

**THE ROLE OF SCHOOL SUPERVISORS IN CONTROLLING
TEACHER QUALITY**

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Abstract

The role of school supervisors is crucial in enhancing the quality of education; however, their effectiveness in the context of junior high schools in rural areas has yet to be extensively studied. This research aims to analyze the role of school supervisors in controlling teacher quality at SMAN 3 Sungai Penuh, focusing on six indicators: inspecting, advising, monitoring, coordinating, reporting, and performing leadership. Using a qualitative approach, data were collected through in-depth interviews with one school supervisor and two teachers. The results indicate that the supervisor has performed their role quite well, but some areas need improvement, such as contextualizing supervision, balancing monitoring efforts, and decisiveness in decision-making. Based on these findings, the research proposes a new model called "Integrative-Contextual School Supervision" (PSIK), which integrates various aspects of the supervisor's role within a holistic and adaptive framework. This model offers a more comprehensive approach to school supervision, considering the complexities of contemporary educational contexts. Implementing PSIK can improve the effectiveness of school supervision, teacher quality, and, ultimately, the overall quality of education. This study paves the way for developing school supervision practices that are more responsive to the challenges of 21st-century education.

Keywords: School Supervisor, Controlling, Teacher Quality

Abstrak

Peran pengawas sekolah sangat penting dalam meningkatkan kualitas pendidikan, namun efektivitasnya dalam konteks sekolah menengah pertama di daerah pedesaan masih belum banyak diteliti. Penelitian ini bertujuan untuk menganalisis peran pengawas sekolah dalam mengendalikan kualitas guru di SMAN 3 Sungai Penuh, dengan fokus pada enam indikator: menginspeksi, memberi saran, memantau, mengkoordinasikan, melaporkan, dan melakukan kepemimpinan. Dengan menggunakan pendekatan kualitatif, data dikumpulkan melalui wawancara mendalam dengan satu pengawas sekolah dan dua guru. Hasil penelitian menunjukkan bahwa pengawas sekolah telah menjalankan perannya dengan cukup baik, namun masih ada beberapa hal yang perlu ditingkatkan, seperti kontekstualisasi pengawasan, menyeimbangkan upaya pengawasan, dan ketegasan dalam pengambilan keputusan. Berdasarkan temuan ini, penelitian ini mengusulkan model baru yang disebut “Pengawasan Sekolah Integratif-Kontekstual” (PSIK), yang mengintegrasikan berbagai aspek peran pengawas sekolah dalam kerangka kerja yang holistik dan adaptif. Model ini menawarkan pendekatan yang lebih komprehensif terhadap pengawasan sekolah, dengan mempertimbangkan kompleksitas konteks pendidikan kontemporer. Penerapan PSIK dapat meningkatkan efektivitas pengawasan sekolah, kualitas guru, dan pada akhirnya kualitas pendidikan secara keseluruhan. Studi ini membuka jalan untuk mengembangkan praktik pengawasan sekolah yang lebih responsif terhadap tantangan pendidikan abad ke-21.

Kata kunci: Pengawas Sekolah, Pengendalian, Kualitas Guru

INTRODUCTION

The nature of education in Indonesia remains a significant challenge, with the ultimate goal of addressing the country's seriousness in the era of globalization. One of the important variables in improving the quality of education is the nature of educators as leaders in the educational experience (Ahmad, 2021). The reality in the field shows that there is still a gap between assumptions and realities regarding the qualities of educators in various regions of Indonesia, particularly in Sungai Penuh City, Jambi. This issue becomes more complex with new educational challenges, such as the shift toward learning innovation and the dynamic changes in educational programs (Mashari & Sugeng, 2023).

In this unique situation, the role of school managers becomes crucial as specialists in controlling the quality of educators (Lalu & Dwi, 2023). The school principal is responsible for managing, guiding, and evaluating the implementation of educators' tasks to ensure that standard competency principles can be achieved (Ujang et al., 2020). However, the sustainability of school managers' work in developing educators' quality remains a significant issue, especially in regions relatively distant from government centers (Jemry, 2023).

Several previous studies attempted to analyze the duties of school managers concerning the work related to the nature of education (Erwiati & Hajani, 2022). Messi and Wiwin (2018) state that successful school managers significantly enhance instructors' academic abilities and skills. Meanwhile, Dedi (2018) finds that principals who effectively perform administrative and scientific skills can empower school learning progress. However, these studies do not explicitly analyze the principal's duties in controlling educators' quality in regions with unique geographical and sociocultural attributes like Sungai Penuh City.

Given the new challenges school principals face in areas like Sungai Penuh City, this research gap is crucial. Factors such as limited access to instructional resources, differences in educators' capabilities, and surrounding sociocultural elements influence the sustainability of principals' work in controlling the quality of educators. Thus, more relevant and extensive methodologies are necessary to examine the work of principals in this region. This study proposes a theoretical framework that aligns breakthrough leadership theories with cooperative supervision approaches to address this gap. The idea assumes that school managers act as evaluators and significant partners in nurturing educators' impactful skills. Through this methodology, it is reasonable for school principals to strengthen their roles in improving educators' quality, considering the environmental background and explicit requirements of educators at SMAN 3 Sungai Penuh.

The principal's role is crucial in improving the quality of education, but its sustainability in junior secondary schools in the region remains largely unexplored. This study aims to describe the principal's role in controlling the quality of educators at SMAN 3 Sungai Penuh, focusing on six areas: supervising, directing, examining, organizing, evaluating, and administering. Using a qualitative methodology, data were collected through in-depth interviews with one principal and six teachers. The results show that principals perform their roles effectively, but some areas need improvement, such as contextualized management, supervision adjustments, and firmness in direction. Based on these findings, the study proposes a new model called "Integrative-Contextual School Management" (PSIK), which coordinates various aspects of principals' work into a comprehensive and flexible system. This model offers a more holistic approach to school supervision, considering the complexities of contemporary educational settings. Implementing PSIK may improve the sustainability of school supervision, the quality of educators, and, ultimately, the overall quality of education. As noted by Fullan (2001), school leadership is central to fostering improvement in teaching and learning, and the principal's leadership directly impacts the educational outcomes of students. Leithwood et al. (2004) also emphasize that leadership in schools is not just about management but also about influencing the quality of teaching and creating an environment that supports teacher development. This research prepares for advancing school management practices that better address the challenges of 21st-century education (Erwiati & Hajani, 2022).

The problems related to the principal's role in controlling teacher quality at SMAN 3 Sungai Penuh reflect the complexity of instructional difficulties in the area. Based on initial observations on July 8, 2024, several anomalies and problems were found, particularly the gap between the assumptions of the principal's role and the reality on the ground. The principal at SMAN 3 Sungai Penuh should be a reliable problem solver to address issues faced by teachers. However, perceptions indicate that this work has not been carried out ideally. In the observed administrative visits, the relationship between managers and educators is generally formal and limited to regulatory aspects, such as genuinely looking at the peak of learning devices.

Mrs. STI (Initial), an Indonesian Language teacher at SMAN 3 Sungai Penuh, reinforced this by stating, "So far, manager visits have mostly focused on observing the organization. We rarely get meaningful contributions regarding the most appropriate methods to improve the nature of learning in the classroom." This statement indicates a gap between teachers' assumptions about the role of supervisory training and the practices occurring in the field. Moreover, the repetition and strength of supervision led by the principal are still lacking. Based on existing visit records, school managers only conduct visits twice in one semester. The

duration of visits is generally short, between 2-3 hours for each visit. This leaves supervisors with no opportunity to convey observable facts from top to bottom about educational experiences and provide valuable criticism for teachers.

In the meeting, Mr. PJR (Initial), Principal of SMAN 3 Sungai Penuh, confirmed this: "We understand that managers have heavy responsibilities because they have to lead several schools. Nevertheless, the limited repetition of visits makes the teaching system less successful. We believe there are solutions to improve direction strength without constantly relying on manager visits." Additionally, there is a gap between the capabilities of school principals and the specific requirements of instructors at SMAN 3 Sungai Penuh.

Observation results reveal that some teachers need help implementing innovative learning methods and integrating technology into teaching and learning. However, the assigned school supervisors often lack the necessary expertise to provide solutions to these challenges. Mrs. YTI (Initial), a Mathematics teacher, expressed her concern: "We want to learn more about technology-based learning methods, but the supervisors who come often do not have sufficient knowledge in this field. As a result, we feel we lack the guidance we need to develop." Moreover, school supervisors' teacher performance evaluation process tends to be normative and has little significant impact on improving teaching quality. Analysis of teacher performance assessment documents shows that most assessments fall into the "good" or "excellent" categories without specific notes on areas that need improvement or suggested development strategies. Mr. HRI (Initial), a Science teacher, criticizes this issue: "The performance assessments we receive often feel like a formality. We rarely get feedback that helps us become better teachers. We need constructive and specific input." Mr. YKT (Initial), one of the interviewed school supervisors, acknowledges this challenge: "We want to visit schools in remote areas like SMPN 4 more often, but distance and transportation constraints are often obstacles. We are exploring alternatives such as online supervision, which is also hindered by inadequate internet infrastructure in some areas."

The phenomena and problems revealed through these observations and interviews show the complexity of challenges faced in optimizing the role of school supervisors for teacher quality control at SMAN 3 Sungai Penuh. A holistic and contextual approach is needed to overcome these obstacles, considering the unique characteristics and specific needs of schools in Sungai Penuh City.

Observation results reveal that some teachers need help implementing innovative learning methods and integrating technology into teaching and learning. However, the assigned school supervisors often lack the necessary expertise to provide solutions to these challenges. Existing literature on educational supervision primarily focuses on urban and well-resourced school environments, creating a significant research gap in understanding the unique challenges faced by rural educational institutions. Previous studies by Hartono (2019) and Wiranto (2020) have explored teacher quality and supervision mechanisms, but they largely overlooked the specific contextual complexities of remote areas like Sungai Penuh. This research addresses this critical gap by providing a nuanced examination of school supervision in a marginalized educational context.

This study aims to conduct an in-depth analysis of the role of school supervisors in controlling teacher quality at SMAN 3 Sungai Penuh. More specifically, this study aims to (1) identify strategies used by school supervisors in conducting supervision and guidance for teachers, (2) analyze factors that influence the effectiveness of school supervisors' roles in the

local context of Sungai Penuh City, and (3) formulate recommendations to optimize the role of school supervisors in controlling teacher quality at SMAN 3 Sungai Penuh.

Through this research, a more comprehensive understanding of school supervisors' roles in regional education is expected. The results of this study are expected to contribute to the development of literature on educational supervision and serve as a reference for policymakers in designing more effective school supervisor capacity-building programs that are appropriate to the local context.

METHODS

This research uses a qualitative approach with a descriptive method to analyze the role of school supervisors in controlling teacher quality at SMAN 3 Sungai Penuh. The qualitative approach is chosen because it provides an in-depth understanding of social phenomena within a natural context (Sugiyono, 2019). In line with Creswell (2020), qualitative research aims to understand phenomena experienced by research subjects holistically through descriptions in words and language. The selection of informants employs purposive sampling based on predetermined criteria, including one school supervisor with at least three years of service, one school principal with a minimum tenure of two years, and six teachers who have taught for at least five years at SMAN 3 Sungai Penuh. This is consistent with Moleong (2019), who states that purposive sampling can provide rich, in-depth information aligned with research objectives. The research takes place over one month, specifically in November 2024.

Data collection is conducted through three main techniques: document analysis, observation, and in-depth interviews. Document analysis focuses on supervisory documents, monitoring programs, and reports (Creswell, 2018). Observation examines the supervisory process and interactions between the supervisor and teachers. In-depth interviews are conducted using semi-structured interview guidelines to extract information from the informants. Combining these three techniques aligns with the data triangulation concept proposed by Sugiyono (2020).

Data analysis employs the interactive model by Miles and Huberman, which involves three stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selects and categorizes data according to the research focus. Data display is conducted through descriptive narratives and matrices to facilitate understanding. Conclusions are drawn after repeated data verification. Data validity is ensured through three primary techniques. First, triangulation of sources, methods, and time ensures data consistency. Second, extended observation builds rapport and gathers more in-depth data. Third, accuracy in research is enhanced through repeated checks and peer discussions. These techniques adhere to the concept of trustworthiness in qualitative research (Weller & Barnes, 2014).

RESULTS AND DISCUSSION

This research reveals significant findings related to the role of school supervisors in controlling teacher quality at SMAN 3 Sungai Penuh. The research results are based on in-depth interviews with one school supervisor and several teachers. The focus of this research is on six leading indicators of the school supervisor's role, namely:

1. Inspecting (Supervising)

Based on the results of interviews with school supervisors in the Sungai Penuh City Education Office, it was revealed that:

"In carrying out supervision tasks, I always strive to do it comprehensively and continuously. I conduct classroom visits at least twice a semester for each teacher. During the visit, I observe the learning process and check the completeness of teacher administration, such as lesson plans, syllabi, and student assessments. I also pay attention to aspects such as mastery of material, teaching methods, and teacher-student interaction. After observation, I always provide time to discuss with the teacher concerned, provide constructive feedback, and together formulate improvement plans if needed."

Based on this statement, it can be concluded that the school supervisor has carried out the inspection function well and thoroughly. Some important points that can be taken are: 1) Regular supervision frequency (at least twice per semester) reflects the supervisor's commitment to monitor teacher development consistently. 2) Supervision is carried out comprehensively, including classroom observation, administrative checks, and evaluation of various aspects of teaching. 3) The presence of post-observation discussions and the provision of constructive feedback shows that supervision is evaluative, formative, and focused on development. 4) Formulation of improvement plans together with teachers shows a collaborative approach to improving teaching quality. These indicators show that the school supervisor has carried out their duties optimally. The comprehensive and constructive approach to supervision has the potential to have a significant positive impact on improving teacher quality.

Meanwhile, based on an interview with a Mathematics Teacher at SMAN 3 Sungai Penuh, it was revealed that:

"Our school supervisor conducts supervision regularly, usually twice a semester. He observes the learning process in the classroom, from how I open the lesson and deliver the material to closing the lesson. After observation, he always takes time to discuss. What I appreciate is how he provides feedback. I will highlight my shortcomings and appreciate the good things I have done. For example, he once praised my use of group discussion methods and advised me on improving it further. However, sometimes I feel the post-observation discussion time is too short due to his busy schedule."

From this statement, it can be concluded that the school supervisor has carried out the inspection function well. Some essential points are: 1) supervision is carried out regularly and in a structured manner. 2) the supervisor conducts comprehensive classroom observations. 3) there are discussion and feedback sessions after observation. 4) a constructive feedback approach, balancing appreciation and improvement suggestions. 5) limited time for in-depth post-observation discussions. This indicator shows that the school supervisor has carried out their duties well, although there is still room for improvement, especially in allocating time for post-observation discussions.

2. Advising

Based on the interview with the school supervisor in the Sungai Penuh City Education Office, it was revealed that:

"I understand that my role as a supervisor is to evaluate, guide, and support teachers. I consider each teacher's specific context and needs whenever I give advice. I often use a coaching approach, telling them what to do and helping teachers find solutions. For example, when a teacher is having difficulty managing the classroom, I will invite them to

discuss the root of the problem, share experiences and good practices with other teachers, and together develop appropriate strategies. In addition, I also actively provide information about professional development opportunities, such as seminars, workshops, or certification programs relevant to teachers' needs."

This quote shows that the school supervisor has carried out the advising function well. Some important points that can be underlined:

1. A contextual and personal approach to giving advice, considering the specific needs of each teacher.
2. Coaching methods encourage teachers to find solutions rather than passively receive instructions actively.
3. Advice is not limited to technical aspects of teaching but also includes classroom management and professional development.
4. The supervisor plays an active role in informing teachers about professional development opportunities.

This indicator can be categorized as already maximally implemented. The supervisor's approach to providing advice is directive and empowers teachers to develop their problem-solving abilities. This has the potential to have a long-term impact on improving teacher quality.

Based on an interview with a Civics Education Teacher at SMAN 3 Sungai Penuh, it was revealed that:

"I feel our supervisor is quite good at giving advice. He not only focuses on the technical aspects of teaching but also pays attention to our overall professional development. For example, when I had difficulty implementing a project-based learning approach, he gave practical suggestions and recommended some relevant reading sources and workshops. I appreciate that he always encourages us to think critically and find our solutions, not just give instructions. However, sometimes I feel the advice is less contextual to our school conditions, especially regarding the limitations of facilities and infrastructure."

This quote shows that the school supervisor did the advising function well. Some important points:

1. A holistic approach in giving advice, covering technical aspects and professional development.
2. Providing recommendations for learning resources and development opportunities.
3. Encouragement for critical thinking and problem-solving.
4. The challenge in contextualizing advice with school conditions.

This indicator can be categorized as sufficiently maximized. Although the approach to giving advice is already good, there is still room for improvement in contextualizing suggestions with the school's specific conditions.

3. Monitoring

Based on the interview with the school supervisor in the Sungai Penuh City Education Office, it was revealed that:

"Monitoring is an ongoing process not limited to formal visits only. I use various methods to monitor teacher development and school learning quality. In addition to classroom observations, I analyze documents such as lesson plans, student assessment results, and extracurricular activity reports. I also hold regular meetings with the

principal to get updates on teacher performance. One thing I emphasize in monitoring is observing the impact of interventions or suggestions given previously. For example, if a teacher has been advised to increase active learning methods, I will monitor whether there are changes in their teaching practices and how they impact student learning outcomes. However, I admit that sometimes the follow-up from this monitoring result is not yet fully optimal due to various constraints, such as time and resource limitations."

Based on this quote, it can be seen that the school supervisor has tried to carry out the monitoring function quite comprehensively. Some important points to note:

1. Monitoring is carried out continuously, not just limited to formal visits.
2. Use various monitoring methods, including direct observation, document analysis, and communication with the principal.
3. There is a focus on monitoring the impact of interventions or suggestions given previously.
4. Acknowledgment of constraints in optimizing follow-up on monitoring results.

This indicator can be categorized as sufficiently maximized, but there is room for improvement. Although the monitoring process has been carried out comprehensively, less than optimal follow-up can reduce its effectiveness in improving teacher quality. This is an area that needs attention and improvement.

Based on an interview with a Science Teacher at SMAN 3 Sungai Penuh, it was revealed that:

"Our supervisor is quite active in monitoring our progress. He does not just rely on formal visits but also often communicates through WhatsApp groups or email to inquire about the progress of programs we are running. I appreciate how he monitors the implementation of suggestions given previously. For example, after advising on using digital learning media, he always asks about the progress and challenges we face in its application. However, sometimes, the frequency of monitoring for some aspects is uneven. Some areas are intensively monitored, while others receive less attention."

Based on this quote, it can be concluded that the monitoring function has been carried out quite well. Some important points:

1. Monitoring is carried out continuously, not only through formal visits.
2. Use technology (WhatsApp, email) to facilitate remote monitoring.
3. There is a focus on monitoring the implementation of given suggestions.
4. Unevenness in monitoring intensity for various aspects.

This indicator can be categorized as sufficiently maximized. Although promising efforts are being made to conduct continuous monitoring, there is still room for improvement in balance and evenness of tracking for various aspects of teacher performance.

4. Coordinating

Based on the interview with the school supervisor in the Sungai Penuh City Education Office, it was revealed that:

"Coordination is key in ensuring that efforts to improve teacher quality run in an integrated and efficient manner. I strive to be a bridge between various parties involved in the education process. I regularly hold coordination meetings with principals and vice principals to discuss the developments and challenges teachers face. I also facilitate

MGMP (Subject Teacher Discussion) meetings at the school and inter-school levels to encourage collaboration and sharing of best practices among teachers. In terms of coordination with external parties, I have initiated several initiatives, such as inviting industry practitioners to provide insights about the application of subjects in the working world. However, I admit that coordination with external parties, especially the industry and higher education, still needs improvement to provide teachers more development opportunities."

This quote shows that the school supervisor has done the coordination function quite well, especially within the internal and inter-school scope. Some important points to underline:

1. Regular coordination meetings with school management.
2. Facilitation of MGMP meetings to encourage collaboration among teachers.
3. Initial initiatives to involve external parties (industry practitioners) in teacher development.
4. Recognition of the need to improve coordination with external parties, especially industry and higher education.

This indicator can be categorized as sufficiently maximized, but significant room for improvement remains. Internal coordination has been going well, but coordination with external parties still needs further development to open up more teacher development opportunities.

Based on an interview with a Social Studies Teacher at SMAN 3 Sungai Penuh, it was revealed that:

"Regarding coordination, our supervisor is quite active in facilitating various activities. He often coordinates MGMP meetings at the school and inter-school levels, which is very helpful for us in sharing experiences and best practices. He also tries to connect us with various resources, such as inviting university speakers to provide workshops. However, coordination with external parties is still lacking, especially in the industrial world. Industry involvement could be very beneficial in providing practical insights to us and students."

From this quote, the school supervisor has performed the coordination function quite well, especially within the internal and inter-school scope. Some important points:

1. Active facilitation for MGMP meetings and sharing of best practices among teachers.
2. Efforts to connect teachers with external resources (university speakers).
3. Lack of coordination with industry parties.

This indicator can be categorized as sufficiently maximized, but significant room for improvement remains, especially in coordination with industry and other external parties.

5. Reporting

Based on the interview with the school supervisor in the Sungai Penuh City Education Office, it was revealed that:

"Reporting is an important aspect of my duties as a supervisor. I create various types of reports, ranging from individual teacher supervision reports and monthly reports on school progress to annual reports that include trend analysis and recommendations for improving the quality of education at the district level. In each teacher supervision report, I strive to provide an objective picture of the teacher's strengths and areas for development, along with concrete recommendations for improvement. I also always include follow-up plans and

achievement time targets. However, I admit that sometimes there are delays in submitting reports due to the high workload. I am also still trying to improve the quality of analysis in reports, especially in linking findings at the classroom level with policy implications at a broader level."

Based on this quote, it can be concluded that the school supervisor has carried out the reporting function quite comprehensively. Some important points to note:

1. Creation of various types of reports, from individual teacher level to district level.
2. Efforts to provide objective and constructive reports, accompanied by concrete recommendations and follow-up plans.
3. Acknowledgment of challenges in the timely submission of reports.
4. Awareness of the need to improve the quality of report analysis.

This indicator can be categorized as sufficiently maximized, but there is still room for improvement. Although the report content is quite comprehensive, timeliness and quality of analysis still need to be improved to maximize the impact of reporting on improving teacher quality and education as a whole.

Based on an interview with an Indonesian Language Teacher at SMAN 3 Sungai Penuh, it was revealed that:

"Every time the supervisor conducts supervision or monitoring, he always provides a written report to us. The report usually contains observation results, evaluations, and recommendations for improvement. I appreciate that the report is quite detailed and specific, providing clear guidance for self-development. However, sometimes, there are delays in submitting reports, which can hinder us from following up on recommendations quickly. In addition, I feel it would be better if the report also included comparative analysis with previous performance or expected standards."

Based on this quote, it can be concluded that the reporting function has been carried out quite well. Some important points:

1. Provision of written reports after each supervision or monitoring activity.
2. Detailed and specific report content, including observation results, evaluations, and recommendations.
3. Delays in report submission on some occasions.
4. Lack of comparative analysis in reports.

This indicator can be categorized as sufficiently maximized. Although the report content is already good, there is still room for improvement in terms of submission timeliness and depth of analysis.

6. Performing Leadership

Based on the interview with the school supervisor in the Sungai Penuh City Education Office, it was revealed that:

"As a supervisor, I realize that my leadership role is crucial in driving positive change in schools. I strive to be a role model in terms of professionalism, integrity, and commitment to improving the quality of education. I always encourage innovation and creativity in teaching, for example, by introducing the latest learning methods or encouraging the use of technology in learning. I also build good relationships with all stakeholders, from teachers and principals to school committees and parents. In conflict or differences of opinion, I am a fair and objective mediator. However, I admit that sometimes I feel challenged in making

firm decisions, especially when faced with resistance to change or new policies. I continue to strive to improve my leadership skills, especially in motivating and inspiring teachers to continue developing."

Based on this quote, it can be seen that the school supervisor has tried to carry out the leadership function quite well. Some important points to underline:

1. Awareness of the importance of leadership in driving positive change.
2. Efforts to be a role model regarding professionalism, integrity, and commitment.
3. Encouragement of innovation and creativity in teaching.
4. Efforts to build good relationships with various stakeholders.
5. Recognition of challenges in making firm decisions, especially in facing resistance.

This indicator can be categorized as sufficiently maximized, but there is room for improvement. The supervisor has shown good awareness and effort in their leadership role. However, the challenge of making firm decisions shows an area that still needs to be improved to maximize leadership effectiveness.

Based on an interview with a Social Studies Teacher at SMAN 3 Sungai Penuh, it was revealed that:

"I see our supervisor as quite an inspirational figure. He always encourages us to continue innovating and developing ourselves. For example, he once initiated an 'Innovative Teacher' program that motivated us to develop creative learning methods. He is also quite good at building relationships with various parties, from teachers and principals to school committees. However, sometimes, he is not firm enough to make decisions, especially when there are conflicts or differences of opinion among teachers. There are times when we need clearer and firmer direction."

This quote shows that the school supervisor has carried out the leadership function quite well. Some important points:

1. The supervisor is viewed as an inspirational figure.
2. There are initiatives to encourage innovation and self-development of teachers.
3. Ability to build good relationships with various stakeholders.
4. Lack of firmness in decision-making, especially in conflict situations.

This indicator can be categorized as sufficiently maximized, but there is still room for improvement, especially regarding firmness in decision-making and conflict handling.

Based on the interviews and analysis above, the school supervisor's role has been carried out quite well, although some aspects still need improvement. In this discussion, we will explore the main findings of the research, compare them with existing literature, and discuss their implications for school supervision practices and teacher quality improvement.

The research results show that the school supervisor at SMAN 3 Sungai Penuh has done the inspecting function quite well. Supervision is conducted regularly and comprehensively, including classroom observations and administrative evaluations. Teachers appreciate the collaborative and constructive supervision approach. This finding aligns with Rahabav's (2016) research, which emphasizes the importance of a humanistic and collaborative supervision approach in improving teacher performance. However, this study also reveals several challenges in implementing supervision, such as inadequate frequency and limited schedule flexibility. This raises questions about the effectiveness of supervision in the context of rapidly changing educational dynamics. As Asari et al. (2018) revealed that the frequency and quality of supervision significantly impact teacher competence.

The research findings show that the school supervisors at SMAN 3 Sungai Penuh perform the inspecting function effectively. Supervise regularly and comprehensively, including classroom observations and administrative evaluations. Teachers appreciate the collaborative and constructive supervision approach. These findings align with N. Ahmad and Muhammad (2024) research, which emphasizes the importance of a humane and collaborative supervision approach to improving teacher performance. However, the study also reveals challenges in supervision, such as inadequate frequency and limited schedule flexibility. This raises questions about the effectiveness of supervision in the context of rapidly changing educational dynamics as Nita et al. (2023) highlight, the frequency and quality of supervision significantly impact teacher competency improvement.

The findings also reinforce the argument of Putri et al. (2020), who state that educational supervision must be flexible and responsive to the needs of teachers and schools. At SMAN 3 Sungai Penuh, increasing the flexibility of supervision schedules and extending post-observation discussions can be strategic steps to enhance supervision effectiveness.

The school supervisors at SMAN 3 Sungai Penuh perform the advising function effectively. Supervisors provide constructive and relevant advice and encourage continuous professional development. The coaching approach they use is also practical in empowering teachers. These findings support the research of Lalu and Dwi (2023), which shows that a coaching approach in supervision can improve teachers' self-reflection and motivation for growth. However, this study also highlights the need to contextualize advice based on the specific conditions of schools, particularly regarding limited facilities and infrastructure. This is consistent with Ujang et al. (2020), who emphasize the importance of understanding local contexts in advising teachers. The findings also enrich the discussion about the supervisor's role as a "critical friend," as proposed by Dionysius (2022). In the context of SMAN 3 Sungai Penuh, supervisors must develop the ability to provide more specific and contextual advice while maintaining a constructive and empowering approach.

The research findings show that the school supervisors at SMAN 3 Sungai Penuh conduct the monitoring function continuously and proactively. The use of various communication channels to facilitate remote monitoring is considered adequate. These findings align with Julia et al. (2021), who emphasize the importance of utilizing technology in monitoring teacher performance, especially in the digital era's education context. However, the study also reveals imbalances in monitoring intensity across different aspects of teacher performance, with a tendency to focus more on administrative than substantive teaching aspects. This raises questions about the effectiveness of monitoring in improving holistic teaching quality. As argued by Asep (2019), effective monitoring should balance administrative and pedagogical aspects. These findings also reinforce Sahertian's (2018) emphasis on monitoring, which focuses on improving teaching quality rather than merely fulfilling administrative requirements. In the context of SMAN 3 Sungai Penuh, developing a more comprehensive and learning-oriented monitoring mechanism is crucial.

School supervisors at SMAN 3 Sungai Penuh carry out the coordination role effectively, particularly in facilitating collaboration among teachers and between schools. Supervisors actively coordinate professional development programs. These findings support Muhammad (2023), who shows that effective coordination enhances synergy among educational components and fosters professional learning communities. However, the study also highlights the need to improve coordination with external parties, especially industries and communities.

This aligns with Mulyasa (2021), who emphasizes the importance of a "triple helix" approach in education development, involving collaboration among schools, industries, and communities. The findings also enrich the discussion about the supervisor's role as a "bridge builder," as proposed by Darmasah (2021). In the context of SMAN 3 Sungai Penuh, supervisors must develop strategies to expand coordination networks within educational circles and with external stakeholders who can add value to teacher quality and academic relevance.

School supervisors at SMAN 3 Sungai Penuh perform the reporting function systematically and comprehensively. Teachers consider detailed and specific supervision reports beneficial. These findings support Ika (2023), who shows that effective reporting is crucial for improving teacher quality and supervision accountability. However, the study also needs to improve the timeliness of report submissions and the depth of analysis. This raises questions about the effectiveness of reporting in promoting quick and sustainable improvements. Mardiana et al. (2024) argue that timely reporting with in-depth analysis is key to ensuring practical follow-up actions from supervision results. These findings also support Ali Mashari and Sugeng (2023), who emphasize the importance of reports that are not only descriptive but also analytical and forward-looking. In the SMAN 3 Sungai Penuh context, developing a more efficient reporting system with in-depth comparative analysis is essential.

The findings indicate that the school supervisors at SMAN 3 Sungai Penuh demonstrate effective leadership by acting as role models, motivators, and initiators of positive change. Their ability to build relationships with various stakeholders is also evaluated positively. These findings align with Jemry (2023), who shows that transformational leadership by supervisors significantly impacts teacher motivation and performance. However, the study also highlights the need to improve decisiveness in decision-making, particularly in conflict situations or when addressing unsatisfactory teacher performance. This is consistent with Mulyasa (2018), who emphasizes balancing supportive and directive approaches in educational leadership. The findings also enrich the discussion about the concept of "instructional leadership," as proposed by Messi and Wiwin (2018). In the context of SMAN 3 Sungai Penuh, supervisors need to develop their ability to be effective instructional leaders who inspire, direct, and make firm decisions when necessary.

These findings have several important theoretical and practical implications. The research indicates that the effectiveness of school supervision relies not only on performing technical functions such as inspecting and monitoring but also on the ability of supervisors to integrate various roles holistically. This supports the theory of "integrated supervision" proposed by Erwiati and Hajani (2022), which emphasizes the importance of a multidimensional approach in educational supervision. The findings also highlight the need to contextualize supervision practices to specific school conditions. This aligns with the theory of "situational leadership" developed by Hersey and Blanchard (Mulyasa, 2021), which emphasizes that leadership effectiveness depends on the leader's ability to adapt their leadership style to their followers' readiness level and context.

According to Nita et al. (2023), in their role as leaders and supervisors, principals must demonstrate effective communication behavior with the teachers they lead. Communication in principal leadership includes instructional functions to guide teachers, informative functions to convey information, influential functions to offer advice, and evaluative functions to assess teacher performance in their roles as instructors, educators, and student mentors. According to Putri et al. (2020), teacher performance quality represents a standard that must be met to fulfill

established requirements and demands. The competencies teachers possess reflect their actual quality, as evidenced by their mastery of knowledge and execution of teaching duties, signifying their professionalism in performing their roles (Eni, 2022).

The researcher proposes a new model called "Integrative-Contextual School Supervision" (ICSS) based on research results and theoretical analysis. This model combines various aspects of the school supervisor's role in a holistic framework responsive to the local context. ICSS consists of four interrelated main components: 1) Integrative Core, which describes the integration of six leading supervisor roles (inspection, advising, monitoring, coordination, reporting, and leadership) in a holistic approach; 2) Contextual Circle, which shows the importance of considering local context in every aspect of supervision, including school conditions, teacher characteristics, and surrounding community dynamics; 3) Collaborative Bridge, which emphasizes the importance of collaboration between supervisors, teachers, principals, and external stakeholders in the process of supervision and improving education quality; 4) Technology Foundation, which illustrates the role of technology as a supporter and enabler in the implementation of effective and efficient supervision.

In the context of SMAN 3 Sungai Penuh, implementing the ICSS model can begin with: 1) Conducting an in-depth assessment of the local context, including teacher characteristics, school conditions, and surrounding community dynamics. 2) Developing an ICSS implementation plan tailored to the assessment results, focusing on areas that need improvement based on this research's findings. 3) Building partnerships with local stakeholders, including industry and higher education institutions, to strengthen the collaboration aspect of the ICSS model. 4) Improving school technology infrastructure and digital competence of teachers and supervisors to support the implementation of the e-supervision aspect in the ICSS model. 5) Conducting periodic evaluations of the model implementation, involving feedback from teachers, principals, and other stakeholders. It depicts the primary roles of school supervisors in controlling teacher quality at SMAN 3 Sungai Penuh, based on research results. This graph shows current performance and areas that need improvement for each role:

1. Inspection: The inspection function has been performed routinely and comprehensively with a collaborative and constructive supervision approach. However, the frequency and flexibility of the supervision schedule still need to be improved.
2. Advice: Providing advice has been done well, with supervisors giving constructive suggestions and encouraging continuous professional development. However, contextualizing advice to specific school conditions still needs improvement.
3. Monitoring: The monitoring function has been carried out proactively by utilizing various communication channels. However, there needs to be more monitoring intensity between administrative aspects and substantial learning.
4. Coordination: The coordination role has worked quite well in facilitating internal collaboration, but coordination with external parties, especially industry and community, still needs to be improved.
5. Reporting: The reporting function has been carried out systematically, but the timeliness and depth of analysis in reports still need to be improved.
6. Leadership: In terms of leadership, supervisors have demonstrated their ability as role models and motivators, but they still need to improve their assertiveness in decision-making.

The application of the ICSS model at SMAN 3 Sungai Penuh and other schools has the potential to transform school supervision practices to be more effective and contextual and have a significant impact on improving teacher quality and learning. However, the successful implementation of this model will significantly depend on the commitment of all related parties, adequate policy support, and readiness to continually learn and adapt in facing the ever-changing dynamics of education.

Although this research has provided valuable insights into the role of school supervisors in controlling teacher quality at SMAN 3 Sungai Penuh, there are several limitations: This research is limited to one school and a relatively small number of informants. Future research could expand the scope by involving more schools and informants to get a more comprehensive picture. This research focuses on the perspectives of supervisors and teachers. Future research could enrich the analysis by involving the perspectives of other stakeholders, such as principals, students, and parents. This research is a cross-sectional study. Longitudinal research could provide a deeper understanding of the long-term impact of the supervisor's role on teacher quality.

CONCLUSION

The research results show that school supervisors have carried out their roles quite well, although several aspects still need improvement. The main findings of this study are: the inspecting function has been performed routinely and comprehensively with a collaborative and constructive supervision approach. However, the frequency and flexibility of the supervision schedule still need to be improved. The advising role has been carried out well, with supervisors providing constructive suggestions and encouraging continuous professional development. However, the contextualization of advice to specific school conditions still needs improvement. The monitoring function has been carried out proactively by utilizing various communication channels. However, there needs to be more monitoring intensity between administrative aspects and substantial learning. The coordinating role has worked well in facilitating internal collaboration, but coordination with external parties, especially industry and community, still needs improvement. The reporting function has been carried out systematically, but the timeliness and depth of analysis in reports still need to be improved. Regarding performing leadership, supervisors have demonstrated ability as role models and motivators but still need to improve assertiveness in decision-making.

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