

The Role of School Supervisors' Assistance and School Principals' Managerial Proficiency in Overcoming The Teachers' Quality and Competency Issues in SMK X Malang

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Kata kunci

School Superintendent

Headmaster

Teacher

Managerial Competence

Competence

Abstrak

Education has an important contribution to the development of human resources and the progress of civilization. In carrying out the education system and process, it requires involvement from various components, including the government, education services, supervisors, school principals, school committees and teachers. SMK X Malang City is a vocational school that has a role in providing services and education to the community. Based on the results of initial research and observations, the problem was found that the competence and quality of teachers in providing educational services was less than optimal. In responding to this, the role of school supervisors and school principals is needed in solving these problems. This research is a type of qualitative research that will produce descriptive data. The research method uses direct observation and literature study analysis. Based on the observation process and literature study, the author provides recommendations in the form of concrete stages in solving problems by involving the roles of school supervisors and school principals collaboratively. The explanation of problem solving includes, 1) Identifying competencies and qualities that need to be improved, 2) Analysis of the root of the problem, 3) Setting specific and measurable goals, 4) Development of training and professional development programs, 5) Implementation of coaching and mentoring programs, 6) Evaluation and regular feedback. At each stage, active commitment and collaboration is needed from the school principal, school supervisor and other parties in planning, implementing, monitoring and evaluating the achievement of each stage that has been determined. The hope is that by establishing these six problem solving steps, the competency and quality of teachers at SMK X Malang City will significantly improve and improve.

1. Introduction

Education is one of the main factors that plays a role in increasing the success and progress of a nation. Through education, every nation is required to create a superior future generation that is able to overcome various problems and answer various challenges of the times. Education has an important contribution to the development of human resources and the progress of civilization (Hirschman & Wood, 2018). In line with this, (Mardiana et.al, 2024) said that education has a very crucial role in shaping the character and quality of human resources. In carrying out this education system and process, it requires involvement from various components, including the government, education services, supervisors, school principals, school committees and teachers.

Teachers play an important role that will have an impact on the quality of education provided. In this case, the position of teachers in schools is not just teaching, but educating, guiding, directing, assisting, facilitating, evaluating, and so on (Zulhafizh, 2021). In carrying out this role, a competent and qualified teacher is needed who prioritizes the quality of teaching which will encourage the formation of students who have the knowledge, skills and character in accordance with the demands and goals of education. In line with this, (Munawir et.al, 2023) stated that teacher quality is seen as a determinant of school quality, both process quality in the form of the quality of the learning process and output quality in the form of the quality of graduates.

Looking at the importance of the teacher in the implementation of learning in schools, teachers are needed who have optimal quality and continuously improve their competence, both pedagogical, personal, social and professional competence. The quality of competence possessed by a teacher is the main reference in determining whether or not the teacher is able to carry out the tasks and main

duties and responsibilities given. Teacher competency in this case is interpreted as a teacher's ability which includes knowledge and behavior that supports it, in carrying out responsibilities as a teacher well and professionally.

As for implementation in schools, teachers as teaching staff who are required to be competent and qualified must be encouraged, nurtured and facilitated in their role by the figure of the school principal. In this case, the principal is tasked with being a manager in charge of motivating, assisting, facilitating, supervising, evaluating and improving the teaching and learning process carried out by teachers. This is expected to be able to build the thinking and motivation of teachers so that they remain committed so that they can carry out their functions and duties professionally.

The principal's managerial competence is the principal's ability to relate his ability to understand and believe that the school is an integrated system that must be led well and correctly, have the ability to manage, appropriate methods for managing, and how to analyze school activities using the manager's way of thinking (Herdiyana , Rohendi, 2021). The managerial competence of a school principal is an important element in ensuring the success of teachers and schools in achieving set educational goals. Achieving these educational goals is largely determined by the collaborative performance of school principals and teachers who carry out their roles optimally (Mardiana et.al, 2024).

In its implementation, optimizing the managerial competence of school principals in improving the competence and quality of teachers needs to be given attention, guidance, mentoring and supervision by other related parties, namely school supervisors. School supervisors are civil servant teachers who are appointed to supervisory positions.

Schools according to PP no. 74 of 2008. School supervisors have two main functions, namely supervision of educational units (managerial) and supervision of subjects (academic). The function of school supervisors related to the work of school principals is managerial supervision. School supervisors must be able to carry out the role and function of mentoring and supervising school principals in an effort to improve work patterns and school performance, including the performance of the principal, the performance of teachers, the performance of educational staff so that they have a positive influence on the teaching and learning process and outcomes as well as the quality of education.

SMK X Malang is a vocational school in Malang City which has a role in providing services and education to the community. Vocational School Based on the results of initial research and observations, the problem was found that the competence and quality of teachers in providing educational services was less than optimal. This can be seen from: 1) The teacher is not present during class time; 2) Teachers lack order in educational administration; 3) The teacher uses the lecture method; 4) Teachers are not active in self-development activities; 5) Teachers do not provide assistance to students and 6) Teachers do not utilize educational facilities, infrastructure and facilities optimally.

Seeing the problems above, it is necessary to involve school principals and school supervisors in solving teacher problems by developing problem solving plans. Research (Mardiana et.al, 2024) states that school supervisors have a significant influence on the managerial competence of school principals while the managerial competence of school principals has a significant influence on teacher performance. In this research, the focus will be on recommendations for the role of school supervisors and the managerial competence of school principals in mapping and planning solutions to problems related to less than optimal teacher competence and quality. The presentation of this solution plan will provide a concrete and systematic picture of how the strategic role of school supervisors and school principals is carried out in accordance with established methods.

2. Method

This research is a type of qualitative research that will produce descriptive data. In studying the problems described above, direct observation and literature study analysis were used. Direct observation aims to find out in depth and meaningfully how problems of teacher competence and quality occur at School In literature studies, data is collected and studied from articles, books and

other sources. In literature studies, problem solving in research is carried out by examining materials that support research critically and in depth, so that valid data can be presented.

The stages in conducting literature study research in this study are as follows. 1) list all the variables that need to be researched, 2) search for each variable in the encyclopaedia subject, 3) select a description of the materials needed from available sources, 4) check the index that contains the variables and problem topic being researched, 5) searching for articles, books and biographies which are very helpful in obtaining materials relevant to the problem being researched, 6) reviewing and arranging library materials according to matters of interest and relevance to the problem being researched, 7) reading, taking notes, and reorganize the information that has been obtained, 8) the final step is to write down the research that has been carried out in an article/writing.

3. Result and Discussion

In understanding less than optimal teacher competence and quality, it is necessary to take steps to solve problems that are concrete, systematic and involve various roles. These results and discussion will focus on problem solving steps, methods, targets and the role of supervisors and school principals in each stage of problem solving related to teachers. The explanation is as follows.

1. Identify competencies and qualities that need to be improved

The first activity carried out is identifying competencies and qualities that need to be improved. This is important, so that school principals can determine what competencies and qualities need to be improved. The detailed explanation regarding the steps taken, methods, targets and parties involved is as follows.

1. Steps

The school principal, through assistance from the school supervisor, carries out assessment activities on current teacher competency, with a focus on teaching skills, understanding of material according to the curriculum and mastery of the latest educational media and technology.

2. Method

The methods used for identification are classroom observations, questionnaires to teachers and students, and informal interviews to identify areas that require development. In this case, the school principal can be assisted by a quality assurance team and senior teachers who act as assessors/mentors at the school.

3. Target

In this activity, the main target is for school principals to obtain specific and valid data about the competencies and skills that need to be improved for each teacher within the specified time.

4. The Role of Principals and School Supervisors

In this activity, the roles of the school principal and school supervisor are:

- a. **Headmaster** responsible for leading the process of identification, data search and analysis. He is also in charge of ensuring openness from the teachers.
- b. **School Supervisor** tasked with providing assistance to school principals and providing guidance in competency assessment methods.

2. Root Cause Analysis

The second step taken was root cause analysis. Root cause analysis was carried out to find the underlying causes that need to be addressed so that efforts to increase teacher competency and quality at Tunas Bangsa Vocational School are successful. The detailed explanation regarding the steps taken, methods, targets and parties involved is as follows.

1. Steps

In this activity, the school principal and the team formed can use the method *Root Cause Analysis* to find the main causes of low teacher competency, such as lack of access to training or inadequate learning facilities, lack of self-development by teachers and teachers being busy due to the large number of additional tasks

2. Method

The method used in root cause analysis is to carry out joint coordination between the principal, supervisor, school quality assurance team, senior teachers who serve as assessors and teacher representatives to identify the main obstacles and make a joint agreement regarding the next steps.

3. Target

In root cause analysis activities that need to be carried out are compiling a list of the main root causes after joint coordination with the team has been carried out

4. The Role of the Principal and School Supervisor

In this activity, the roles of the school principal and school supervisor are:

- a. **Headmaster** tasked with leading the analysis and determining the root of the problem using a mutually determined method
- b. **School Supervisor** tasked with providing assistance to school principals and providing guidance in finding the root of the problem of less than optimal teacher competence and quality.

3. Set specific and measurable goals

The third step to take is setting specific and measurable goals. Setting specific and measurable goals is an important step to ensure that efforts to increase teacher competency and quality at SMK X can be achieved effectively. Below are some examples of goals that are specific, measurable, realistic, and time-bound. The detailed explanation regarding the steps taken, methods, targets and parties involved is as follows.

1. Steps

In this activity, the school principal and the team he formed must be able to determine goals for increasing competence, such as increasing digital skills, increasing teaching abilities, mastering project-based learning methods, etc.

2. Method

The method used in setting specific goals is by coordinating jointly between the principal, supervisor, school quality assurance team, senior teachers who serve as assessors and teacher representatives to come to a joint agreement regarding setting specific goals.

3. Target

Determining specific targets needs to be done for each competency that wants to be improved after analyzing the root of the problem, for example "teachers are able to implement digital-based learning next week."

4. The Role of Principals and School Supervisors

In this activity, the roles of the school principal and school supervisor are:

- a. **Headmaster** responsible for leading and determining specific goals
- b. **School Supervisor** tasked with providing assistance to school principals and providing guidance in determining specific goals

4. Development of Training and Professional Development Programs

The fourth step taken was the development of training and professional development programs. The aim of this step is to improve the competence and quality of teacher performance through structured training and continuous development activities. The detailed explanation regarding the steps taken, methods, targets and parties involved is as follows.

1. Steps

In this activity, the school principal and his appointed team design training programs according to identified needs, such as educational technology training, project-based learning, or alternative assessment methods.

2. Method

The methods used in developing training and professional development programs are:

- a. Hold internal workshops with speakers from competent teachers or training institutions.
- b. Follow the school's recommended online training program

3. Target

Compile and implement the program in a certain time

4. The Role of Principals and School Supervisors

In this activity, the roles of the school principal and school supervisor are:

- a. **Headmaster** tasked with planning the program and finding the right resources to run the program
- b. **School Supervisor** tasked with providing recommendations for training programs that are relevant and in accordance with teacher needs

5. Implementation of Coaching and Mentoring Programs

The fifth step taken was the implementation of a coaching and mentoring program. The objectives are to strengthen skills, strengthen competence, increase self-confidence, and create a professional culture that supports sustainable learning in the school environment. The detailed explanation regarding the steps taken, methods, targets and parties involved is as follows.

1. Steps

In this activity, the school principal builds a mentoring system between teachers who are competent and teachers who need support, with regularly scheduled weekly and monthly sessions. This is important for sustainable habits and good practices in schools

2. Method

The method is that each junior/beginner teacher is accompanied by a competent/senior teacher to receive guidance in the teaching methods and technology needed.

3. Target

Each teacher demonstrated growth in the skills fostered within **6 months**.

4. The Role of Principals and School Supervisors

In this activity, the roles of the school principal and school supervisor are:

- a. **Headmaster** in charge of planning the construction program
- b. **School Supervisor** tasked with providing recommendations for coaching programs

6. Periodic Evaluation and Feedback

The sixth step is a routine assessment process to measure teacher performance progress in coaching or training programs. The detailed explanation regarding the steps taken, methods, targets and parties involved is as follows.

1. Steps

In this step, the school principal carries out periodic evaluations through classroom observations, assessment of training results, and student questionnaires to see the direct impact of increasing competency.

2. Method

The method is carried out by holding monthly review sessions with school principals and mentors to provide feedback to teachers.

3. Target

The target to be achieved is to achieve a minimum skill increase of 20% from the results of observations in 6 months.

4. The Role of Principals and School Supervisors

In this activity, the roles of the school principal and school supervisor are:

- a. **Headmaster** in charge of providing feedback and guidance.
- b. **School Supervisor** tasked with providing feedback based on the results of observations.

4. Conclusion

The conclusions relating to the role of school supervisors and the competence of school principals in solving problems of less than optimal competence and quality of teachers at Vocational School that need to be improved, 2) Analysis of the root of the problem, 3) Setting specific and measurable goals, 4) Developing training and professional development programs 5) Implementing coaching and mentoring programs, 6) Regular evaluation and feedback. At each stage, active commitment and collaboration is needed from the school principal, school supervisor and other

parties in planning, implementing, monitoring and evaluating the achievement of each stage that has been determined. The hope is that by establishing these six problem solving steps, the competency and quality of teachers at SMK X Malang will significantly increase.

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