

## **Improving the Professionalism of Education Personnel in Jambi Province Through Principal's Supervision Skills**

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Article History: Received on 2 June 2023, Revised on 14 August 2023

Published on 19 August 2023

**Abstract:** The purpose of this study is to improve school principals' supervisory skills in order to increase the professionalism of education workers in Jambi Province. A descriptive qualitative technique is used in this descriptive qualitative research. Snowball sampling was used to identify research subjects, which included school principals, vice principals, and educational personnel. Data collection methods include observation, interviews, and documentation. SMAN in Jambi Province is the research location. The study's findings are the supervisory skills of school principals in increasing the professionalism of education staff in Jambi Province, which include: a) planning through a work program determined by the principal's policy, b) distributing education staff in their respective tasks, even if some are not according to their expertise, c) in carrying out work such as entering key school data into computers, filing correspondence, distributing correspondence, and storing school goods, and d) administrative work is still rarely supervised at SMA Negeri 1 Jambi City. The study's conclusion is that administrative professionals must adhere to specified service operational criteria.

**Keywords:** Supervision Skills, Principals, Professionalism of Education Personnel

### **A. Introduction**

The school principal is responsible and obligated to encourage educators, school employees, and other staff to design and maintain kinship, unity between teachers, employees, or students, develop the school curriculum, be knowledgeable about the design as well as methods of implementation, observe and strive for welfare for employees or educators, and others (Purwanto, 2012).

A school principal, in addition to being an administrator, is also a supervisor who primarily provides professional services in enhancing the professional competence of education employees, both directly and indirectly. This duty has been completed by educational leaders, however not all of them are exhaustive. The principal is accountable for the tasks delegated to him. If the group is successful, the principal is

successful, and vice versa. In other words, the most important thing for a school principal is to ensure the success of his students (Bermawi & Fauziah, 2015).

Supervision is an effort from school tasks in leading education staff and other officers in improving administration and teaching, such as stimulating, selecting position growth, and developing educational staff, as well as revising educational goals, teaching materials, and teaching methods, and evaluating (Bermawi & Fauziah, 2015).

The principal's supervision in the field comprises of research, assessment, improvement, coaching, and collaboration with educational professionals while carrying out activities at school. If the principal supervises, he must be able to do numerous controls in order to maximize the work of educational staff. This supervision seeks to control instructional activities in schools so that they increasingly lead to specified goals. Supervision is also a preventive tool to encourage educational employees not to act defiantly and to be more cautious when performing their tasks. Staged supervision implementation to optimize conditions and solve an issue (Mulyasa, 2013).

As a supervisor, the school principal must develop skills in planning, executing, and evaluating educational supervision programs. Capability in preparing educational supervision programs must be accomplished during the compilation of curriculum supervision programs, the development of programs, the supervision of extracurricular activities, the development of library programs, tests, and laboratories. Capability in carrying out educational supervision programs must be realized through the implementation of clinical, non-clinical, and extracurricular supervision programs. The ability to use the results of educational supervision must be realized in the utilization of supervision results in order to optimize the work data of educational staff, as well as the utilization of supervision results for the development of educational institutions (Mulyasa, 2013).

In reality, supervision is performed by the school principal, who also serves as a supervisor. However, in a modern educational organizational system, specific supervisors who are more neutral and capable of maximizing objectivity when coaching and carrying out responsibilities are required. Efforts to assist educational personnel in improving their performance are moral activities and fulfillment of responsibilities that a leader has to his employees. Leaders cannot afford to overlook this type of responsibility. Because every human being, including educational employees, requires guidance and direction, a supervisor must be aware of this.

Based on the targeted outcomes, the supervisory function in the school organization will become progressively weakened, inefficient, and ineffective. The supervisor's obligations must be carried out by a party with high professionalism, ability, and a larger perspective in judging efforts. Supervisors operate as reform agents by focusing

their attention on the concerns and needs of teaching staff in the classroom. Bolla emphasized that supervision is a requirement for educators who want to separate, reflect, and be mindful of their behavior when interacting with kids in class.

The school principal must be accountable for the progress of his school's educational staff. He must be able to support them so that they can grasp and provide an assessment of the demand trends that exist in the local community, allowing educational goals to be met. In this scenario, supervision is used to assist educational staff in mastering the minimum competences required, because educational employees who do not satisfy the requirements are regarded unproductive. In this scenario, supervision is tasked with providing a structured atmosphere, namely through scheduled supervisory activities, so that the education personnel can gradually grasp the competences required in their jobs (Bermawi & Fauziah, 2015).

Differences in educational background, professional emphasis, goals and skills, physical abilities, leadership capability credentials, psychological conditions, and work experience can all be used to consider various challenges faced by educational personnel. This distinction might occur as a result of the varied disciplines of study and types or levels of education. According to the paper, there is a discrepancy between the normative and descriptive perspectives on supervision (Kurnia, 2022).

When the nature and purpose of teaching supervision are examined, it is discovered that the purpose of monitoring should be to assist teaching. In fact, managers tend to focus on educational staff's administrative responsibilities. This outcome has an impact on educators' unsatisfied desire to receive direct support from supervisors in order to evaluate teaching. It is appropriate for supervisors to be able to combine teaching improvement responsibilities with educator obligations in order to achieve broader effects than those obtained at the class level through teaching improvement. This is due to the fact that teaching aid is considered professional development. Unlike the administrative method used by bureaucracies (Sagala, 2013).

The primary responsibility of the school principal is to serve as an educational leader. That task, for example, supervising the supervision of good educational staff in order for them to perform properly. The principal has a dual duty when carrying out this task, which is to carry out school administration procedures in order to establish a positive climate. Not only that, but the school principal supervises the work of education professionals and other school employees (Karwati & Priansa, 2013). The principal can use this position to strive to optimize the educational workforce. School principals' supervision activities at all levels of education are comprehensive activities for all levels of other educational activities. The principal can use this position to strive to optimize the educational workforce. School principals' supervision activities at all levels of education are comprehensive activities for all levels of other educational activities (Saefullah, 2012).

School supervision must be controlled by a principal who is both acceptable and inventive. Principals who were originally inflexible attempted to reform themselves in order to become creative principals capable of developing a democratic school ecosystem and accommodating the desires of all school members. The role of school leaders, ranging from formal officials to school administration leaders, and the competences that must be cultivated by the school principal, the school principal's obligation and duties are actually pretty significant. If the responsibilities and abilities outlined above are effectively executed, they will be a powerful instrument in developing a school that is truly dignified, values innovation, and achieves (Purwanto, 2012).

Upgrading the professionalism of school human resources should be implemented as a change agent by the school principal by upgrading the educational personnel at school. The school principal's tasks are related to school management, such as the school principal as manager (Kompri, 2014). The goals of increasing the professionalism of educational staff are as follows: (1) providing opportunities for organizations to obtain and retain skilled, integrity, credible, and highly motivated workers; (2) optimizing and improving worker capacity; (3) Creating a work system based on a large workforce, including strict recruiting and selection methods, a workforce-based payment system, governance development, and training activities tailored to organizational and individual needs. (4) Development of governance procedures and high commitments that recognize educators and education as vital internal stakeholders and encourage the development of a cooperative and mutually trusting ecosystem; and (5) Designing a harmonic environment (Sagala, 2016).

Increasing the professionalism of educational employees necessitates good leadership planning (Purwanto, 2012). This is vital not just for the organization, but also for administrative workers. It is beneficial for educational staff to provide feedback on different topics, such as capabilities, weariness, potential, and inadequacies, in order to determine career objectives and improve. It is crucial for companies in terms of decision making, which includes defining organizational program needs, acceptance, selection, and other aspects of all stages of developing human resources as a whole (Karwati & Priansa, 2013).

Supervision provides the assistance, information, and skills necessary for school workers to properly carry out their responsibilities. (1) empowering the discipline of teaching staff; (2) ensuring the achievement of school goals; (3) increasing the competence and performance of educational staff; and (4) creating a conducive and healthy competitive work environment by providing rewards and sanctions (Engkoswara & Komariah, 2012).

Quality service is the impact of professional education staff. Services in other service industries, such as doctors, tailors, masseurs, transportation services, bodyguard

services, and so on, cannot be compared to educational services. All types of this service solely conform to the premise that if you pay for our service or are able to grant the rates we establish, you will be completely satisfied. In contrast, educational services are more responsible, moral, valuable, purposeful, gradual, sustainable, and organized, with benchmarks established before the learning service process is executed, namely fulfilling goals (Suhardan, 2010).

The quantity of capital owned, as well as the usage of technology and infrastructure, cannot be used to assess an institution's performance in fulfilling its goals in accordance with its vision and mission. One way for an agency or educational institution to have a positive image in the eyes of consumers and society is to have good service facilities (Qomar, 2012). Institutions must preserve and increase the trust of education clients in order to keep and increase their image, one of which is through the quality of services given by these institutions. The institution requires personnel who are required to service the demands of customers in order to boost its image. This is referred to as customer service or service help.

## **B. Methods**

This study is described as one that tries to explain, obtain, and seek information about school principals' supervisory skills while maximizing the professionalism of education employees in Jambi Province. For parsing, representing, extracting, and describing the principal's administrative and supervisory skills, a qualitative technique was adopted. Speculative data based on participants' perceptions (Morrell & Carroll, 2010).

Qualitative methods are typically instantaneous, which explains why the design of a qualitative study is not conventional and can alter at any time dependent on the needs of the study, or the study's results are reviewed and agreed upon (Sugiyono, 2013). In social conditions or research objects, researchers can make detailed observations about the activities of people in specific locations in order to determine actions as supervisors outside the field (Moleong, 2017). For example, at SMAN 1 Jambi City, SMAN 1 Merangin, and SMAN 1 Tanjung Jabung Barat, researchers can observe social conditions.

Purposive sampling is used to choose study subjects, which determines the sample based on specific objectives, however there are requirements that must be followed. Key informants in this study were school principals, with administrative employees and laboratory assistants serving as supplementary informants.

Researchers collect data by observation, interviews, and documentation to obtain the needed information/data. Data analysis procedures using data reduction and presentation of data connected to school principal supervision skills while optimizing

the professionalism of education staff in Jambi Province have been reduced from the chapters that have been provided.

### **C. Results and Discussion**

#### **Jambi City 1 Public High School Principal Supervision Skills of SMA Negeri 1 Jambi City**

School supervision is provided by an autonomous and professional principal who is backed by management capabilities and strong supervisors who can make decisions to maximize the professionalism of the education personnel at SMA Negeri 1 Jambi City. A school principal's independence is required, particularly when it comes to directing school resources such as educational staff in relation to planning, organizing, activating, and managing educational staff work competency programs. Supervision activities do not look for faults, but rather include additional components of coaching, so that the work being overseen is known for its shortcomings, rather than just its mistakes, so that it may be instructed how to improve it (Yunita, 2022).

The guiding idea is that supervisors have the main responsibility, which is to benefit from anybody who is there and available, and in exchange for the faith placed in them, they are not allowed to think about things that do not exist, especially when there is no risk of being held. Interview with the school principal, who stated that he had performed monitoring in order to achieve pedagogical and administrative goals at school. As the supervisor, the school principal has a school work program that strives to supervise the school.

The supervisor's function in an educational institution must be able to develop the potential that exists in school employees or teachers, as well as to support, encourage, and provide teachers with confidence that the teaching and learning process may be enhanced. Because the purpose of supervision is to promote efficiency and effectiveness as well as to facilitate teaching and learning activities.

Concerning supervision with their work, all activities of educational personnel as the party with the mandate and responsibility for mental-spiritual or physical-biological maturity are associated. To accomplish all of this, educational staff must have a clear status, so that they can serve where they work genuinely and not simply part-time.

#### **Professionalism of Education Staff at SMA Negeri 1 Jambi City**

The school principal's administrative management activities include attempting to carry out a recruitment plan by increasing the number of administrators in this school, particularly for general administration matters. Placement that considers responsibilities and burden types based on the scenario and administrative ability.

The issue with placement is that the workload assigned to administration by the school principal has resulted in teacher administration that is not based on their competence. According to interviews with the school principal, the administrative management for general administrative affairs at SMA Negeri 1 Jambi City has not been maximized because the educational staff in this field has multiple positions with other administrative duties, namely personnel administration matters and correspondence administration matters.

The division of tasks is highly significant in an organization; whether or not these actions are carried out is the obligation of the executor in line with the tasks that have been committed. To carry out the task properly, the task must be carried out by a party with experience, which is no less necessary as long as the division of tasks does not hold two/multiple positions. Administrative workers at SMA Negeri 1 Kota Jambi held multiple positions. The researcher interviewed NS, an administrative employee who stated, "Aside from being an administrative employee, I also served as a librarian." According to the researcher's observations, when an administrative employee feels overwhelmed by his job, he leaves library activities to accomplish administrative tasks, even though there are library activities along with gathering student data.

### **Supervisory Skills of Principals of SMA Negeri 1 Jambi City in Improving the Professionalism of Education Staff**

The school principal's supervision of educational staff focuses on the activities of educational staff in accordance with their separate key tasks and functions in the school they lead. This was done to test the interoperability of the programs created and their implementation in the field.

School administrative personnel, library staff, and laboratory staff are the supervision targets for educational staff. According to Law No. 20 of 2003, the educational personnel in question include Madrasah Administrative Staff/TAS (head of TAS, executors of affairs, special service personnel), library staff (head of library, library staff), and laboratory personnel (head of laboratory, laboratory technician, laboratory assistant). Meanwhile, a supervision schedule must be established because educational staff supervision is carried out continuously, which means that supervision is not a part-time task that is only carried out when there is an opportunity, but is carried out in stages that are planned and sustainable.

The instrument components for overseeing educational staff are organized based on the major activities and functions of each educational staff, including school administration, personnel administration, equipment administration, library administration, and laboratory administration.

The purpose of monitoring educational staff is generally to increase educational staff competency in carrying out planning, processes, and assessments with the assistance of administrative devices in order to meet the goals of the institutions being managed. Supervision is essential for good school administration and academic management. Supervision provides the assistance, information, and skills necessary for school workers to properly carry out their responsibilities.

### **Merangin 1st State Senior High School Principal Supervision Skills of SMA Negeri 1 Merangin**

The supervisor's work abilities toward the job if they obtain good, permanent, and constant development and application in order to have a favorable impact on life, as well as the quality of the school. The supervisor's work abilities can direct them to work in a real method, and while at school, they can practice positive things and avoid any negative things. Employees can work in a positive atmosphere by applying job skills to work, bringing out self-balance when dealing with other people.

The principal is a professional official in an educational institution tasked for managing organizational resources and cooperating with administrative employees to achieve educational goals while also understanding the school's/organization's needs. The principal makes an effort to display work skills. Work skills for good work influence, encourage, regulate, change, coach, and develop behavior based on principles that are implanted, taught, and become role models in the workplace. Every school principal, as an organizational leader, must master and comprehend the need to master and comprehend the ability to motivate his subordinates; the principal, in order to comprehend his subordinates, must comprehend what the subordinates require (Asyari, 2020).

The principal believes that SMA Negeri 1 Merangin can achieve greatness in a variety of sectors by instilling confidence in educators that the school can create superior results by focusing good learning stages, despite inadequate resources. Attempts to inspire genuine openness rather than simply looking for pecuniary advantages. To establish harmony, work interactions are built around the responsibilities of each department. The school principal, on the other hand, promotes community. The school principal constantly urges administrative employees to work truly and responsibly, even if the income or remuneration is inadequate.

The principal is a professional official in an educational institution tasked for managing organizational resources and cooperating with administrative employees to achieve educational goals while also understanding the school's/organization's needs. As a school supervisor, the administrator must be able to encourage teachers to collaborate successfully and peacefully by setting a good example, such as respecting others' viewpoints and being able to accept disagreements (Mulloh &

Muslim, 2022).

### **Education Staff Professionalism at SMA Negeri 1 Merangin**

The compliance of a school principal with regulations will have a significant impact on the professionalism of administrative staff at school, but it is still dependent on the interaction between the school principal and administrative staff who support and are accountable for their obligations or rights in order to create the desired conditions.

Merangin 1 Public High School optimizes current administrative staff and recognizes the importance of their demands and work discipline in terms of educational services. As a result, the process can proceed smoothly. SMA Negeri 1 Merangin develops high-professional administrative staff based on their job descriptions, with many educational employees on duty for correspondence needs as well as services for carrying out school operational and financial work. Furthermore, they are concerned in developing facilities, generating clear and effective communication, and serving successfully and efficiently.

The school principal, with the assistance of the deputy headmaster, established and collated the organizational structure of SMA Negeri 1 Merangin, as well as job descriptions and general administration work programs, to ensure that school activities ran smoothly.

Administrative employees are accountable and disciplined in carrying out the task plan set by the school principal, as seen by their late afternoon input of institutional, personal, and school student data. Administration works according to its portion and is responsible for the tasks that have been assigned to it by the principal based on the work plan that has been made by the principal and together with the school administration staff, this demonstrates that creatively designed planning by the principal can work well. The school principal does not simply observe administrative employees because it is also his or her obligation. Participating in training and seminars helps to improve quality and motivate administrative employees.

Efforts to accustom teaching staff to exemplary behavior at SMA Negeri 1 Merangin have promoted self-confidence and self-awareness and self-awareness to participate in training and education from educational personnel, used to being schooled in discipline in everyday life for school residents. Openness allows school leaders and administrative employees to collaborate to avoid discord among administrative staff members.

## **Principal Supervision Skills in Improving the Professionalism of Education Personnel at SMA Negeri 1 Merangin**

The educational staff supervision program at SMA Negeri 1 Merangin refers to the distribution of current assignments assigned per semester. The processes of the school principal's educational staff supervision program are used to supervise educational staff. In addition to the existing supervision program, the school offers job descriptions in the SK division of tasks. This seeks to achieve ideal results so that education staff performance may be increased and school administration can function smoothly. Principals must have the right strategy in place to increase the professionalism of their teaching staff in order to create a conducive school climate, provide advice to school members, encourage all teaching staff, and implement interesting learning models (Maharani & Chotimah, 2023).

In carrying out educational staff supervision, tasks are divided into administrative supervision, personnel supervision, equipment supervision, and student monitoring. The purpose of the supervision is to evaluate the performance of educational professionals on the tasks assigned to them.

Monitoring and supervision operations are undertaken out on the supervision results. The monitoring schedule is carried out one week after the initial supervision activity to assess performance progress following supervision. This activity is carried out in order to carry out subsequent activities, namely reflection and follow-up on the supervision that has been carried out, as well as how the performance of education professionals is to be followed up on these results.

### **SMA Negeri 1 Kuala Tungkal** **Principal Supervision Skills of SMA Negeri 1 Kuala Tungkal**

The principal of SMA Negeri 1 Kuala Tungkal in developing work discipline by attending upgrading courses or trainings conducted by associated agencies/institutions. The SMA Negeri 1 Kuala Tungkal principal supervision development model relies on human resource development training (principals), particularly those connected to the principal's managerial competencies.

By participating in professional performance training and development, the school principal has a work program to increase self-performance as a school supervisor. The principal training program is also a response to the demand for school principals' self-development in school supervision.

The SMA Negeri 1 Kuala Tungkal principal supervision development model relies on human resource development training (principals), particularly those connected to the principal's managerial competencies. The school principal stated that he benefited

from the government's upgrading training, particularly in improving work discipline at SMA Negeri 1 Kuala Tungkal.

Professional development for school principals attempts to close the "gap" between school principals' skills and job requests, as well as to boost work efficiency and effectiveness in accomplishing work goals. Efforts of the principal at SMA Negeri 1 Kuala Tungkal to increase the principal's professionalism in participating in training.

### **Professionalism of Education Staff at SMA Negeri 1 Kuala Tungkal**

Supervision planning is done to carry out the division of tasks expected to be completed by group members, as well as to determine work relationships between them and to provide a suitable work environment.

Administrative workers use improvised electronic equipment such as PCs and printers to carry out school administration management. Administrative staff carry out their work by utilizing computers and printers that are available on a limited basis for administrative activities with the goal of facilitating work at SMA Negeri 1 Kuala Tungkal in inputting and outputting important school documents, which was the school principal's idea, even though there was previously no such device.

Administrative staff is accountable for following out the job plan provided by the school principal, as evidenced by the fact that administrative staff input institutional, personal, and school student data until late in the afternoon to complete it.

### **Principal Supervision Skills in Improving the Professionalism of Education Personnel at SMA Negeri 1 Kuala Tungkal**

Planning a supervision program is one of the most strategic duties in the scope of the efficiency and effectiveness of the supervision system's administration. Various tactics can be adopted through planning to anticipate potential trends.

The processes of the school principal's educational staff supervision program are used to supervise educational staff. In addition to the existing supervision program, the school offers job descriptions in the SK division of tasks. This seeks to achieve ideal results so that education staff performance may be increased and school administration can function smoothly.

It is envisaged that with this supervision, each education staff member will be able to carry out their basic functional duties in line with their particular job analyses, hence improving the quality of service at SMA Negeri 1 Kuala Tungkal.

The outcomes of supervision are also intended to train educational personnel so that they can use computers as learning resources. Development of educational staff seeks, among other things, to close the “gap” between educational staff capabilities and job demand, as well as to improve the efficiency and effectiveness of educational staff work in meeting work targets.

The educational institution must have effective educational administration management in order to be an outstanding educational institution. This activity includes any actions that include structuring or arranging a group of individuals to work together to achieve a common goal, such as teachers and employees. These activities are based on work such as managing, which includes leading, controlling, ordering, holding accountable, utilizing facilities, looking for placement, hiring and dismissing employees, managing finances, equipment, and correspondence, and ensuring that all activities run smoothly, efficiently, and effectively.

When it comes to administrative and quality difficulties, you can simply look to check if the educator or lecturer already has a teaching diploma/certificate and if the certificate is relevant to the field and location where he works. Educational staff, which include educators, are members of the community who commit themselves to and are assigned to support the implementation of education.

One of the duties of higher education, according to PP No. 30 of 1990 Article 3, is to develop and promote science, technology, and the arts, and to explore their application to enhance people’s lives. More broadly, what is intended by educational staff is defined as follows in Law No. 20 of 2013 governing the National Education System: The task division for education staff consists of educators, education unit managers, overseers, supervisors, educators, researchers and developers in the field of education, librarians, laboratory assistants, learning resource technicians, and examiners; forming a complete Indonesian human being who is Pancasila, which is driven by the development of affection such as self-confidence, love for high achievements, has a work ethic, is creative and productive.

Good administrative professionals will improve their performance in order to be more professional, as well as accomplish their responsibilities with complete loyalty and consistency. They do not regard administrative staff labor to be part-time or transitory; if a higher-paying position becomes available, their administrative staff status will be abandoned, and their work will be neglected. Increasing skill in administrative tasks is one example.

Educational services are the fulfillment of educational stakeholders in activities provided by schools to consumers, which are intangible and cannot be possessed. The availability of a number of administrative staff with formal qualifications in compliance with set regulations is required for service improvement. Administrative

employees, as the frontline of public service delivery, must meet not just quantitative but also qualitative expectations. In addition to academic criteria, as demonstrated by good and professional public services.

Academic service management is implemented in a managerial form, with members directed to carry out various operations connected to client satisfaction. Improving service quality necessitates the availability of a number of administrative personnel who have official qualifications and follow defined procedures. Administrative employees, as the frontline of public service delivery, must meet not just quantitative but also qualitative expectations. In addition to academic criteria, as demonstrated by good and professional public services.

The principal empowers his human resources, specifically his administrative staff, by delegating authority, flexibility, and resources and allowing them to function in accordance with the SOPs that have been developed.

The principal serves as the course controller for attempts to increase the competency of education workers in schools. Even though a leader is constantly challenged to increase the competency of administrative workers. The assumption of the necessity of in-service education must be maintained, particularly (a) all school workers require in-service education throughout their employment.

As the leader of the institution, his main role in SMAN leadership is to manage the status of school activities, particularly in the field of administrative staff. The principal has a dual duty in carrying out these tasks, namely school administration as well as the monitoring function of its implementation in schools.

#### **D. Conclusion**

Based on the findings of field research into why school principals' supervision skills in increasing the professionalism of education staff in Jambi Province are not optimal because they are not supported by adequate administrative and budgetary human resources, the following details are provided: 1) The heads of SMANs in Jambi Province have realized responsibility for existing work, while not all of it has been completed. Workplace loyalty is evident, yet work-related discipline remains low. The principal supervised despite the difficulty of meeting preset supervision criteria; 2); and 3) Principal supervision skills in increasing the professionalism of education staff in Jambi Province, which includes carrying out supervision with a collaborative approach where the supervision approach relates in two directions, namely from top to bottom and bottom to top. The principal also communicates input in a sympathetic manner, attempting to guide educational professionals who are experiencing challenges. Planning, implementation, assessment, and follow-up are the four steps of

supervision. Employee performance can be improved by supervising educational employees in four stages using a collaborative approach and humanist delivery.

### **E. Acknowledgement**

Thank you to the Principal of RA Dharma Wanita Association of Jambi Province, Jambi City, RA Dharma Wanita Association of East Tanjung Jabung, RA Nurul Yaqin Muaro Jambi, Rector of the Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi and friends who have supported us in conducting this research.

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