Supervision Of School Administrative Staff Competence To Improve School Administration Quality In Public High Schools

[1]Nelfi Lidyanti, [2]*Asti Putri Kartiwi, [3]Manap Somantri
[1,2,3]Universitas Bengkulu, Bengkulu, Indonesia
[1]nelfi.062020@gmail.com, [2]*astiputri@unib.ac.id, , [3]manap@unib.ac.id

Article Info	ABSTRACT
	The background of this study is based on the need for more attention to the competencies possessed by school administration personnel, while administrative personnel is one of the pillars of administrative services in schools. The purpose of this study is to describe the planning, implementation, evaluation, and follow-up of supervision of school administrative personnel by school principals. The research method used is a qualitative descriptive approach. Data collection techniques in this study used observation, interviews, and documentation—analysis techniques through data collection, data reduction, conclusion-making, and triangulation. The results showed that the technical competence of the administrative staff at SMP Negeri Remban is quite good because they have good communication and always work together to expedite their work. In terms of role, the principal has played a role in improving the technical competence of administrative staff; this is indicated by the principal often taking the time to talk to administrative staff so that there is no awkwardness or fear between the principal and administrative staff, besides that the principal also often holds meetings with administrative staff so that cooperation and communication between principals, teachers, and administrative staff are always well established. This research implies that it can be seen that the principal and education staff are an inseparable unit. Therefore it is hoped that good cooperation and communication between the two elements is expected so that in a future implementation, evaluation can be used as a guide as a follow-up if deficiencies are to be corrected.

1. INTRODUCTION

As a place to implement the teaching and learning process, the school needs to be appropriately managed. The success of a school in achieving the expected goals is highly dependent on how the management model of all the resources owned by the school. (Thanh Pham, Huynh-Lam, & Van Nguyen, 2021) Adequate school resources do not guarantee that they will realize the school community's expectations that have been formulated into school goals if the principal, as a leader, cannot carry out his primary duties and functions correctly.

School administration staff are managers in managing student data, data on educators and education personnel, correspondence, archives, infrastructure administration, and financial administration. Administration staff also plays an active role in providing

administrative services to all interested parties. Regulation of the Minister of National Education Number 24 of 2008 article 1 paragraph 2 "To be appointed as a school administrative staff, a person must meet the standards of administrative staff in schools that apply nationally."

Educational resources are a form of support that supports the implementation of human life education; in this case, it is an absolute right that must be fulfilled; without education, it is tough for humans to live to develop with the hope of progressing, living in harmony happy, and prosperous. (Mukhopadhyay,2020). At this time, the community's role in organizing education is needed; without the community's involvement, schools will be challenged to achieve their goals. Community support is required in making one of the goals of education to make a nation of quality community resources. (Tyas, Sunarto,& Naibaho, 2020)

In Indonesia, school administration personnel are regulated explicitly in Minister of National Education Regulation No. 24/2008. Based on this regulation, school administration personnel are categorized into three types: (1) chief school administrators, (2) administrators, and (3) special service officers. The administrators consist of many areas: staffing, student affairs, finance, curriculum, administration and correspondence, school relations with the community (PR), and infrastructure. Special service officers do not work on administrative activities. Still, in an educational institution, this type of officer is the responsibility of the head of the TAS to foster and empower them. Special service officers include school guards, gardeners, cleaners, drivers, and laborers. Each type of school administration personnel must have educational qualifications and competencies in the field of responsibility. The head of Administration staff must possess managerial, personality, social, and technical competencies. The competencies of administrators and special service personnel include the following competencies: personality, social, and technological.

An educational activity called supervision is carried out to develop the potential and improve the quality of education. In a unique sense, according to Gordon (2019), supervision is helping and participating in efforts to enhance and improve quality. Supervision is all school officials and other education personnel's efforts to improve teaching, involving teachers' professional growth and development, selection and revision of educational goals, teaching materials, and methods and evaluation.

Supervision is an activity by school supervisors or principals to teachers and other education personnel to improve the quality and effectiveness of education and learning. Supervision of a school includes 1. Supervision in the field of curriculum. 2. Supervision in the field of student affairs. 3. Supervision in the field of staffing. 4. Supervision in the field of facilities and infrastructure. 5. Supervision in the field of finance. 6. Supervision in the field of public relations. One type of supervision, according to Sohiran, is supervision in staffing. Employees or administrative personnel in the world of education are better known as

education personnel. According to Wahyu, W. (2020) and Hawkins & McMahon (2020), Supervision of education personnel is general supervision. Supervision that is not directly related to the teaching process, such as the management of infrastructure activities such as school buildings and equipment, supervision of school administrative management, supervision of school financial management, and the like, is not directly related to teaching improvement.

Regulation of the Minister of National Education Number 24 of 2008 concerning School Administration Personnel Standards states that education personnel or school administration personnel are personnel in charge of providing support for school administration services at the SD / MI, SMP / MTs, and SMA / MA / SMK / MAK levels, or other equivalent forms. Meanwhile, according to Law Number 20 of 2003, Education Personnel are personnel in charge of planning and carrying out administration, management, development, supervision, and technical services to support the educational process in academic units. To create education personnel to master school administration's competencies and improve education personnel's performance, it is necessary to provide guidance and supervision through a supervision program. Therefore, if the service for school administration can be carried out properly, the head of the education unit needs to supervise, monitor and guide in the form of supervision. Supervision of education personnel carried out by supervisors or school principals to education personnel is related to the management and administration of education to support the education process in schools.

The availability of adequate administrative personnel resources in schools is already a significant capital to be managed optimally. The competence of administrative staff who still need to meet the standards can be developed into administrative staff who meet the criteria through directed management and guidance by the school principal. (Thanh Pham, Huynh-Lam, & Van Nguyen, 2021). The research developed now has a novelty value, namely linking competence with the implementation of supervision carried out by the principal as a manager, as the principal's job should manage administrative staff to direct, empower, mobilize, and develop to help achieve predetermined school goals. In previous research, the administrative staff has always been associated with improving the quality of administrative services. Still, more is needed to examine supporting the improvement of their competencies. (Capp, Avi Astor, & Moore, 2022). According to Zepeda & Kruskamp (2007), Administrative supervision focuses the supervisor's observations on administrative aspects that function as support and facilitators for implementing learning. Meanwhile, the purpose of educational leadership is to improve the professional and technical skills of teachers, principals, and other school personnel so that the education process in schools is of higher quality and the main thing is educational supervision based on cooperation, participation, and collaboration, not based on coercion and compliance. (Range, Duncan, Scherz, & Haines, 2012) , (Zepeda & Kruskamp, 2007).

From the description of the importance of implementing supervision for education personnel. Supervision or supervision from the principal is expected to improve the performance and understanding of education personnel of their duties, with the increased performance of education personnel will improve school performance in achieving better school quality. Achieving the expected quality targets and education standards requires a strong work team of all teaching and education personnel elements Glickman, Gordon, S. P & Ross-Gordon (2001). According to Government Regulation of the Republic of Indonesia Number 17 of 2010, education personnel have an equally important role and position in education delivery.

The existing administrative staff needs more work experience. Additional knowledge about school administration to improve their quality is still required. So that coaching through supervision is one of the efforts that can be done. Supervision is a coaching activity planned to assist teachers, and other school employees do their jobs effectively.

Based on the explanation above, the author, as the principal, considers it necessary to research the implementation of supervision of education personnel to improve performance. In this case, an organization can enhance the quality of educators and education personnel support each other. In addition, the supervision of education personnel aims to determine the effect of principal supervision on the understanding and performance of education personnel in the context of coaching and mentoring.

2.   METHODS

The focus of this research is the supervision carried out by the principal toward the technical competence of school administrative staff. Therefore, the approach that is considered suitable for use in this research is a descriptive method in a qualitative approach. A qualitative approach examines the problem and obtains a deeper meaning following the research background.

2.1.   Procedure Data Collection

The research data can be divided into two, namely primary data and secondary data. Preliminary data means data obtained directly from the source (informant), while secondary data means data obtained from information processed by people or others. What is meant by data in this study are official documents, individual documents related to efforts made by education providers, in this case, on the implementation of supervision by school principals on the Technical Competence of school administrative staff.

Data collection researchers use several procedures, namely by 1) observation aims to obtain data on school conditions related to planning, implementation, evaluation, and follow-up of supervision by school principals on the technical competence of School Administrators.2) Interviews using unstructured methods so researchers can more freely convey questions related to the implementation of academic supervision by school

principals in improving teacher performance.3) Documentation of supervision by school principals in improving the Technical Competence of School Administrative Personnel, such as the principal's supervision program, administration staff supervision assessment instrument, and performance appraisal year. Analysis Technique Data analysis includes (1) data reduction, (2) display/presentation of data, and (3) drawing conclusions and then being verified.

2.2. Research Object

The data sources in this study were school administration personnel and school principals at SMP Negeri Remban, North Musi Rawas Regency, South Sumatra, totaling six people consisting of 5 administration personnel and one principal.

3. RESULTS AND DISCUSSION

Based on the analysis of the research results obtained, namely about planning, implementation, evaluation, follow-up, and obstacles in the supervision of technical competence of administrative staff by principals, which is described as follows.

3.1. Planning for Supervision of Administration Staff

The school sets the administration staff Supervision Goals, which are oriented toward increasing the technical competence of administration staff in the future. Determination of supervision objectives to be able to know carefully the strengths and weaknesses of school teaching and education personnel in carrying out their primary duties and functions. In addition, to know carefully the guidance that can be done on the weaknesses of school education personnel and the development of the strengths of education personnel through planned guidance. The principal and vice principal have compiled a tender supervision procedure, namely the legal basis for implementing Administration staff supervision, the targets of Administration staff supervision, and the performance appraisal team that carries out Administration staff supervision. This conclusion is obtained based on the results of interviews conducted with principals, staff, and administrative staff, where it is stated that "Planning for supervision or performance assessment activities is contained in the implementation of the principal's work plan in developing the school's organizational structure, the organizational structure is an arrangement of the school administration system that contains clear and transparent job descriptions, authority, and responsibilities of the principal in developing the organizational structure to carry out operational steps."

They also stated that "information on planning supervision of administrative staff is always socialized so that administrative staff will be prepared with various coaching methods that the principal will carry out."

Planning for supervision or performance appraisal activities is included in the implementation of the principal's work plan in developing the school's organizational structure; the organizational structure is the arrangement of the school administration system

which contains clear and transparent job descriptions, authorities, and responsibilities of the principal in developing the organizational structure to carry out operational steps and planning projects initially what must be done to achieve predetermined goals and objectives. Good planning is the planning that is most likely to be implemented. (Debnam, Edwards, & Cornell, 2021) In planning supervision carried out by the principal on education personnel, systematic planning is needed to support improving the performance of education personnel. The Principal as a supervisor carries out supervision through supervision and monitoring. Still, if the principal cannot carry it out, the principal is assisted by the manager of School Administration Staff in supervising teaching and education personnel. Furthermore, the manager of the administration staff will report the supervision results.

Based on the data above, it can be concluded that the principal has carried out planning on the supervision of the technical competence of school administration personnel, especially on leadership and coaching, which emphasizes the technical competence of administrative management work by Permendikbud No. 24 of 2008 concerning competency standards for school administration personnel. Planning steps have been carried out starting from work program planning by the principal, which is contained in the procedure for implementing supervision following the direction of the guidelines for implementing supervision of educational personnel in the directorate general of GTK in 2019. The following research conducted by Morris, Lummis, Lock, Ferguson, Hill, & Nykiel (2020) states that the principal's program planned by the needs of school management will be able to make planning well implemented, the support of administrative staff for programs that will be applied will be great because they feel the program is following what they need.

3.2.   Implementation of Supervision of Administration Staff

The principal carries out a supervision program once a semester, and the assessment is carried out every semester; the supervision technique carried out by the principal following the conditions of the school administration personnel is a group technique, this is following the characteristics of the school administration personnel, with group techniques the feeling of discomfort from school administration personnel can be reduced, the principal can conduct coaching in the form of meetings and supervision, or through coaching by school supervisors at the end of the semester. Based on an interview of the principal and administrative staff gave almost the same statement, namely: "The implementation of supervision to administrative staff is adjusted to the schedule that has been socialized in advance, the procedure is following the program and is carried out twice a year in September and March. The head of the school administrative staff will assist with supervision activities."

Many factors cause the work not to be carried out optimally, but in this study, the author does not discuss further in that section; this can be further researched by other researchers why there are still weaknesses in technical work even though guidance and

supervision have been carried out by the principal together with the head of the school administration staff. Administrative staff still do not utilize computer information technology (ICT) and have not used it in completing school administrative documents; many archival documents are done manually and do not have data-based archives on computers, so presenting documents from two or three years ago is quite tricky, many documents are shown to be blurred and even somewhat damaged due to storage. All parties, including school principals and education offices as regional policymakers, must support the development of administrative-technical skills in supporting their work at school. School administration personnel should be facilitated for skills development, especially using the latest information-based technology innovations. (Kartiwi & Sa'ud, 2015), (Al Shobaki, Abu-Naser, Talla, & Abu Amuna, 2018)

The principal conducts monthly coordination meetings to determine the progress of learning activities and the ability to complete work by staff. In addition, based on interview instruments and data provided by the head of school administration personnel, it can be seen that the technical implementation of the work of school administration personnel has fulfilled the Standard Operating Procedures issued by the Directorate of Education Personnel Development, directorate general human resource department of Ministry of education in 2019.

The implementation of relevant school academic staff supervision involves the following strategic steps:

First, Identification of Needs and Goals: Identifying the needs and objectives of school academic staff supervision is an essential first step. The principal needs to understand the areas where academic staff may need guidance or improvement. The supervision goals should be clear and related to improving the school's teaching and learning quality. Second, Data Collection: Data collection is essential in implementing supervision. Principals need to collect information and data on the performance of academic staff, including classroom observations, performance evaluations, exam results, or feedback from students and parents. This data will help determine improvement areas and provide a basis for practical supervision actions. Third, Planning and Scheduling: The principal must plan and schedule supervision sessions with academic staff after collecting data. Scheduling should consider staff availability and allow adequate time for reflection and discussion. Fourth, Observation and Evaluation: Classroom observation is essential to academic staff supervision. Principals can directly observe academic staff teaching to evaluate teaching effectiveness, strategies, student interactions, and use of resources and teaching materials. An objective and constructive evaluation will help provide useful feedback to the academic staff. Fifth, Feedback and Guidance: The principal must give constructive feedback to the academic staff after the observation. This feedback should be based on direct observation, data collection, and standards set. In addition, principals also need to provide guidance and

support to academic staff to help them improve their teaching. Sixth, Professional Development: Supervision of academic staff should also include professional development. Principals can provide training, workshops, or other resources to academic staff to improve their skills and knowledge in teaching and learning. This could include new teaching approaches, innovative learning strategies, or the use of technology in learning. Seventh, Follow-up Monitoring and Evaluation: After the initial supervision session, the principal needs to conduct follow-up monitoring and evaluation of the improvement and development of the academic staff. Through regular monitoring, the principal can ensure that the proposed changes are implemented and provide additional support if needed. And eighth, Recognition and Rewards: The principal must recognize and reward academic staff who have improved their teaching. This recognition can encourage motivation and high morale. (Jacob, Samuel, Elizabeth, & Pajo,2020), (Al Shobaki, Abu-Naser, Talla, & Abu Amuna, 2018), (Thanh Pham, Huynh-Lam, & Van Nguyen, 2021)

Implementing school-relevant supervision of academic staff requires open communication, a supportive approach, and a focus on improving the quality of teaching and learning. With these strategic measures, principals can ensure that academic staff work effectively and contribute to achieving the school's educational goals.

3.3. Evaluation of Supervision of Administration Staff

The evaluation carried out by the principal at the evaluation stage of Administration staff supervision is to evaluate Administration staff supervision, which is divided into two, namely 1) Evaluation of the implementation of the program by looking at planning to implementation and 2) Evaluation of the results of supervision, in the form of score scores achieved by supervised staff. The score on the technical competence of work that is still weak will be guided by the recommendation of the principal, who conducts the guidance in the follow-up stage, and the head of the school administrative staff.

Interpretation of the results of Administration staff supervision to confirm and explain the results of competence supervision carried out is directed at increasing the competence of education personnel to improve the quality of school administration. Recording the results of the evaluation of tender supervision is carried out by giving a score to each indicator based on the completeness and validity of relevant and identifiable evidence. The results report contains the progress and shortcomings of the implementation of supervision by the components of the educational staff supervision instrument, the submission of recording the results of supervision in the form of oral and written reports in the coaching meeting forum to provide an overview of the quality of competence in completing the tasks of school administration personnel after being supervised. (Capp, Astor, & Gilreath, 2020), (Thanh Pham, Huynh-Lam, & Van Nguyen, 2021)

3.4. Follow-up Supervision of Administration Staff

After supervising school administration personnel to the evaluation stage, the principal also carried out follow-up according to the results of supervision; the principal stated that there were several activities carried out regarding how the principal followed up on the results of the supervision, including 1)Conducting direct coaching in the form of discussion, consultation, to improve the results of completing the work of school administration personnel who are still weak. 2) Conducting indirect guidance by handing over to the head of the bag according to the assessment recommendations or also to peers to improve skills, such as the ability to use typing to complete administrative work.

Follow-up supervision activities conducted by school principals on school administrative staff are critical in ensuring the effectiveness and efficiency of school operations. The following are some everyday follow-up supervision activities conducted by school principals on school administrative staff:

First, Performance Monitoring and Evaluation: The principal monitors and evaluates the performance of the school administrative staff regularly. This involves direct observation of the tasks performed by the administrative staff, such as student data management, financial administration, or other administrative tasks. The evaluation is done to assess the quality of their work and identify areas that need improvement. Second, Coaching and Training: The principal provides coaching and training to school administrative staff to improve their skills and knowledge. This could be training in administrative software, new policies and procedures, or improved communication and cooperation skills. This coaching and training aim to enhance the quality of the administrative staff's performance and help them perform their duties better. Third, Development of a follow-up plan: After conducting the performance evaluation, the principal works with the school administrative staff to develop an action plan. This plan contains concrete steps to improve performance or address problems identified during supervision. The follow-up plan should be clear, measurable, and have a set time limit for its implementation. Fourth, Providing Feedback: The principal provides constructive feedback to school administrative staff on their performance. This feedback focuses on recognizing exemplary achievements and suggestions or recommendations for improvement. Providing appropriate feedback helps administrative staff understand and improve their performance. Fifth, Collaboration, and Coordination: The principal collaborates with school administrative staff in planning and implementing administrative tasks. This involves open communication, team discussions, and effective coordination. The principal ensures that administrative staff have sufficient resources and necessary support and facilitates healthy collaboration between administrative staff and relevant parties. And sixth, Rewards and Recognition: The principal rewards and recognizes school administrative staff who have achieved good results or demonstrated improved performance. These awards and recognitions can be in verbal appreciation, written awards, or other rewards. This aims to motivate the administrative staff and improve their morale.

(Sucuoğlu, & Uluğ, 2022), (Debnam, K. J., Edwards, & Cornell, 2021), (Thanh Pham, Huynh-Lam, & Van Nguyen, 2021)

Through planned and structured follow-up supervision activities, principals can ensure that school administrative staff perform their duties well, meet the set standards, and support the overall operational effectiveness of the school

3.5. Obstacles and Solutions

Facts about the difficulties or obstacles experienced by school principals in the implementation of supervision of administrative staff, based on the findings, the principal put forward several things, namely internal and external obstacles. Internal obstacle factors consist of 1) The role of the principal as a manager with busy managerial duties; 2) The competence of school administration personnel who are still weak 3) School administration personnel are afraid and nervous every time supervision and performance monitoring are carried out 4) The accumulation of work so that work is less neat and thorough. External obstacle factors consist of 1) Lack of computer facilities at school and the narrowness of the administrative room so that not all bags are given computer facilities to work, 2) Lack of training from GTK, both central and regional, to improve the competence of the bag, 3) Honorarium is still low. There are still many high school students. The solution so far is to delegate the implementation of supervision to the head of the bag and motivate and empower data operators to train ICT.

4.   CONCLUSION

This research concludes that planning has been prepared by involving all school stakeholders and is always socialized in advance. Implementing principal supervision activities for administrative staff is carried out by monitoring the process and results of work carried out by administrative staff. Evaluation of supervision results in the form of grades achieved by administrative staff. Where the impacts of supervision state that technical competence is still very weak. A follow-up plan is made by the principal and the head of the administrative staff in the form of recommendations which are then discussed with the administrative staff. The obstacles that arise are internal and external, but efforts to anticipate have been made by the principal in collaboration with the head of the school administration staff.

5.   REFERENCES

Al Shobaki, M. J., Abu-Naser, S. S., El Talla, S. A., & Abu Amuna, Y. M. (2018). Performance Reality of Administrative Staff in Palestinian Universities.

Capp, G. P., Avi Astor, R., & Moore, H. (2022). Positive school climate for school staff? The roles of administrators, staff beliefs, and school organization in high and low resource school districts. *Journal of Community Psychology*, *50*(2), 1060-1082

Capp, G., Astor, R. A., & Gilreath, T. (2020). School staff members in California: How perceptions of school climate are related to perceptions of student risk and well-being. *Journal of the Society for Social Work and Research*, *11*(3), 415-442.

Debnam, K. J., Edwards, K., & Cornell, D. (2021). Improving the school environment: School staff perceptions of school climate data and reporting practices. *Journal of Community Psychology*, *49*(6), 1965-1982.

Glanz, J., & Zepeda, S. J. (Eds.). (2015). *Supervision: New perspectives for theory and practice*. Rowman & Littlefield.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2001). *Supervision and instructional leadership: A developmental approach*. Allyn & Bacon/Longman Publishing, a Pearson Education Company, 1760 Gould Street, Needham Heights, MA 02494. Web site: http://www. Bacon. com.

Gordon, S. P. (2019). Educational Supervision: Reflections on Its Past, Present, and Future. *Journal of Educational Supervision*, *2*(2), 27-52.

Hawkins, P., & McMahon, A. (2020). Supervision in the Helping Professions 5e.

Jacob, O. N., Samuel, A., Elizabeth, A., & Pajo, W. (2020). Staff development programme for primary education teachers in Nigeria: Challenges and ways forwards. *International Journal of Marketing & Human Resource Research*, *1*(01), 52-63.

Kartiwi, A. P., & Sa'ud, U. S. (2015). Kualitas Layanan Akademik Sekolah. *Jurnal Administrasi Pendidikan*, *22*(2).

Morris, J. E., Lummis, G. W., Lock, G., Ferguson, C., Hill, S., & Nykiel, A. (2020). The role of leadership in establishing a positive staff culture in a secondary school. *Educational Management Administration & Leadership*, *48*(5), 802-820.

Mukhopadhyay, M. (2020). *Total quality management in education*. SAGE Publications Pvt. Limited.

Nasution, M. D. (2017). Approaches to School Supervision in Indonesian Context. In *4th Asia Pacific Education Conference (AECON 2017)* (pp. 6-9). Atlantis Press.

Noor, I. H., & Sofyaningrum, E. (2020). The academic supervision of the school principal: a case in Indonesia. *Journal of Educational and Social Research*, *10*(4), 81-81.

Range, B. G., Duncan, H. E., Scherz, S. D., & Haines, C. A. (2012). School leaders' perceptions about incompetent teachers: Implications for supervision and evaluation. *NASSP Bulletin*, *96*(4), 302-322.

Sucuoğlu, E., & Uluğ, M. (2022). The Effects of Leadership Behaviors of Secondary School Administrators on Staff Job Satisfaction in TRNC. *Sustainability*, *14*(21), 13989.

Thanh Pham, H., Huynh-Lam, A. C., & Van Nguyen, Y. (2021). Perceptions of high school administrators, teachers, and staff on their educational action research skills.

Tyas, E. H., Sunarto, S., & Naibaho, L. (2020). Building superior human resources through character education. *TEST Engineering & Management*, *83*, 11864-11873.

Wahyu, W. (2020). Concept of supervision of the learning process in increasing the quality of education results in Madrasah. *International Journal of Nusantara Islam*, *8*(1), 67-77.

Zepeda, S. J., & Kruskamp, B. (2007). High school department chairs—Perspectives on instructional supervision. *The high school journal*, *90*(4), 44-54.