



## School Supervisor Competence in Assessing Performance Principal of Junior High School Level

Liza<sup>1</sup>, Erny Roesminingsih<sup>2</sup>, Nunuk Hariyati<sup>3</sup>  
<sup>1,2,3</sup> Universitas Negeri Surabaya, Surabaya, Indonesia



DOI: <https://doi.org/10.46245/ijorer.v5i3.581>

### Sections Info

#### Article history:

Submitted: February 20, 2024

Final Revised: March 29, 2024

Accepted: April 5, 2024

Published: May 13, 2024

#### Keywords:

Effective Education Unit;

Principal Performance;

School Supervisor Competency.



### ABSTRACT

**Objective:** This study aims to describe and analyze data on the competence of school supervisors in carrying out school principals' performance assessments to create effective education units (Phenomenological Study in Sidoarjo). **Method:** This research uses a qualitative approach with the research subject, namely the Sidoarjo Regency Education Service supervisor at the Junior High School Level. The data collection technique in this research uses three data collection techniques, namely participant observation, in-depth interviews, and study of documents. **Results:** The assessment results show that the performance of school principals is critical in realizing an effective school. The school supervisor oversees the school principal's performance appraisal process. They start from collecting, processing, analyzing, and interpreting data about the quality of the school principal's work according to his duties as a school principal. School supervisors conduct managerial supervision to correct weaknesses in target schools through intensive training. School supervisors are one of the parts that are very influential in improving the quality of education in target schools. School supervisors always try to improve the ability of school management personnel in all aspects in order to obtain optimal quality education. **Novelty:** This study shows five competencies of school supervisors in carrying out performance assessments of school principals, namely personality, managerial supervision, academic supervision, educational evaluation, research and development, and social competence.

### INTRODUCTION

Along with the demands of globalization and increasingly rapid technological developments, the challenges faced in the world of education are increasingly complex. One factor that plays a vital role in improving the quality of education is the school principal's leadership (Zebua, 2023; Thescers et al., 2024). School principals can manage resources optimally, implement policies well, and improve the quality of student learning processes and outcomes (Setia & Nasrudin, 2020; Santana et al., 2024). Therefore, school principal performance assessments must be carried out periodically to evaluate the principal's performance in achieving the set goals.

The importance of school supervisors' competence impacts the performance of school principals (Sunaryo, 2020; Uly et al., 2024). A good school supervisor's competence can also contribute to assessing the performance of the school principal, which can improve the performance of school principals and educational institutions. In this way, the educational process carried out in schools will experience significant improvement. An effective school has clear goals in stages, strong leadership from the principal, a safe and conducive learning environment, quality teaching, accurate measurement and evaluation, practical communication, and parental involvement. Meanwhile, according to Raymond (2012), school Principals must have the competency 1) to be able to develop a clear vision and mission that can be understood by educational staff,

students, and parents, 2) be able to manage available resources effectively and efficiently, 3) be a leader who can motivate educational staff and involve them in improving student learning achievement, and 4) be able to provide effective feedback to educational staff and students.

The mapping results of the East Java BBPMP in 2017 showed that the quality of the Junior high School mapped educational unit had yet to reach the SNP category. Of the five categories determined, the results obtained were 1,063 (69.61%) education units in the M4 category, 303 (19.84%) education units in M3, then 33 (2.16%) education units reached M2 and 128 (8.38%) education units category M1 (LPMP et al., 2017). The interpretation of achievements in junior secondary education (SMP) units is as follows. M1 is a score of 0.00 to 2.04, M2 is a score of 2.05 to 3.70, M3 is a score of 3.71 to 5.06, and M4 is a score of 5.07 to 6.66. Moreover, it is called National Education Standards if it scores 6.67 to 7.00. From this data, the issue of the quality of education units must be a serious concern because only some State Middle Schools can achieve the expected National Education Standards.

The mapping results described above require quality control efforts in the form of guarantees so that all aspects related to educational services provided by educational units comply with or exceed national education standards. The concept related to this is quality management, known as quality assurance. However, improving the quality of education will not have much meaning if it is not accompanied by guaranteeing the quality of education by the education unit. The national education law states that ensuring the quality of education is the task of education units, while the central and regional governments are tasked with facilitating improvements in the quality of education units (Daniati, 2022; Langton et al., 2023; Mirasol et al., 2021; Niah, 2022; Yanto, 2021). Several government regulations also mandate the same thing: educational units are required to carry out quality assurance of educational quality through educational policies at the district/city, provincial, and central levels.

The competency of school supervisors in Sidoarjo Regency needs to be improved. This is necessary to support improving the performance of school principals in Sidoarjo Regency, which is considered lacking (Arianti, 2023). Therefore, school supervisors in Sidoarjo Regency need to increase the competency of supervisors. In this case, increasing competence is increasing school supervisors' competence, including personality competence, managerial supervision, academic supervision, educational evaluation, education and training, and social competence. For that, school supervisors must know how to evaluate the performance of heads of education units (PHEU). The definition of guidelines for PHEU is an assessment of each item of the primary duties and functions of heads of education units against the eight National Education Standards based on physical evidence to improve their career and position. PHEU aims to ensure objectivity, accountability, and development of heads of educational units based on an achievement and career system.

According to Byars and Rue (2000), performance is also defined as the degree of accomplishment of the tasks that make up an employee's job. From the definition above, performance results from work demonstrated by a person to achieve previously determined organizational goals. Performance comes from the words job performance or actual performance, namely work performance or actual achievements achieved by someone; from the quality and quantity of work results achieved by an employee in carrying out his duties by the responsibilities given to him, which are influenced by ability and motivation factors. This understanding of performance connects the work

performance achieved with the ability and motivation possessed by a person to carry out their duties and obligations to achieve previously determined organizational goals. The higher a person's motivation to carry out the duties and responsibilities given to him, the stronger and more focused a person will be in achieving the goals that have been set.

Apart from performance, school supervisors must have good competence. School Inspection is a handy guide for all teachers facing an Ofsted inspection (Attsaury et al., 2024; Saine & Santoso, 2024). It answers vital questions about inspection preparation, logistics, and what schools and teachers expect after the event. Supervision can be interpreted as monitoring activities to ensure that all organizational activities are carried out as planned. At the same time, it is also an activity to correct and improve if deviations are found that will interfere with achieving goals. A supervisor has activities as an assessor and Supervisor of education providers, in this case, the schools they support, both public and private. The implementation of education, especially school principals, needs to have its performance assessed in one year as a determinant of the degree of quality based on the competency of the principal, which is the criteria (benchmark) set.

A supervisor's personality competency is the Supervisor's ability to relate to values, attitudes, and motivation in commitment. This competency consists of two materials, namely, self-knowledge, self-development, and self-empowerment, as well as creativity and decision-making. The personality competency of a school supervisor is closely related to the personality of a school supervisor (Hardiansyah & Mas'odi, 2022; Kalimullina et al., 2021; Lukman et al., 2021; Nurhayati et al., 2022; Sukenti et al., 2020) because the personality of a school supervisor will show the character of a supervisor and influence his performance in carrying out supervision. The role of the school principal is as a guarantor of the quality of the educational unit. Improving the quality of education in educational units or schools requires the presence of a school principal. Being a school principal is essential because you can encourage teachers and educational staff in educational institutions to be motivated in their performance. Schools fulfilling their duties and responsibilities require supervision from a supervisor responsible for monitoring the school's success, especially the principal and teachers. Unfortunately, until now, the quality of school principals in Indonesia is still far from the competency standard.

School supervisors as supervisors must understand that the supervision activities they carry out are a series of efforts to assist teachers in the form of professional services provided to teachers in order to improve the quality of teaching and learning processes and outcomes. This understanding emphasizes that teacher supervision or coaching emphasizes professional services, called Teacher Professional Development (Buchanan, 2020; Didion et al., 2020; Lorensius et al., 2022; Sancar et al., 2021). Supervision comes from two words, "super" and "vision." The term super means "Higher in rank or position than, superior to (superintendent), greater or better than others," while in the same book, the word vision means "the ability to perceive something not visible, as through mental acuteness or keen foresight. This means that a supervisor is a professional; when he carries out his duties, he acts based on scientific principles to improve the quality of education.

As stated above, the head of the education unit's performance assessment revolves not only around aspects of individual character but also on things that show the work process and results achieved, such as quality, quantity of work results, timeliness, etc.

What happens and is done by the head of the education unit is a process of processing input into specific output. On this basis, there are three components of the performance assessment of the head of the education unit, which is as follows—first, input assessment, namely the ability or competency possessed in carrying out the work. The assessment orientation is focused on individual characteristics as the object of assessment, in this case, the commitment of the head of the education unit to the implementation of his primary duties and functions.

Conceptually, academic teaching is a series of activities that help teachers develop their ability to manage learning to achieve learning goals. Academic leadership is an effort to help teachers develop their abilities to achieve learning goals. Thus, the essence of academic leadership is not evaluating teacher effectiveness in managing learning but instead helping teachers develop their professional abilities. It is often seen that principals come to schools carrying only performance-measuring instruments when carrying out academic inspections. Supervisors must consider and realize several other principles in carrying out academic supervision: 1) academic supervision must be able to create harmonious human relations. 2) academic supervision must be carried out continuously. 3) academic supervision must be democratic. 4) the academic supervision program must be integral to the education program. 5) academic supervision must be comprehensive. 6) academic supervision must be constructive. 7) academic supervision must be objective.

Several experts define different evaluations from various perspectives, and evaluation is the process of delineating, obtaining, and providing helpful information for judging decision alternatives. This means that evaluation describes, obtains, and presents valuable information for assessing alternative decisions. Furthermore, evaluation is a process of collecting data to determine the extent to which educational goals have been achieved. The evaluation process is not just about measuring the extent to which goals have been achieved but is used to make decisions.

Of course, a school supervisor is expected to have competence in education and training (Tampubolon & Sibuea, 2023). As a supervisor whose job is to supervise the educational process in schools, you must understand and be competent in this educational matter (Karim et al., 2021). Likewise, in terms of training, a supervisor is expected to have this competency to provide training and motivation to educational institutions to improve their performance further and create quality educational institutions. The training model developed by Otto and Glaser (1970) in Sudjana (2007) suggests a five-step model as a training strategy. In his book *The Management of Training: A Handbook for Training and Development Personnel*. The steps are: (a) analyzing training problems, (b) formulating training objectives, (c) selecting training materials, methods, techniques, and media, (d) compiling and implementing a curriculum, and (e) assessing training results.

The social competence of school supervisors indicates two skills that school supervisors must have, namely: (1) communication skills, both verbal and written, including social skills, and (2) skills in working with other people, both individually and in groups/organizations. This skill requires the appearance of a supervisor who is flexible, open, willing to accept criticism and always view other people positively. As a school supervisor, you should be able to master this social competency, which is one of the six school supervisor competencies. Based on the explanation above, the researcher analyzes that there has yet to be any research that reveals explicit data on the competence of school supervisors in carrying out school principals' performance

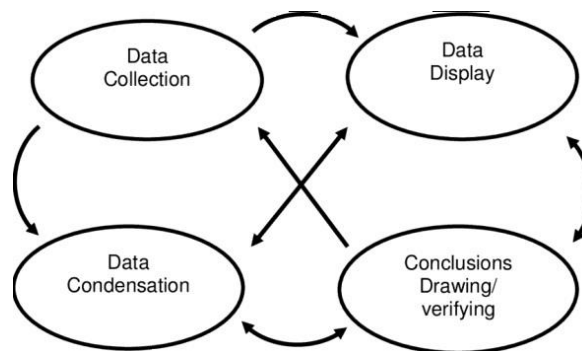
assessments to create effective education units (Phenomenological Study in Sidoarjo, Indonesia).

**RESEARCH METHOD**

This research uses a qualitative approach that studies existing problems and the current working patterns of educational unit heads to describe what is currently happening and obtain information about the existing conditions for creating an effective educational unit in the Sidoarjo Regency. Sugiyono's (2009) qualitative research method is based on the postpositivism philosophy. It is used to research the conditions of natural objects, where the researcher is the key instrument, and sampling data sources is carried out purposively.

The research object is the Sidoarjo Regency Education Office. The informant for this research is the Sidoarjo Regency Education Office supervisor at the Junior High School Level. As well as other supporting documents in the form of photos, activity reports, products, and direct observations. Data collection techniques in this research used three data collection techniques, namely participant observation, in-depth interviews, study of documents, and participant observation. Moleong (2007) states that a qualitative approach is taken to understand what has been experienced holistically in the research subject, including observation, interviews, and documentation.

The data analysis technique in this research uses descriptive analysis techniques with more descriptions and the results of interviews and documentation studies. The data will be analyzed qualitatively and described in descriptive form to obtain data related to realizing an effective educational unit in Sidoarjo Regency. According to Miles et al. (2014), there are three qualitative data analysis techniques: data condensation, data presentation, and conclusion. The flow of research activities is shown in Figure 1.



**Figure 1.** Research flowchart.

**RESULTS AND DISCUSSION**

*Results*

This research focuses on the competency ownership category of secondary school supervisors due to adaptation to Permendiknas no. 12 of 2007. The research results for each competency are discussed in Table 1.

**Table 1.** The competency ownership category of secondary school supervisors.

No	Competency of the principal	Results
1	Personality competency	excellent personality competence
2	Managerial supervision	have not been optimal

	competency	
3	Academic supervision competency	use appropriate supervision techniques, which can vary depending on the situation and needs
4	Educational evaluation competency	carried out objectively, measurably, and accountably
5	Research and Development Competency	to carry out educational research, both qualitative research and quantitative research
6	Social Competence	are active in the Microsoft Innovative Teacher Association (MIEE).

### Personality Competency

The results of interviews with informants showed that the Sidoarjo District Education Office school supervisor at the junior high school level stated that he had a big responsibility in ensuring that students received quality and safe education. According to the Regulation of the Director General of Teachers and Education Personnel of the Ministry of Education and Culture No. 4831 of 2023, school supervisors are civil servants who are authorized officials who give complete duties, responsibilities, and authority to carry out supervisory functions by carrying out mentoring activities in improving the quality of learning in the Education Unit. This shows that the SMP Supervisor in Sidoarjo has excellent personality competence; this indicates that in carrying out his duties, he has displayed performance as a person with a strong personality. They have integrity, responsibility, trustworthiness, creativity, the ability to solve problems, innovation, honesty, and patience.

### Managerial Supervision Competency

The research results show that supervising the quality of education in schools is a monitoring and coaching activity at an educational institution to improve the quality of teaching and learning activities. According to the Ministry of Education and Culture, the quality supervision program begins with analyzing quality achievement problems, preparing quality fulfillment plans, assisting with quality fulfillment, and monitoring and evaluating the implementation of quality fulfillment in educational units. The principal's work program must be prepared based on the school's vision, mission, and goals. This work program must include a plan of activities to be carried out by the school within a certain period. Work programs must be prepared systematically and measurably to be implemented well. So, the school supervisors at the Sidoarjo Regency Education Office at the junior high school level could have been more optimal in mentoring and coaching school managers, so they still need strengthening, especially about SBM. However, the treatment given was quite influential in increasing this competency, from the sufficient category to moderate to quite good.

### Academic Supervision Competency

The research results show that junior high school supervisors in Sidoarjo Regency have guidelines and develop academic supervision programs. The academic supervision program aims to improve the quality of learning in schools. It is carried out by referring to the National Education Standards, which consist of eight things: content standards, process standards, educational assessment standards, standards for educators and education personnel, facilities and infrastructure standards, management standards, financing standards, and standards for quality assurance. Middle school supervisors in Sidoarjo Regency also use appropriate supervision techniques, varying depending on the situation and needs. Some educational supervision techniques that can be used

include direct observation, interviews with students, educators, and parents, assessment of educator performance, and analysis of student test results and assignments.

### **Educational Evaluation Competency**

Educational evaluation is the culmination of the educational process; it is an evaluation that provides reports so that educational personnel, even society in general, understand and plan what activities must be carried out in the future in order to achieve mutually determined results. Educational evaluation begins with the preparation of criteria and indicators of success carried out through a quality supervision program, starting with analyzing quality achievement problems, providing assistance in preparing quality fulfillment plans, and providing assistance with quality fulfillment as well as monitoring and evaluating the implementation of quality fulfillment in educational units. The research results show that school principals, teachers, and staff performance assessment refers to objective, measurable, and accountable principles. Performance assessment uses various methods and criteria that follow the learning experience's characteristics and essence. Performance assessment is carried out to ensure the objectivity of educational staff development based on achievement and career systems. The educational competency evaluation of school supervisors at the Sidoarjo Regency Education Office for junior high school level, regarding this competency, is in the relatively good category, meaning that these results still require follow-up from the Supervisor concerned to develop himself by utilizing supervisory organization platforms, both local and national. Alternatively, it is facilitated by a competent party.

### **Research and Development Competency**

The research results show that junior high school supervisors in Sidoarjo Regency carry out qualitative and quantitative educational research to improve the quality of education in schools. The techniques used for qualitative and quantitative data differ at the data processing and analysis stage. For qualitative data, the techniques used include descriptive analysis, thematic analysis, and narrative analysis. Meanwhile, the techniques used for quantitative data include descriptive, inferential, and correlation analyses. School supervisors must guide teachers in planning and implementing classroom action research. This competency for a supervisor cannot be seen as trivial because the task of a supervisor is to develop the potential of school principals and teachers to innovate; innovation grows and develops, among other things, through research. Even though the research results are in the excellent category, rising from the adequate category, they still need to be continuously strengthened in various ways, including the training provided.

### **Social Competence**

The research results show that junior high school supervisors in Sidoarjo Regency collaborate with other parties to improve education through various programs and activities. Some examples of this collaboration include collaboration between educational institutions, educational institutions and local governments, educational institutions, companies or industries, and educational institutions and community organizations. The collaboration process is carried out by determining the goals, objectives, and work programs to be carried out. Apart from that, cooperation between

junior high school supervisors in Sidoarjo Regency is also carried out by considering the needs and conditions of each party involved.

Middle school supervisors in Sidoarjo Regency are also active in educational unit supervisory associations or supervisory communication forums, both official and independent, and in the Microsoft Innovative Teacher Association (MIEE). Research for this competency is focused on working with various parties to improve one's quality of life, carry out one's duties and responsibilities as a supervisor, and be active in supervisory association activities. The result is that this competency is in an outstanding category, meaning that school supervisors at the Sidoarjo Regency Education Office at the junior high school level have excellent social competence.

### ***Discussion***

Based on the academic supervision competency results, the progress of this competency was shown very rapidly after being given treatment, namely from the poor category, rising to the excellent category. Supervisors' ownership of this competency was sufficient to provide professional services to the needs of teachers and school principals. In order to implement academic supervision, the curriculum and learning must be managed with maximum beneficial results.

The assessment results show that the performance of the school principal is critical in creating an effective school. The school supervisor supervises the school principal's performance assessment process. They start from the process of collecting, processing, analyzing, and interpreting data about the quality of the school principal's work according to his duties as a school principal (Arsul et al., 2021; Suratman et al., 2020; Surur & Roziqin, 2021; Tonich, 2021). The performance of education supervisors in program implementation is managed according to their duties, including monitoring, coaching, assessing, and guiding teachers in various planning processes to improve teacher quality. School supervisors conduct managerial supervision to correct weaknesses in target schools through intensive training. Good supervisory work greatly influences teacher performance when improving teacher competence by providing consistent guidance and coaching and understanding changes to optimize educational personnel.

School supervisors have a significant influence on improving the quality of education in assisted schools. School supervisors always try to improve the abilities of school management personnel in all aspects in order to obtain optimal quality education. According to Safitri et al. (2022), supervising is focused on individual teachers and national school systems. The result is that supervisors have an important role in teacher training and development. The Supervisor's work program in supporting the development of a learning framework is essential to support the development of a school evaluation framework.

### **CONCLUSION**

**Fundamental Finding:** This research concludes that Sidoarjo Regency Education Office school supervisors at the junior high school level have excellent competencies. School supervisors know their duties and responsibilities and can work well with principals and teachers. They can also make appropriate and wise decisions and control and evaluate the implementation of educational activities. Next, they can provide guidance and supervision to school principals and teachers effectively and efficiently. They can also establish good relationships with school principals, teachers, students, and the



surrounding community. School supervisors can also communicate well and resolve conflicts effectively and efficiently. They have extensive knowledge and skills in the field of education and can follow the latest developments in science and technology and apply them in carrying out their duties. **Implication:** The research found that there is still room for improvement in several areas, and further development and support are needed to improve their skills. **Limitation:** School supervisors should, when carrying out class visits, provide examples of an effective teaching and learning process by acting as a teacher who carries out the teaching and learning process for a specific material in front of the class with the aim that the teacher being supervised can pay attention to good learning models. **Future research:** In future research, the performance of school supervisors in other districts in the Province of East Java will be examined so that similarities and differences regarding the performance of school supervisors in each district will be seen in efforts to guarantee the quality of education.

## REFERENCES

- Arianti, E. (2023). The nexus of experience and job performance: A qualitative research at SMAN 1 krian sidoarjo. *Jurnal Ilmiah Manajemen Kesatuan*, 11(3), 1185-1194.
- Arsul, A., Johanna, A., & Congzhao, H. (2021). The principal's business in improving the quality of islamic education (Case study at SDIT AZ jambi city). *At-Tasyrih: Jurnal Pendidikan Dan Hukum Islam*, 7(1), 1-16. <https://doi.org/10.55849/attasyrih.v7i1.64>
- Atstsaury, S., Hadiyanto, H., & Supian, S. (2024). Principal's strategy to improve teachers professional competence. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(1), 1-10. <https://doi.org/10.31538/munaddhomah.v5i1.775>
- Buchanan, R. (2020). An ecological framework for supervision in teacher education. *Journal of Educational Supervision*, 3(1), 76-94. <https://doi.org/10.31045/jes.3.1.6>
- Byars, L., L., & Rue, L.,W. (2000). *Human resource management*. Mc-Graw-Hill Companies.
- Daniati, H. (2022). School administration with national standards of education to improve the quality of education indonesia. *Indonesian Journal of Education (INJOE)*, 2(3), 177-186.
- Didion, L., Toste, J. R., & Filderman, M. J. (2020). Teacher professional development and student reading achievement: A meta-analytic review of the effects. *Journal of Research on Educational Effectiveness*, 13(1), 29-66. <https://doi.org/10.1080/19345747.2019.1670884>
- Hardiansyah, F., & Mas'odi, M. (2022). The implementation of democratic character education through learning of social science materials of ethical and cultural diversity in elementary school. *Journal of Innovation in Educational and Cultural Research*, 3(2), 234-241. <https://doi.org/10.46843/jiecr.v3i2.101>
- Kalimullina, O., Tarman, B., & Stepanova, I. (2021). Education in the context of digitalization and culture. *Journal of Ethnic and Cultural Studies*, 8(1), 226-238. <http://dx.doi.org/10.29333/ejecs/629>
- Karim, A., Kartiko, A., Daulay, D. E., & Kumalasari, I. D. (2021). The effect of the supervision of the principal and the professional competency of teachers on teacher performance in private mi in pacet district. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(3), 497-512. <https://doi.org/10.31538/ndh.v6i3.1686>
- Langton, J., Liaghati-Mobarhan, S., Gicheha, E., Werdenberg-Hall, J., Madete, J., Banda, G., Molyneux, E. M., Manjonda, A., Okolo, A., Noxon, C., Paul, C., Osuagwu, C., Ezeaka, C., Samuel, C., Kumara, D., Flowers, D., Mochache, D., Rashid, E., Mbale, E., ... Team, the N. E. (2023). Using interprofessional education to build dynamic teams to help drive collaborative, coordinated and effective newborn care. *BMC Pediatrics*, 23(2), 565-589. <https://doi.org/10.1186/s12887-023-04373-8>
- Lorensius, L., Anggal, N., & Lukan, S. (2022). Academic supervision in the improvement of teachers' professional competencies: Effective practices on the emergence. *EduLine: Journal*

- of *Education and Learning Innovation*, 2(2), 99–107.  
<https://doi.org/10.35877/454RI.eduline805>
- Lukman, L., Marsigit, M., Istiyono, E., Kartowagiran, B., Retnawati, H., Kistoro, H. C. A., & Putranta, H. (2021). Effective teachers' personality in strengthening character education. *International Journal of Evaluation and Research in Education*, 10(2), 512–521.  
<https://doi.org/10.11591/ijere.v10i2.21629>
- Miles, M., Huberman, H., & Saldana, S. (2014). *Qualitative data analysis: A methods sourcebook and the coding manual for qualitative researchers*. Sage Group.
- Mirasol, J. M., Belderol, J. V., Bicar, B. B., & Garcia, H. P. (2021). Statutory policy analysis on access to philippine quality basic education. *International Journal of Educational Research Open*, 2, 1-10. <https://doi.org/10.1016/j.ijedro.2021.100093>
- Moleong, M. (2007). *Metode penelitian kualitatif*. PT Remaja Rosdakarya.
- Niah, A. (2022). Education administration perspective policy makers and educational institutions. *Indonesian Journal of Education (INJOE)*, 2(3), 235–243.
- Nurhayati, N., Jamaris, J., & Sufyarma, M. (2022). Strengthening pancasila student profiles in independent learning curriculum in elementary school. *International Journal Of Humanities Education and Social Sciences*, 1(6), 183-195.
- Raymond, E. (2012). *Effective teaching and learning: What teachers need to know*. Open University Press.
- Safitri, H. D. A., Putri, N. A., Prasetyo, G. B., Sumekar, P. A., & Maisyaroh, M. (2022). Kinerja pengawas sekolah yayasan pada jenjang pendidikan menengah pertama: perspektif guru dan kepala sekolah. *Jurnal Akuntabilitas Manajemen Pendidikan*, 10(2), 137-149.  
<http://dx.doi.org/10.21831/jamp.v10i2.49599>
- Saine, K., & Santoso, S. B. (2024). The impact of teacher competencies, academic supervision, and principal leadership on teacher performance in the gambia's government high schools. *Proceedings Series on Social Sciences & Humanities*, 15, 100-106.  
<https://doi.org/10.30595/pssh.v15i.934>
- Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and Teacher Education*, 101, 1-23.  
<https://doi.org/10.1016/j.tate.2021.103305>
- Santana, D., Ahmad, S., & Kesumawati, N. (2024). Principal's strategy in improving education quality through School-Based Management. *Journal of Social Work and Science Education*, 5(2), 467-477. <https://doi.org/10.52690/jswse.v5i2.770>
- Setia, R., & Nasrudin, D. (2020). School management: The optimization of learning facilities to improve the quality of vocational schools. *Jurnal Pendidikan Vokasi*, 10(2), 150-158.  
<http://10.21831/jpv.v10i2.29981>
- Sudjana, D. (2007). *Pendidikan dan pelatihan dalam ilmu dan aplikasi pendidikan*. PT. IMTIMA.
- Sugiyono, S. (2009). *Metode penelitian kuantitatif kualitatif dan R&D*. Alfabeta.
- Sukenti, D., Tambak, S., & Charlina. (2020). Developing indonesian language learning assessments: Strengthening the personal competence and islamic psychosocial of teachers. *International Journal of Evaluation and Research in Education*, 9(4), 1079–1087.  
<https://doi.org/10.11591/ijere.v9i4.20677>
- Sunaryo, Y. S. (2020). Academic supervision of school principals and teacher performance: A literature review. *International Journal Pedagogy of Social Studies*, 5(2), 17-34.  
<https://doi.org/10.17509/ijposs.v5i2.29094>
- Suratman, S., Arafat, Y., & Eddy, S. (2020). The influence of principal's leadership and teacher's competence toward teacher's performance in indonesia. *Journal of Social Work and Science Education*, 1(2), 96–104. <https://doi.org/10.52690/jswse.v1i2.32>
- Surur, M., & Roziqin, M. K. (2021). Islamic education learning process in evaluation curriculum: The minister of religion decree No.183 and 184 of 2019. *SCHOOLAR: Social and Literature Study in Education*, 1(1), 45–49.

- Tampubolon, K., & Sibuea, N. (2023). The influence of supervisory work motivation and competence on the performance of school superintendents in padangsidempuan city education office. *International Journal of Educational Review, Law And Social Sciences (IJERLAS)*, 3(1), 249-261. <https://doi.org/10.54443/ijerlas.v3i1.604>
- Teschers, C., Neuhaus, T., & Vogt, M. (2024). Troubling the boundaries of traditional schooling for a rapidly changing future—Looking back and looking forward. *Educational Philosophy and Theory*, 1-12. <https://doi.org/10.1080/00131857.2024.2321932>
- Tonich, T. (2021). The role of principals' leadership abilities in improving school performance through the school culture. *Journal of Social Studies Education Research*, 12(1), 47-75.
- Uly, F., Kilag, O. K., Caledo, M. F., Cerna, Y. D., Angtud, N. A., & Villanueva, K. (2024). Quality performance of teachers: Work environment, work attitude, and principal supervision. *Qualitative Investigation. International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE)*, 1(1), 101-109.
- Yanto, M. (2021). The role of the school committee on infrastructure management at public elementary school. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 6(3 SE-Articles). <https://doi.org/10.31538/ndh.v6i3.1784>
- Zebua, F. R. S. (2023). Analisis tantangan dan peluang guru di era digital. *Jurnal Informatika dan Teknologi Pendidikan*, 3(1), 21-28. <https://doi.org/10.25008/jitp.v3i1.55>

---

**\*Liza (Corresponding Author)**

Department of Educational Management  
State University of Surabaya  
Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, kota Surabaya, Jawa Timur 60213  
Email: [liza.18015@mhs.unesa.ac.id](mailto:liza.18015@mhs.unesa.ac.id)

**Dr. Erny Roesminingsih**

Department of Educational Management  
State University of Surabaya  
Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, kota Surabaya, Jawa Timur 60213  
Email: [ernyroesminingsih@unesa.ac.id](mailto:ernyroesminingsih@unesa.ac.id)

**Dr. Nunuk Hariyati**

Department of Educational Management  
State University of Surabaya  
Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, kota Surabaya, Jawa Timur 60213  
Email: [nunukhariyati@unesa.ac.id](mailto:nunukhariyati@unesa.ac.id)

---