

## SUPERVISORY STRATEGIES IN IMPROVING QUALITY OF SCHOOL PRINCIPALS AND TEACHERS AT SMA NEGERI 10 TANJUNG JABUNG BARAT JAMBI PROVINCE

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**Abstrak:** Semua pemangku kepentingan di lembaga pendidikan, kepala sekolah dan guru selama di sekolah harus menjadikan sebuah proses kepemimpinan dan pembelajaran yang lebih baik. Namun, kepala sekolah dan guru kadang ada yang tidak aktif maupun pro aktif dalam meningkatkan kualitas diri. Oleh karena itu, peningkatan kualitas kepala sekolah dan guru menjadi sangat penting yang dipengaruhi oleh beberapa variabel, antara lain strategi pengawas. Berdasarkan permasalahan tersebut, penulis melakukan penelitian tentang strategi pengawas dalam meningkatkan kualitas kepala sekolah dan guru di SMA Negeri 10 Tanjung Jabung Barat Jambi. Penelitian ini bertujuan untuk mengidentifikasi dalam peningkatan kualitas kepala sekolah dan guru di SMA Negeri 10 Tanjung Jabung Barat Jambi. Kepala sekolah dan Wakil Kepala Sekolah dan guru menjadi responden dalam penelitian ini. Metodologi penelitian ini menggabungkan pendekatan kualitatif dan deskriptif. Informasi dikumpulkan dengan cara observasi, diskusi, dan dokumentasi. Temuan penelitian ini menunjukkan bahwa strategi pengawas dalam meningkatkan kualitas Kepala Sekolah di SMA Negeri 10 Tanjung Jabung Barat yaitu melalui rapat bulanan untuk melihat kualitas, kedisiplinan dan kesopanan, keaktifan forum MGMP, dan pelatihan untuk peningkatan kualitas. Strategi pengawas dalam meningkatkan kualitas guru di SMA Negeri 10 Tanjung Jabung Barat, melalui indikator kualifikasi, kompetensi kepribadian, kompetensi pembelajaran, dan kompetensi sosial.

*Kata kunci:* strategi pengawas, kualitas kepala sekolah, kualitas guru

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**Abstract:** All stakeholders in educational institutions, principals and teachers while at school must create a better leadership and learning process. However, sometimes there are school principals and teachers who are not active or proactive in improving their quality. Therefore, improving the quality of school principals and teachers is very important which is influenced by several variables, including supervisory strategies. Based on these problems, the author conducted research on supervisors' strategies in improving the quality of principals and teachers at SMA Negeri 10 Tanjung Jabung Barat Jambi. This research aims to identify improvements in the quality of principals and teachers at SMA Negeri 10 Tanjung Jabung Barat Jambi. The principal and deputy principal and teachers were the respondents in this research. This research methodology combines qualitative and descriptive approaches. Information is collected by means of observation, discussion and documentation. The findings of this research show that the supervisor's strategy for improving the quality of Principals at SMA Negeri 10 Tanjung Jabung Barat is through monthly meetings to review quality, discipline and politeness, active MGMP forums, and training to improve quality. Supervisors' strategies for improving the quality of teachers at SMA Negeri 10 Tanjung Jabung Barat, through qualification indicators, personality competence, learning competence and social competence.

*Keywords:* supervisor strategy, quality of principals, quality of teachers

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## **Introduction**

Expanding access and equity, increasing quality and relevance, and developing superior management, educational responsibility, and a public image that can meet the needs of changing demands are all areas in which teachers play an important role in public education (Wati, 2016). Under the protection and direction of the principal, in local Indonesian, rational and international life (Veirissa, 2021). As a result, everyone, especially the principal, must help the instructor in honing their talents. According to Article 8 of Law no. 14 of 2005, teachers must have four competencies (Disas, 2017). First, pedagogical competence, which refers to the teacher's ability to facilitate learning and at least includes student understanding, curriculum/curriculum preparation, learning planning, educational learning, and implementation of dialogue. using learning technology, assessing learning processes and outcomes, and developing students to realize their different potential (UUD, 2005).

The two personality competencies are noble character, wise and prudent, steady, authoritative, steady, mature, honest, able to be a role model for students and society, assessing one's own performance objectively, and developing independently and sustainably (Anggun, 2019) ( Laser, 2016). The third competency is social skills, the ability of teachers as part of society, including at least oral, written and sign communication, functional use of communication and information technology, effective communication with students, school children, lecturers, principals, parents, guardians, polite communication with surrounding communities, following applicable norms and value systems and implementing the principles of brotherhood and solidarity.

The fourth competency that a teacher or teacher must have is mastery of art (Fitri, 2017). Mastery of this art includes the ability to conceptually combine scientific disciplines, techniques or art methods related to programs, subjects and groups of subjects in an educational unit (Muspiroh, 2015). A teacher who has mastery of art will be able to explore creativity in learning and provide a more interesting learning experience for students (Nursiah, 2019).

Teachers are professionals who have an important role in the world of education (Zakiah, 2022). As a teacher, his job is to carry out learning adequately and provide a quality learning experience for students. To be able to carry out their duties well, a teacher must meet several criteria as a professional staff in schools (UUD, 2005). Teachers must have competence in accordance with Article 8 of Law Number 14 of 2005 concerning Teachers and Lecturers. The competencies in question include the ability to master the subject matter being taught, master effective learning methods, be able to manage the class well, and be able to evaluate student learning outcomes. A teacher who has good competence will be able to provide a more effective and efficient learning experience for students.

Teachers are responsible not only for imparting knowledge but also for nurturing important life skills such as discipline, responsibility, and independence. The development of these skills is essential for students' holistic growth and their readiness to face real-world challenges (Khaironi, 2017). It is important for teachers to understand that their role goes beyond their subject matter expertise. They must also understand and appreciate their responsibility in providing appropriate guidance to their students (Octavia, 2018). Teachers must provide their students with the tools and resources necessary to develop discipline, responsibility, and independence. They must also model these qualities themselves, so that students can learn by observing their teachers.

School principals play an important role in improving the quality of education (Choir, 2019). One important aspect of this is recognizing the limitations and challenges teachers face and providing them with the necessary support and guidance to improve their performance (Firman, 2023). Principals must be aware of the fact that not all teachers have the same level of competence and skills. Some teachers may need additional support and guidance to improve their performance. Therefore, it is important for school leaders to identify areas where teachers need improvement and provide them with the resources and training necessary to address these areas (Leithwood, 2008).

One way principals can support and guide their teachers is through regular feedback and evaluation. School leaders can conduct regular classroom observations and provide constructive feedback to help teachers improve their instructional practices. It can also help school leaders to identify areas where teachers need additional training and support (M, 2008).

Quoting Mulyasa (Mulyasa, 2013), an institution is called quality if it has the following characteristics: Students' learning achievements must be able to meet their needs in achieving their goals in life; that is, not only do you know something, but you are also able to do something to work. This is what makes the main indicator relevant for quality (Hadi, 2020).

Minister of National Education Regulation No. 18 of 2007 discusses teacher qualifications based on competency tests through portfolio assessments. Components evaluated: Academic background, education and training, experience in education, implementation of learning, assessment by managers and supervisors, participation in scientific forums, organizational experience in the educational and social fields, and relevant educational awards. Teachers can develop themselves in various ways such as learning new teaching techniques,

participating in MGMP, training courses and IHT, as well as advising teachers to attend educational seminars and workshops (Brotosedjati, 2012).

School principals have a key role in supporting the development of teacher competency, to improve the quality of education. This clearly has an impact on teacher achievement, curriculum adjustments, and the use of appropriate textbooks and PBM to suit current educational needs (although it may take a little time) (Kurnianingsih, 2017). Even though the government has made efforts to provide educational techniques and encourage competitive attitudes in the classroom, the fact is that overall teacher competence is still low and student learning outcomes have not improved significantly (Fitria, 2019). This is a detrimental blow to the education system, especially in supporting student preparation to match applicable standards (Haerullah, 2020).

Based on the problems above, what is interesting to discuss in this article is: what professional and social competencies are needed to improve the quality of education. According to Djamarah, although it is impossible to measure a teacher only based on competence, teacher experience, work ethic, motivation and love for the teaching profession, teacher health, educational background, learning support facilities, education and training (level of teacher welfare and business main) are all important factors in this case (Djamarah, 2010).

Research regarding low teacher competence ranges from poor qualifications and educational background to work, poor understanding of rules, learning materials and strategies, ability in simple Information Technology, as well as the inability to motivate students for several reasons (Ilyas, 2022). Even though reading less will strengthen your self-confidence, don't forget that you feel smarter if you read a lot (Tambuleng, 2023).

According to Wahyudi, there are several actions that school leaders can take to build the capacity of teachers, including building mutually beneficial working relationships, increasing effective communication with teachers, providing guidance and direction in carrying out their duties, raising work enthusiasm and providing rewards for results. success of teachers, solving problems in schools effectively, supporting teachers' active participation and joint decision making (Wahyudi, 2019). Apart from that, solutions are needed to resolve conflicts in a wise manner and comply with school regulations. Apart from that, it is also necessary to form mutually competitive and healthy relationships between teachers in order to create a conducive work environment (Kurnianingsih, 2017).

## **Method**

The author conducted this research with a qualitative approach that uses descriptive methods to detail data based on what happens in the field. We chose this qualitative approach to describe worldly reality. Writers are an important tool in data collection in this area. By conducting observations and interviews directly at the research location, the author can obtain the data needed according to the research focus that has been determined. Researchers want to see supervisors' strategies in improving the quality of principals and teachers at SMA Negeri 10 Tanjung Jabung Barat Jambi. Thus, the analytical descriptive method was chosen to observe ongoing social phenomena.

## **Findings and Discussion**

### **Supervisory Strategy in Improving the Quality of Principals at SMA Negeri 10 Tanjung Jabung Barat Jambi Province**

The supervisor's strategy for improving the quality of Principals at SMA Negeri 10 Tanjung Jabung Barat is through several processes through Monthly Meetings, discipline and politeness, MGMP forums, and training.

First, meetings are one of the strategies that school principals have in order to evaluate and improve the work of teachers and staff over a period of time. These meetings are held every week and month. This meeting was held with the aim of being able to continuously evaluate and improve the performance of teachers and staff from time to time, meanwhile the orientation of this evaluation is to measure the achievement of learning outcomes. This is in accordance with Moeheriono's view which states that it is impossible to know a person's performance or organizational performance if there is no benchmark for its success (Moeheriono, 1995).

Therefore, monthly meetings are held as an intermediary for evaluation of teachers and staff so they can find out how far they have achieved and what needs to be improved. Apart from that, the weekly meeting strategy which refers to the results of the principal's analysis with the principals is also felt to be very effective. By directly supervising and monitoring the principal, he is able to provide even more optimal results when holding monthly evaluation meetings with teachers. This is based on the existence of a common understanding between leaders and employees. Because the principal as the madrasa leader knows directly what is in the field.

This is supported by the statement of Nur Asiah et al in the journal Education and development of the South Tapanuli Education Institute, stating that the direct face-to-face process for teachers and the existence of class visits by the principal allows the principal and teachers to jointly discuss and analyze learning problems (Nur Asiah, et al, 2021).

Second, Discipline and Politeness. Discipline and politeness or ethics are one of the ways the principal of SMA Negeri 10 Tanjung Jabung Barat Jambi can improve the performance of teachers and staff. According to Terry in Tohardi's book, discipline is a tool that motivates employees (Tohardi, 2002).

The principal of SMA Negeri 10 Tanjung Jabung Barat Jambi uses discipline as a way to increase the professionalism of teachers and staff. This discipline is also aimed at making teachers and staff more responsible and not taking their duties and obligations lightly. By having high discipline at SMA Negeri 10 Tanjung Jabung Barat Jambi, it can create a sense of responsibility among teachers, staff and the school community in general.

The strategy of the principal of SMA Negeri 10 Tanjung Jabung Barat Jambi is supported by the results of Idhar's thesis research which states that discipline is the most important thing that must always be pursued in every activity in learning (Idhar, 2012).

Third, the MGMP forum. The strategy that school principals also use to improve teacher performance is involving teachers in MGMP activities or subject teacher deliberations. MGMP is a teacher deliberation forum which is attended by many teachers from various schools. The main role is to facilitate teachers in the same field of study in exchanging opinions and experiences. The principal's action regarding the implementation of the MGMP on teachers is the correct action. With the MGMP teachers can develop their skills and competencies.

This is in line with the results of Idhar's research in his thesis which stated that one way to improve teacher performance is by involving teachers in deliberation activities such as MGMP. MGMP is also carried out as an effort to find out the difficulties faced by educators in each subject. Apart from that, to find out developments in a subject (Idhar, 2012).

Fourth, training. Training is one of the strategies chosen by the principal of SMA Negeri 10 Tanjung Jabung Barat Jambi to improve the performance of teachers and staff. This chosen strategy is applied to teachers or staff who are felt to be less competent. The training provided is also intended as a means of developing the competencies of teachers and staff. Therefore, this strategy really needs to be carried out by a school principal. By involving teachers and staff in training, school principals have made efforts to significantly improve the performance of the skills and competencies of teachers and staff.

According to the principal, training has many benefits for teachers and staff at SMA Negeri 10 Tanjung Jabung Barat Jambi, revealing that training is more oriented towards current work to improve certain skills. Therefore, it is important for the principal to take action to improve the quality of teacher and staff performance.

This is also supported by Sikula's statement in (Priansa, 2017) that the training program implemented has a number of objectives and benefits, including: a. Productivity b. Quality c. Staffing planning d. Morals e. Indirect compensation f. Safety and Health g. Personal Development.

Apart from that, Werther and Davis in (Priansa, 2017) stated that the benefit of training is the ability to increase employee career levels and help employees to develop in order to complete various responsibilities in the future (Priansa, 2017).

Therefore, training is considered a good strategy to improve the quality of education. Apart from that, just like students, teachers also need training so they don't become outdated. Therefore, training strategies are really needed to improve teachers' skills in teaching and develop personal expertise so that teachers can be more competent in the world of education.

Thus, the supervisor's strategy for improving the quality of Principals at SMA Negeri 10 Tanjung Jabung Barat is through monthly meetings to review quality, discipline and politeness, active MGMP forums, and training to improve quality.

### **Supervisory Strategy in Improving the Quality of Teachers at SMA Negeri 10 Tanjung Jabung Barat Jambi Province**

The supervisor's strategy for improving the quality of qualified or qualified teaching staff is also a hope for education consumers. Because, teaching staff (teachers) are one of the most important components in teaching and learning activities which will later support successful learning and educational success.

Through supervisory strategies in improving the quality of teaching staff, they can achieve maximum results in carrying out their role in learning, there are several things that influence this. First, in terms of qualifications, teachers need to have qualifications that are not just proven by degrees and certificates, but must be supported by superior and professional qualities. Second, in terms of personality, teachers need to have a high personality, which is based on noble morals. Third, from a learning perspective, teachers need to understand the theory and practice of education and the curriculum, so they are able to design learning well, are able to implement learning with the art of effective learning, and are able to evaluate learning. Fourth, from a social perspective, teachers as educators need to have social sensitivity in dealing with social phenomena around them, because teachers are an element of society.

In terms of learning, the teaching staff at SMA Negeri 10 Tanjung Jabung Barat Jambi carry out their duties in accordance with their competency conditions. Competence is the suitability to carry out tasks, ability is an important factor for teachers, therefore the quality and productivity of the teacher's work must be able to demonstrate quality professional behavior.

First, pedagogical competence. The teaching staff of SMA Negeri 10 Tanjung Jabung Barat Jambi apply teaching methods effectively according to the conditions and characteristics of students, in addition to organizing the class before learning begins, taking action and treating students according to their psychological state, understanding students thoroughly regarding developments that occur, recognizing interests and students' abilities so that they can be used as further measurements in the field of teaching that are appropriate to the conditions and characteristics of different students because to improve the optimal teaching and learning process an educator (teacher) must pay attention to individual differences in students so that it can facilitate the achievement of the highest learning goals. -high, because teaching that only pays attention to the target level will fail to meet students' needs, because an educator (teacher) needs to pay attention to emotions, individual abilities and adjustments to subject matter in order to facilitate effective student learning.

Apart from that, teaching staff (teachers) also observe and understand students' learning readiness, direct and provide advice so that students have full readiness in learning, teaching staff are required to prove students' learning readiness with questions related to the subject matter, and finally teaching staff also evaluate learning to find out the extent to which the lesson material can be accepted by students.

Second, judging from professional competence, the teaching staff at SMA Negeri 10 Tanjung Jabung Barat Jambi are able to understand the learning material broadly because their educational background is in accordance with the subjects being taught.

Third, seen from the perspective of personality competence, the individual teaching staff (teachers) have a very large contribution to the success of education, especially in learning activities. The personality of an educator plays a very important role in shaping the personality of students. This personality competency has a very important role and function in shaping a child's personality, in order to prepare and develop human resources (HR).

In connection with this, the teaching staff (teachers) of SMA Negeri 10 Tanjung Jabung Barat Jambi have personalities who are wise, dignified, disciplined, mature and have noble character, apart from that teachers also teach to do good to others, speak honestly, be sincere in giving, mutual help and be devoted to both parents. Because teachers have a big influence on students' personal development. Whatever the teacher does will later be imitated by students, because teachers are role models for students.

Fourth, seen from the perspective of social competence, teaching staff (teachers) are social creatures, whose lives cannot be separated from the social life of society and their environment. Therefore, teaching staff (teachers) are required to have adequate social competence, especially in relation to education which is not limited to learning at school but also to education that occurs and takes place in society.

Apart from that, educators (teachers) in their lives often become figures, role models and identification for students and their environment. In connection with this, the teaching staff (teachers) of SMA Negeri 10 Tanjung Jabung Barat Jambi always behave in accordance with their responsibilities, namely socializing and communicating effectively with students (students), fellow educators and parents, guardians or the community.

In this way, the supervisor's strategy to improve the quality of teachers can achieve maximum results in carrying out their role in learning. First, in terms of qualifications, teachers need to have qualifications supported by superior and professional qualities. Second, in terms of personality, teachers need to have a high personality, which is based on noble morals. Third, from a learning perspective, teachers need to understand the theory and practice of education and curriculum. Fourth, from a social perspective, teachers as educators need to have social sensitivity in dealing with social phenomena around them, because teachers are an element of society.

## Conclusion

This research found that it was related to the supervisor's strategy in improving the quality of Principals at SMA Negeri 10 Tanjung Jabung Barat, namely through monthly meetings to review quality, discipline and politeness, active MGMP forums, and training to improve quality. Supervisors' strategies for improving the quality of teachers at SMA Negeri 10 Tanjung Jabung Barat, through qualification indicators, personality competence, learning competence and social competence.

This research has quite a significant impact regarding school supervisors who, theoretically and practically, are able to produce productive contributions in order to improve the quality of school principals and the quality of teachers. Of course, this research can be further developed by subsequent researchers.

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