Head of SMKN in Jambi city. To determine the research subjects in this study, researchers used purposive sampling for the sampling method. In this procedure, the researcher selects research subjects/samples based on certain criteria by the objectives of this study. The procedures are 1) making definitions and setting selection criteria based on experience and knowledge related to managerial supervision and leadership activities, 2) identifying research subjects based on predetermined criteria, 3) verifying the suitability of research subjects with predetermined criteria, and 4) confirming the availability of subjects to be research subjects. Furthermore, to collect data in this study, researchers carried out three data collection processes.

The process began with interviews with the research subjects, namely supervisors and school principals, followed by field observations. The observation activities were used to confirm the truth of the data provided during the interview process. Not only that, researchers also conducted documentation study activities from the data obtained. After all of the data has been collected, the next step is to check the completeness of the data. Thus, the researcher carries out the trustworthiness procedure. To carry out this process, the researcher used the member-checking method. In the procedure, the researcher first recapitulates all the data and gives a temporary interpretation of the data that has been obtained. Furthermore, the researcher asked for the availability of the participants to review the results of the temporary interpretation of the data they had provided. The activity was carried out to ask for confirmation of the truth of the data that had been obtained.

Once the data is obtained, the next step is to carry out the data analysis process. In this activity, the researchers were guided by the data analysis procedure described in (Creswell 2011). The procedure

begins with organizing the data which includes (transcription and coding). Then proceed with the search for themes. In the second procedure, the researcher carries out an initial examination to identify salient findings and patterns and categorize codes that often appear into predetermined themes. The third procedure is to carry out an in-depth analysis. In this procedure, the researcher's task is to understand the context and meaning behind the data and identify relationships between codes. The fourth procedure is to understand the context and meaning behind the data that has been found. The last procedure is to report the findings in a structured manner.

4. FINDINGS

The data was collected through interviews, documentation and observation. In this case, researchers interviewed supervisors and school principals. The findings of the current study displayed the meaning behind the phenomena that occurred in the managerial supervision competence of supervisors in fostering vocational school principals in Jambi City and several supporting and inhibiting factors in the process of implementing managerial supervision. In this regard, here is a further explanation related to the findings of this study:

The Quality of Supervisory Managerial Supervision Competence in Supervising SMKN Heads in Jambi City

This study aims to reveal the quality of the competence of supervisors' managerial supervision in fostering school principals in Public Vocational School. Hence a number of targeted supervision activities were carried out by researchers. Which research involved several elements of the supervisors' fostered schools such as; principals, teachers, infrastructure and related documents in foster schools in the Jambi City Region. The assisted schools involved in this study have been listed in table 1 below:

Table 1. Assisted Schools

No	School Name
1.	SMK Negeri 1 Jambi City
2.	SMK Negeri 2 Jambi City
3.	SMK Negeri 3 Jambi City
4.	SMK Negeri 4 Jambi City
5.	SMK Negeri 5 Jambi City
6.	SMK Negeri 6 Jambi City

The results showed that supervisors have carried out managerial supervision activities for education personnel in several vocational high schools in Jambi City. As for each of them, they already have their own program which they have compiled based on the results of the work meeting at the beginning of the learning year. from the findings it is revealed that the managerial supervision competence of school supervisors aims to monitor, provide guidance and training. This is described by one of the supervisors in the quote below:

"This managerial supervision activity aims to provide guidance and training as well as monitoring for educators. Besides that, to carry out this task, I have also compiled an annual program at the beginning of the learning year.."

Furthermore, based on the findings, the researchers found information that the principals in charge of the Public Vocational School under study have made a good contribution to the implementation of the management system in schools. it seems to provide an answer that school supervisors have provided quality performance and contribution to the management system that is measured by the national standards of education to the school principal to the maximum.

The workflow of a school supervisor involves several responsibilities and tasks. It aims to ensure that every school operation is running well and has met education standards. Based on the explanation contained in the guidelines for the implementation of supervisory duties stipulated in the Directorate of Education Personnel in 2009 that the duties of a managerial supervisor are

to carry out initial assessment activities, supervision plans, curriculum supervision, teaching evaluation, human resource management, administrative management, public relations, to reporting and documentation. The same thing was also conveyed by the Head of the Jambi City SMK Office, who was interviewed by researchers in his office. From the findings, it was found that these activities must begin with planning activities. Then the activities that should be carried out are implementation activities, monitoring to the evaluation stage. Several stages must be a unity that cannot be separated. Because all of these series of activities are sacred activities and need to be carried out comprehensively. This is explained in the following quote:

“A supervisor's workflow is like that, namely planning, implementing, monitoring and evaluating. If one stage is missed, then the supervisor's work becomes inappropriate. Supervisors cannot carry out supervision without proper planning, as well as monitoring and evaluation if they have not done planning and coaching. And the supervisor of SMKN Jambi City is one of the supervisors who plans, implements and evaluates his supervisory activities.”

Moreover, based on the explanations of several managerial supervisors who became participants involved in this study, they have understood the main tasks of their work quite well. Based on the results of observations, researchers also saw several series of supervisory activities that are mandatory and sacred for them to carry out. In connection with this case, the following are the steps or series of supervisory activities;

1. The first steps of supervisory preparation activities are: 1) preparing a supervision program in the form of an Annual Program, Odd Semester, and Even Semester Programs; 2) preparing an Academic Supervision Plan (RPA) and Managerial Supervision Plan (RPM) along with each instrument to be used; 3) preparing a supervision schedule according to the supervisor's workload.
2. The second step is to carry out supervisory activities (coaching, monitoring, and assessment) under the RPM (Managerial Supervision Plan) by recording data (through observation, documentation, interviews, discussions) in schools, accompanied by coaching and mentoring under a predetermined activity schedule.
5. The third step is to evaluate the results of supervision from the results of processing activities, analyzing the data that has been taken from the assisted schools related to all components in the school both physical and non-physical (human resources of principals, teachers, other staff).
6. the fourth step is compile the results of the evaluation of the results of supervisory activities in the form of a written report. Then it need to submitt to the fostered schools and stakeholders.

Supervisory activities are very important to ensure that education goals are maximally achieved. In response to this, school supervisors become a very vital element. School supervisors have complex responsibilities in fostering the performance of the results of all elements of the school community. However, instead of addressing the importance of the role of public vocational school supervisors in Jambi city, this study revealed that SMKN supervisors in Jambi city have not carried out their main duties. There are a number of tasks that supervisors are required to carry out and if this is explained in front of the supervisor, then there is not a single supervisor who does not know it. but the results of observations show that the desire of supervisors to carry out these main tasks is still low.

Table 2. Task and Implementation Status

No	Main Task	Implementation status
1.	Develop a supervisory work program for each semester and each year at the school under supervision.	Retrieved
2.	Carry out assessment, processing and analysis of data on student learning outcomes / guidance and teacher abilities	not yet maximized
3.	Collect and process data on educational resources, learning/mentoring processes, school environment that affect the development of student learning/mentoring outcomes.	not yet maximized
4.	Carry out a comprehensive analysis of the results of analyzing various educational resource factors as material for school innovation	not yet maximized
5.	Carry out assessment and monitoring of the implementation of education in the schools under his guidance starting from the admission of new students, the implementation of learning, the implementation of examinations to the release of graduates / giving diplomas.	Retrieved
6.	Carry out assessment and monitoring of the implementation of education in the schools under his guidance starting from the admission of new students, the implementation of learning, the implementation of examinations to the release of graduates / giving diplomas.	Retrieved
7.	Compile reports on the results of supervision in the schools under their supervision and report them to the Education Office, School Committee and other stakeholders.	Retrieved
8.	Carry out an assessment of the results of school-wide supervision as a study material for determining the next semester's supervision program	Retrieved
9.	Provide assessment materials to schools in the context of school accreditation	Retrieved
10.	Providing suggestions and considerations to the school in solving problems faced by the school related to the implementation of education.	not yet maximized

However, from the findings in this study related to the quality of the supervisor's managerial supervision competence in fostering public vocational schools in jambi city, the researchers can conclude that the quality of knowledge about the main tasks of the supervisor's managerial supervision can be said to be quite good. This can be said because from the findings the researchers saw that the managerial supervisors had carried out the substantial steps that were by the work implementation rules contained in the guidelines for the implementation of supervisory duties regulated in the Directorate of Education Personnel in 2009. The implementation steps consist of 4 steps, namely; 1) supervisory preparation activities, 2) Supervision implementation activities, 3) supervisory evaluation activities, and 4) evaluation result reporting activities. The findings reveal that some of these tasks have been carried out well, although some of these main tasks have not been maximally carried out optimally.

The Supporting and Inhibiting Factors of Supervisors in Supervising SMKN Heads in Jambi City

Supporting Factors

Through education, many people can use it to build the quality of a nation. The quality of schools determines the success of the education acquisition process for students. In this context, school supervisors become a very central element. School supervisors have complex responsibilities in fostering the performance of the results of all elements of the school community. The supporting and inhibiting factors of supervisory activities are important to be investigated further. This happens because to overcome problems and maximize performance results in an educational institution. The results of the study revealed several supporting factors that support supervisors in fostering SMKN heads in Jambi City.

From the findings in the study, the researchers found that the first supporting factor that helped the supervisors in fostering SMKN principals in Jambi City was *the supervisor's commitment to work*. The commitment possessed by a school supervisor is very influential on the performance process in fostering school principals to improve the quality and effectiveness of school management. This happens because through this the vision and mission of the school can become more directed. The interview results described by the participants this commitment can help them become strong leaders who have a vision and mission in directing the vocational school principals and the staff they lead. This is explained in the following quote:

"I think what helps the most in the supervision process is committing carrying out the task. This commitment encourages us to keep in mind our vision and mission in carrying out the task.."

"Yes, I think something like commitment is very necessary, because through it we can continue to be consistent in carrying out the tasks carried out.."

A good commitment can help supervisors in building strong partnerships with school stakeholders. The results of this study explain that the commitment of school supervisors also plays an important role in the process of building strong relationships with related parties such as; 1) students, 2) parents, 3) communities, and educational institutions. Therefore, the consistency and commitment of a supervisor is very important to increase mutual respect and strengthen social ties. This is explained in the following quote:

"commitment must exist and be used as a guideline. Because through this point a supervisor can carry out his performance optimally. So that it can build good relationships between students, parents, the community, and related parties in the educational institution.."

Furthermore, commitment to the implementation of coaching tasks must not only be owned by supervisors, but also by principals and supervised staff. Strong commitment can influence overall performance improvement. Principals and staff who are committed to the school's learning goals will certainly work smarter and more efficiently in their tasks. In addition, when all parties feel that they share the same goals and support each other in achieving them, it creates a positive working environment where ideas can be shared, conflicts can be addressed constructively, and collaboration can flourish. The following is an explanation related to this:

"commitment to teachers must also be maintained. I think it is very important to have this because through commitment we can jointly realize better education.."

"I think that commitment must be owned by all parties such as supervisors, principals, teachers and other education staff. because with the involvement of each other we can complement each other's shortcomings to create maximum perfection of performance results. In addition, with a common goal and commitment, we can also share information and collaborate in improving learning outcomes.."

Then in the other hand, another factor that influences the performance of supervisors in fostering SMKN principals is work experiences. Supervisors who have work experience can provide insightful assistance to principals in designing learning programs that integrate theory and practice and provide the necessary facilities and infrastructure. In other words, through qualified work experience supervisors can understand the needs needed in schools. This can affect the improvement of practical and effective learning. Therefore, through this, the educational goals listed in the curriculum can be maximally implemented. This explanation is conveyed in the following quote:

"Of course, we really need relevant experience so that we can understand the needs in the field.."

"Combining theory and practice is very important for a supervisor. To get a mature understanding of theory and practice, I think we can see it from the work experience of the supervisors themselves."

Through rich work experience, supervisors can also act as mentors who can provide guidance to inexperienced vocational school principals. Based on the explanations of several participants, experienced supervisors can provide guidance on the challenges and opportunities that will be faced by vocational school principals on how to run vocational schools and provide tips for overcoming obstacles that arise. The following is an excerpt of the explanation regarding this matter:

"We need supervisors who have maximum work experience. Through this, we hope that as supervisors, we can provide new insights to the assisted school principals regarding the tasks that must be carried out.."

"The supervisors, through their work experience, can understand the duties of vocational school principals well. Therefore, they can also be mentors who can provide guidance and direct the duties of school principals to carry out their duties.."

The findings also reveal that the supporting factors are 1) the supervisor's commitment to work, 2) the supervisor's extensive experience and 3) the principal who can empower himself without the full direction of the supervisor. This was expressed by the head of SMK Negeri 3 Jambi City in the following interview excerpt:

"The supervisor is committed to his/her work and has experience in working.."

In the same way, school principals who can empower themselves without direction from the supervisor are also a supporting factor in the maximum coaching process. School supervisors need to be democratic and try not to excessively defend their opinions and beliefs, can listen more to the complaints of the principal, are willing and able to accept the principal's ideas, pay more attention to the relationship with the principal, can accept feedback both positive and negative, tolerance for mistakes made by the principal, and can be more open to the principal.

Inhibitor Factor

Besides supporting factors, there are also inhibiting factors for supervisors' managerial supervision activities in several public vocational schools in Jambi. From the findings, researchers found that the first factor that became an obstacle was the large number of schools supervised by supervisees. This has a huge impact on supervisors. As a result, supervisors have difficulty in conducting supervisory visits. The risk that often arises is a lack of attention and makes the focus divided. This can result in a lack of careful monitoring of the needs of each school supervised. This is conveyed in the following quote:

“too much to handle the fostered school so that it makes the focus split”

“Perhaps it could be better coordinated about the distribution of the fostered schools because to be honest, some of us are given the mandate to foster more schools than their capacity..”

As a result, the intensity of supervision is not as expected. By having so many schools to manage, supervisors may experience delays in responding to problems or needs that arise in individual schools. This could hinder their ability to take appropriate and effective action to solve problems or provide needed support.

Then the second inhibiting factor is the lack of maximum intensity of visits to the assisted schools. According to the participants, this second factor affects the delay in responding to the problems encountered by the assisted school principals. Some supervisors claim that they often experience delays in responding to problems and needs that arise in each school, which can hamper the ability of supervisors to take timely and effective action in solving a problem. This is revealed in the following interview excerpt:

“I often feel late in responding to problems that occur in the schools that I supervise. This happens because there are too many visits because there are too many schools that I supervise. So sometimes before responding to problems that occur, they often solve their problems first..”

The third is that the supervisor's educational qualifications do not match the needs of the vocational school. A supervisor who does not have relevant educational qualifications or experience in vocational education may have a limited understanding of the unique characteristics, challenges and dynamics of such educational settings. This may lead to an inability to provide appropriate support to vocational schools in meeting student needs and institutional demands. The following is an explanation of this issue:

“I sometimes find supervisors who have sufficient experience but do not have a relevant educational background in vocational secondary schools. For this reason, sometimes I think their experience is still very limited when it comes to the dynamics of the vocational education environment.”

5. DISCUSSIONS

The Quality of Supervisory Managerial Supervision Competence in Supervising SMKN Heads in Jambi City

According to Leithwood & Hopkins (2008) managerial supervision plays a role in ensuring that school principals can carry out their duties efficiently and effectively by established standards. For this reason, it is essential to know and evaluate the quality of the performance of supervisors in supervising managerial activities in the field.

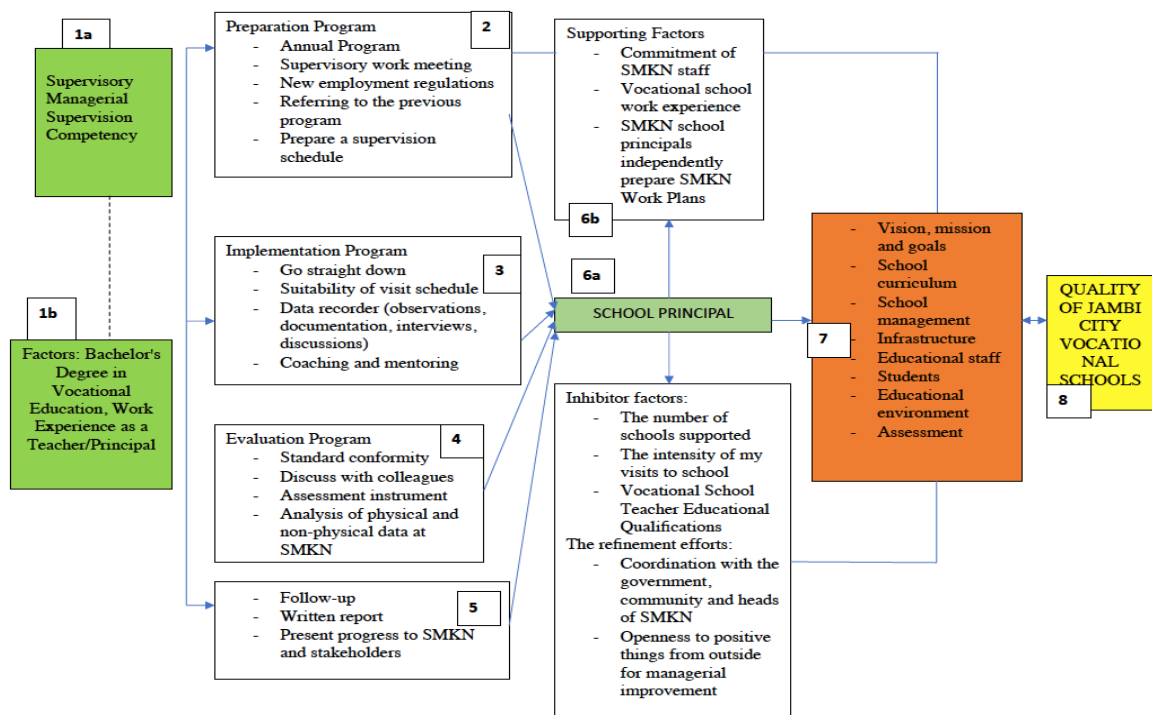
Based on the research data, the researchers found that the supervisors had carried out managerial supervision activities using a work program. This work program is a program that has been prepared by supervisors from the results of work meetings at the beginning of the school year. Based on the explanation explained by Marzano & McNulty (2005) work programs can assist supervisors in providing a structured framework. By having a work program, a supervisor can be more focused and directed in carrying out his work. A well-constructed work program helps create a higher level of accountability for managerial supervisors. Along with having clear goals and targets, and reporting progress openly to relevant parties, supervisors can strengthen transparency and gain greater support in carrying out their duties.

Moreover, based on the explanations of several managerial supervisors who became participants involved in this study, researchers found that they understood the main tasks of their work quite well. Several participants explained that there are a series of supervisory activities that are mandatory and sacred for them to carry out. Based on the work implementation rules listed in the guidelines for the implementation of supervisory duties stipulated in the Directorate

of Education Personnel in 2009, there are several series of 1) supervisory preparation activities, 2) Supervisory implementation activities, 3) supervisory evaluation activities, and 4) evaluation result reporting activities.

The managerial supervision competence of SMKN supervisors in Jambi City can be seen from the ability to plan. Based on the findings in the field, supervisors have compiled task planning which includes the preparation of Employee Work Targets (SKP). The results of the school supervisor's planning are the supervision program and the school principal assistance program. However, the supervisor's education is not linear with the task of supervising the head of the SMK. The model of managerial supervision competence of school supervisors in supervising SMKN principals in Jambi City is as shown below:

Figure 2. Managerial Supervision Competencies for the Development of SMKN Heads (Misrinadi 2023)



The supporting and inhibiting factors of supervisors in fostering the head of vocational schools in Jambi City

The placement of supervisors in vocational education units by the head of the Provincial Education Office is a key factor in the success of vocational supervisors. Furthermore, the coaching and development of vocational supervisors is carried out on an ongoing basis so that their professional abilities and careers as supervisors increase in line with the managerial needs of vocational school principals in the field. Supervisor coaching is intended as a planned effort to maintain and improve professional abilities and careers so as to enhance their performance as professional supervisors of education units.

The supervisors of vocational schools in Jambi City should understand that one of the determinants of success in carrying out supervision is the education and experience of the supervisors themselves. The role of the human factor behind the task has a major influence on the success of the managerial supervision mission. Successful supervisors are those who can carry out their duties with regard to the 'supervisee' (the person being supervised). They must have the same experience and field of expertise as the person being supervised.

Several research findings explain that the first supporting factor that helps supervisors in fostering SMKN heads in Jambi City is the supervisor's commitment to work. According to Juni

(2016) this commitment is an important thing that must be owned by loyal supervisors. The findings of this study are in line with this explanation where researchers see that commitment can help improve supervisors in fostering school principals in order to improve the quality and effectiveness of school management. Through this, the vision and mission of the school can become more directed. Good commitment can help supervisors build strong partnerships with school stakeholders. This study explains that the commitment of school supervisors also plays an important role in the process of building strong relationships with related parties such as; 1) students, 2) parents, 3) communities, and educational institutions.

Then in the same time, another factor that influences the performance of supervisors in fostering vocational principals is work experiences. A supervisor who has work experience can provide insightful assistance to school principals in designing learning programs that integrate theory and practice and provide the necessary facilities and infrastructure. According to Herlyana & Afriansyah (2019) the role of school supervisors in curriculum management, infrastructure, and staffing certainly requires relevant work experience. Through qualified work experience, supervisors can understand the needs needed in schools. This can have an impact on increasing practical and effective learning, so that through this, the educational goals listed in the curriculum can be maximally implemented. Through enrich work experience, supervisors can also participate as mentors who can guide inexperienced vocational school principals.

Besides that, this study also found several problems of inhibitor factors for supervisors in fostering the head of smkn in jambi city. these factors are 1) the number of schools fostered by supervisees, 2) the lack of maximum intensity of visits to schools fostered by many foster schools, and 3) irrelevant education background. Based on these findings, the researcher sees that the more schools that must be managed, the greater the possibility of errors or omissions. Supervisors who are too busy may not have enough time or energy to conduct thorough supervision of each school, increasing the risk of missing problems or errors that could negatively impact on school performance outcomes. In general, work supervision by school supervisors has not been carried out optimally. This is due to the lack of supervision to state vocational schools in Jambi City are disciplined at work and have low motivation to complete their work.

6. CONCLUSION

The supervisor's managerial supervision competence in fostering SMKN principals in Jambi City by compiling a program with exposure to the content and substance of the program according to the school supervisor's work guidebook. Furthermore, the program prepared is also oriented from the results of the previous year's assessment, monitoring and coaching. The school supervisor's managerial supervision program is prepared by the supervisor as a team at the beginning of each school year. The implementation of managerial supervision by supervisors on school principals by encouraging the productivity of school administration by recording data (observation, documentation, interviews, discussions) and conducting coaching and mentoring to SMKN principals in the managerial field. Program evaluation is carried out periodically according to a schedule that takes into account the follow-up of supervision in the form of a written report.

The supporting factors for supervisors in fostering SMKN heads in Jambi City are the commitment of supervisors who are always consistent in carrying out their work duties and long work experience as supervisors. The inhibiting factors for supervisors in fostering SMKN heads in Jambi City are the educational qualifications of supervisors that are not in accordance with the needs of vocational (productive) schools, training that is still lacking in the managerial field and the number of schools under the supervisor's responsibility, and therefore the supervisor is less focused on working. The efforts to overcome the inhibiting factors of supervisors in fostering SMKN principals in Jambi City are to improve the supervisor's work experience system through training and improve the supervisor recruitment system according to the needs of SMK as productive schools. Efforts from school principals by developing themselves are created through various trainings, upgrading and consultations through the school principals forum.

The researchers also recommend that coordination between school managerial supervisors, government and school principals is very important to ensure efficient policy implementation.

Through these coordination activities, the related parties can share information and understand their respective roles. After the role is realized by the related parties, the activities will run optimally because each element already knows the portion of work they have to do to achieve the goals that have been preloaded. In addition, the stakeholders can also harmonize the steps needed in dealing with the dynamics of education policy. Besides, the implementation of school development programs can also be directed optimally to build sustainable education.

Then, "openness to positive things from outside for managerial improvement" also needs to be done. The importance of openness to positive things from outside in the context of managerial supervision improvement is important. Through this activity, supervisors can open up new ideas, and create experiences. By integrating these experiences and new ideas, an organization can be run more efficiently and purposefully. For this reason, it is important to have openness to outside perspectives as well as to create a dynamic and adaptive work environment for managerial supervisors. With continued efforts to overcome the constraining factors faced by supervisors in mentoring vocational school principals, we can ensure the creation of a quality, innovative and needs-oriented educational environment for students and the development of educational institutions.

7. IMPLICATION

First, the school supervisor is a professional position, therefore the position of school supervisor must go through a professional education program for school supervisors. In order to obtain professional supervisors, professional education is needed that specifically prepares them to become supervisors of education units/schools. Professional education for supervisors is carried out at State LPTK or those appointed by the government, in this case the Ministry of National Education. Professional education for supervisors is only applied to prospective supervisors according to the types of schools they supervise.

Second, the responsibilities of the head of SMKN in Jambi City are described in five categories, namely: personnel development, student development, teaching system development, teaching facilities development, and education and teaching environment development. The five responsibilities are part of the principal's duties. SMKN principals in Jambi City have created innovations that support managerial competence to support the smooth work of all school members. The principal's encouragement has not been optimal in increasing the professional career ladder so that the principal has not been able to increase the rank or work class.

Third, the supervision program and mentoring program for SMKN principals in Jambi City are routinely prepared at the beginning of the year, namely in January, along with the preparation of the SKP Supervision program planning based on the results of the evaluation of the implementation of supervision, comprehensive school principal mentoring in the previous year.

Future research should explore the long-term impact of professional education programs on the effectiveness of school supervisors, particularly in vocational education settings. It would be valuable to conduct a longitudinal study that tracks the career progression and performance of supervisors who have undergone specialized professional training compared to those who have not. Additionally, research could investigate the specific challenges and successes of implementing innovative managerial practices by SMKN principals in different regions, beyond Jambi City. Understanding the diverse contextual factors that influence the effectiveness of supervisory and mentoring programs could provide insights into how these programs can be tailored to better meet the needs of vocational schools across Indonesia. Furthermore, examining the potential barriers that prevent principals from advancing in their professional careers could offer solutions to enhance career development pathways within the education system.

8. REFERENCES

- AA. Mahatirta. 2023. "Supervisi Manajerial Pengawas Sekolah Di SMA Negeri 2 Bulukumba." *Pinisi Journal of Education* 1 (1): 4.
- Aedi, Nur. 2014. *Pengawasan Pendidikan: Tinjauan Teori Dan Praktik*. Jakarta: Rajagrafindo Persada.
- Anonim. 2020. *Pengenalan Diri: Kompetensi Kepribadian Pengawas Pendidikan Menengah*. Jakarta: Direktorat Tenaga Kependidikan Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan Departemen Pendidikan Nasional. Bandung: Citra Umbara.
- Bush, T., & Glover, D. (2014). School leadership models: What do we know? *School Leadership & Management*, 34(5), 553-571.
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Creswell, J.W. 2011. *Educational Research*. Boston: Pearson Education Inc.
- Depdiknas. 2007. *Peraturan Menteri Pendidikan Nasional Nomor 13 Tahun 2007 Tentang Standar Kepala Sekolah/Madrasah*. Jakarta.
- Direktorat Tenaga Kependidikan. 2009. *Panduan Pelaksanaan Tugas Pengawas Sekolah/Madrasah*. Jakarta: Depdiknas.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2014). *Supervision and Instructional Leadership: A Developmental Approach*. Pearson.
- Imron, A. 2003. Manajemen Pendidikan: Substansi Inti dan Ekstensi. Dalam Imron, A., Maisyaroh, dan Burhanuddin (Eds.), *Manajemen Pendidikan: Analisis Substantif dan Aplikasinya dalam Institusi Pendidikan* (hlm. 3-14). Malang: Penerbit Universitas Negeri Malang.
- Irsan, Darwin dan. 2012. *Penjamin Mutu Pendidikan Dan Pengawasan*. Medan: Unimed Press.
- Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). Seven strong claims about successful school leadership. *School Leadership & Management*, 26(3), 227-243.
- Misrinadi. 2023. "Kompetensi Supervisi Manajerial Pengawas Dalam Membina Kepala SMKN Di Kota Jambi." Universitas Jambi.
- Nasution, S. 2012. *Kurikulum Dan Pengajaran*. Jakarta: Bumi Aksara.
- Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan.
- Rosalina, R. 2013. "Persepsi Guru Tentang Kompetensi Manajerial Kepala Sekolah Di Sekolah Dasar Negeri Kecamatan Padang Timur Kota Padang." *Jurnal Administrasi Pendidikan FIP UNP* 1 (1).
- S. Joni, Dkk. 2016. "Pelaksanaan Supervisi Manajerial Pengawas Sekolah Pada Sekolah Menengah Atas Swasta Di Kota Banda Aceh." *Jurnal Administrasi Pendidikan Pascasarjana Universitas Syiah Kuala* 4 (1): 151.
- Sagala, Syaiful. 2012. *Supervisi Pembelajaran*. Jakarta: Alfabeta.
- Sergiovanni, T. J. (2005). *Supervision: A Redefinition*. McGraw-Hill Education.
- Shohet, Peter Hawkins and Robin. 2008. *Supervision in The Helping Professions: 3rd Editions*. New York: Open University.
- Sudharta, V. A., Mujiati, M., Rosidah, A., dan Gunawan, I. 2017. "Gaya Kepemimpinan Kepala Sekolah Dalam Perspektif Psikologi." *Jurnal Manajemen Dan Supervisi Pendidikan* 2 (2): 109-23.
- Suryana, P. Fathurohman dan AA. 2015. *Supervisi Pendidikan Dalam Pengembangan Proses Pengajaran*. Bandung: Refika Aditama.
- Wiles, J., & Bondi, J. (2015). *Supervision: A Guide to Practice* (8th ed.). Pearson.
- Winaryati, Eny. 2014. "Kompetensi Pengawas Dalam Supervisi Akademik Pada SMP Di Kota Semarang." *JPS: Jurnal Pendidikan Sains Universitas Muhammadiyah* 2 (1): 6.
- . 2009. *Pedoman Pelaksanaan Tugas Guru Dan Pengawas*. Jakarta: Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan Departemen Pendidikan Nasional.