

School Administrative Staff's Perceptions of Managerial Supervision by Principals in State Junior High Schools in IV Jurai District

Dira Ramadani¹, Rifma², Syahril³, Yulianto Santoso⁴

¹²³⁴ Department of Educational Administration, Padang State University, Padang, Indonesia

ARTICLE INFO

Article history:

Received July 16, 2026

Revised July 26, 2026

Accepted July 30, 2026

Available online September 30, 2026

Keywords:

Managerial Supervision, School Administrative Staff, School Principal



This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license.

Copyright © 2025 by Author. Published by Laboratory of Educational Administration Departemen Universitas Negeri Padang

ABSTRACT

Managerial supervision is one of the strategies employed by school principals to improve the performance and professionalism of school administrative staff. Although numerous studies have examined the implementation of managerial supervision, most have focused on the perspective of school principals as supervisors, while the perspectives of school administrative staff as the recipients of supervision have received limited attention. This study aims to analyze the perceptions of school administrative staff regarding the managerial supervision implemented by school principals, covering the aspects of planning, implementation, evaluation, and follow-up. This study employed a quantitative approach using a descriptive research design. The population consisted of all school administrative staff in state junior high schools in IV Jurai District, with a total sample of 40 respondents selected using a saturated sampling technique. Data were collected through a five-point Likert-scale questionnaire and analyzed using descriptive statistics. The findings indicate that the implementation of managerial supervision by school principals was generally perceived as good. The planning aspect obtained the highest mean score 4.60, categorized as very good, while the follow-up aspect received the lowest mean score 4.34, categorized as good. These findings suggest that although managerial supervision has been implemented positively, greater attention should be given to strengthening follow-up activities to ensure continuous improvement. This study contributes to the educational supervision literature by incorporating the perspectives of school administrative staff and provides practical implications for school principals in developing more systematic and responsive managerial supervision practices.

Corresponding Author:

Dira Ramadani

Email: diraramadani268@gmail.com

1. INTRODUCTION

According to Law Number 20 of 2003 concerning the National Education System, education personnel are members of the community tasked with supporting the implementation of education. In the school context, the school principal plays a strategic role in enhancing the quality of education through managerial skills and effective decision-making (Rosyadi & Pardjono, 2015). In accordance with the Regulation of the Minister of Education and Culture Number 6 of 2018, the school principal holds three primary responsibilities: managerial duties, entrepreneurial development, and the supervision of educators and education personnel (Rifma et al., 2022). Ramadhani et al. (2022) state that a school principal functions

as a supervisor; this supervisory role entails providing professional services to enhance the professionalism of teachers and educational staff, whether directly or indirectly. This perspective aligns with the view of Rifma (in Rifma et al., 2019), who posits that school principals possess the capability to conduct supervision, develop supervision programs, implement supervision, and evaluate the supervision process.

Managerial supervision is a developmental process carried out by the school principal to enhance the effectiveness of school management through the planning, implementation, monitoring, and evaluation of various aspects of school administration and management (Rohmatika, in Fakhriah, 2022). Through this supervision, the principal provides direction, guidance, and evaluation to improve the performance of educational personnel while supporting the achievement of national education standards (Mahatirta et al., 2023).

One of the primary targets of managerial supervision is school administrative staff, who play a role in supporting the smooth delivery of administrative and operational services within the school. Although not directly involved in the instructional process, the quality of their performance impacts the effectiveness of educational operations. Therefore, school principals need to conduct continuous managerial supervision to foster and enhance the professionalism of school administrative staff (Handayani et al., 2024).

Various studies indicate that the implementation of managerial supervision by school principals still faces a range of challenges. Noorina (2018) found that supervision was not conducted according to a schedule but rather on an incidental basis. Similar findings were reported by Justistio et al. (2024), who showed that although supervision planning was well-executed, the actual implementation lacked a systematic program or schedule, resulting in a lack of administrative documentation compliant with supervision guidelines. Conversely, Afandi et al. (2024) emphasized that effective managerial supervision can enhance the discipline, commitment, and performance of educational staff. These findings demonstrate that the effectiveness of managerial supervision remains contingent upon the quality of its implementation.

Although various studies have examined the implementation of managerial supervision from the perspective of school principals and assessed its effectiveness, very few have investigated how this supervision is perceived by school administrative staff the recipients of the supervision particularly regarding the aspects of planning, implementation, evaluation, and follow-up. Yet, the perceptions of school administrative staff are crucial for understanding the extent to which the supervision genuinely provides meaningful guidance and supports the enhancement of their performance and professionalism.

Unlike previous studies that largely examined managerial supervision from the perspective of school principals, this study offers a different viewpoint by focusing on school administrative staff as the recipients of supervision. The study's novelty lies in its analysis of school administrative staff's perceptions of managerial supervision, specifically regarding the processes of planning, implementation, evaluation, and follow-up. This perspective contributes to the educational supervision literature by broadening the understanding of managerial supervision beyond the supervisor's viewpoint alone. Furthermore, the findings are expected to provide practical insights for developing managerial supervision practices that are more systematic, participatory, and responsive to the needs of school administrative staff.

Based on the foregoing, this study aims to analyze and describe the perceptions of school administrative staff regarding the managerial supervision conducted by school principals. It is expected that this research will broaden the understanding of managerial supervision by examining the perspectives of the staff the recipients of such supervision and provide valuable insights for principals in designing managerial supervision processes that are more systematic, participatory, and aligned with the staff's needs.

2. METHOD, DATA, ANALYSIS

This study employs a quantitative approach with a descriptive design. This approach was selected because the study aims to describe the perceptions of school administrative staff regarding the implementation of managerial supervision by school principals, without testing relationships or influences between variables (Sugiyono, 2021). The study population consists of all school administrative staff at state junior high schools in the IV Jurai District. A non-probability sampling technique specifically the saturated sampling method was used, meaning the entire population was included in the sample. This technique was chosen because the population size is relatively limited, allowing all school administrative staff to be involved as respondents to obtain more comprehensive data. The sample size for this study comprises 40 respondents.

The research instrument employed a Likert-scale questionnaire featuring five response options designed to measure respondents' perceptions of the principal's managerial supervision. The instrument

was developed based on managerial supervision indicators covering the aspects of planning, implementation, evaluation, and follow-up. Prior to its use in the study, the instrument underwent validity and reliability testing using SPSS version 32.0 with 20 respondents from outside the study population to ensure the tool's suitability. Validity was assessed using Pearson's Product Moment correlation, while reliability was determined using the Cronbach's Alpha coefficient.

The research data were analyzed using descriptive statistics by calculating the mean value for each research indicator. Subsequently, the mean scores were classified into specific categories based on predetermined score intervals to describe the level of perception among school administrative staff regarding the implementation of managerial supervision. The analysis process involved data verification, data grouping, tabulation, mean score calculation, and the interpretation of results based on the established categories.

3. RESULT AND DISCUSSION

Result

A summary of the average scores regarding the perceptions of school administrative staff concerning managerial supervision by school principals in state junior high schools in IV Jurai District is presented in Table 1 below:

Table 1. Summary of Average Scores Regarding School Administrative

Staff's Perceptions of Managerial Supervision by Principals in State Junior High Schools in IV Jurai District

No	Indicator	Average	Category
1	Planning	4,6	Very Good
2	Implementation	4,59	Good
3	Evaluation	4,46	Good
4	Follow-up	4,34	Good
Average		4,49	Good

Based on the summary table of research results, the perception of School Administrative Staff regarding the implementation of managerial supervision by the school principal generally falls into the "good" category, with an overall average score of 4.49. These findings indicate that the school principal has effectively carried out managerial supervision functions across the aspects of planning, implementation, evaluation, and follow-up. This suggests that the school administrative staff perceive the guidance, direction, and support provided by the principal in facilitating the execution of their administrative duties.

Discussion

Managerial Supervision Planning

The findings indicate that school principals have effectively implemented the planning stage of managerial supervision based on the perceptions of school administrative staff. This indicator obtained an average score of 4.60, categorized as very good, demonstrating that principals have made adequate preparations before conducting supervision activities. Effective planning is an essential component of managerial supervision because it enables principals to identify the needs, working conditions, and challenges experienced by school administrative staff. Therefore, supervision activities can be carried out in a more focused manner and aligned with the needs of administrative staff.

The highest-rated aspect within the planning indicator was the principal's ability to obtain information regarding the work of school administrative staff prior to conducting supervision. This finding indicates that principals understand the importance of collecting preliminary information as a foundation for implementing effective supervision. By understanding the actual working conditions of school administrative staff, principals can provide guidance and feedback that are more relevant to their needs. This finding is consistent with Fajar et al. (2022), who stated that supervision planning begins with problem identification through data collection, data processing, problem classification, drawing conclusions, and determining appropriate supervision techniques.

However, although the overall planning indicator was categorized as very good, the aspect related to communicating the supervision schedule to school administrative staff prior to supervision received a relatively lower score. This finding indicates that communication and coordination during the planning stage

still require improvement. Limited communication regarding supervision schedules may affect the preparedness of administrative staff and reduce their opportunities to reflect on their work performance before supervision activities take place. This finding is in line with Noorina (2018), who found that managerial supervision in schools was not always conducted according to predetermined schedules but was often implemented incidentally based on the conditions and needs of the school. Therefore, principals need to strengthen communication mechanisms by providing supervision schedules in a more structured manner and involving school administrative staff in the supervision preparation process so that supervision activities can be conducted more collaboratively.

Managerial Supervision Implementation

The findings indicate that school administrative staff have a positive perception of the implementation of managerial supervision conducted by school principals. The managerial supervision implementation indicator obtained an average score of 4.59, categorized as good, indicating that principals have carried out their supervisory roles by providing guidance, support, and assistance in addressing various administrative work-related problems. This finding demonstrates that managerial supervision does not merely function as an evaluation activity but also serves as a developmental process that supports the improvement of school administrative staff competence and performance.

The highest-rated aspect within the managerial supervision implementation indicator was the provision of guidance by principals to school administrative staff in resolving administrative work-related problems. This finding shows that principals have effectively performed their roles as mentors and facilitators by assisting staff in overcoming various challenges encountered in carrying out their duties. Such guidance reflects a collaborative supervision approach, in which principals and school administrative staff engage in interaction, consultation, and joint problem-solving processes. This finding supports Damarasih (2020), who emphasized that a collaborative guidance approach in managerial supervision can improve the capabilities of educational personnel through professional interaction and continuous support.

However, the aspect related to the documentation of supervision results by principals, including the identification of strengths and weaknesses, received the lowest score within the managerial supervision implementation indicator. This finding indicates that the documentation process of supervision results remains an area that requires further strengthening and improvement. Effective documentation plays an important role because it provides systematic records of supervision findings that can be used as a basis for determining follow-up actions and supporting the continuous professional development of school administrative staff. Without adequate documentation, supervision outcomes may not be optimally utilized to improve administrative staff performance. This finding is consistent with Durhan et al. (2017), who found that managerial supervision reports often lack detailed descriptions of the results of supervision implementation. Therefore, strengthening documentation practices is necessary to ensure that managerial supervision does not merely become a routine administrative activity but functions as a continuous improvement process in enhancing the quality of school administrative management.

Managerial Supervision Evaluation

These findings indicate that school administrative staff hold a positive perception of the managerial supervision evaluation indicators implemented by the school principal. The managerial supervision evaluation indicator achieved an average score of 4.46 categorized as good demonstrating that principals have carried out the evaluation process by providing feedback and communicating supervision results to the administrative staff. These findings highlight that managerial supervision evaluation is a crucial component of the supervision cycle, as it serves to identify achievements, pinpoint areas for improvement, and foster the professional growth of school administrative staff.

The highest-rated aspect within the managerial supervision evaluation indicator was the communication of evaluation results by the principal to the administrative staff, indicating that principals have conducted the evaluation process in an open and communicative manner. Sharing evaluation results is a vital part of supervision, as it enables administrative staff to understand their performance achievements and recognize areas requiring improvement. These findings support the research of Mawarni et al. (2025), which emphasizes that feedback is a key element of effective supervision. Clear and specific feedback helps individuals understand their performance outcomes while boosting their motivation for continuous improvement and professional development.

However, the aspect concerning the use of interview techniques during the managerial supervision evaluation specifically the interaction between the principal and administrative staff received the lowest score within the evaluation indicator. This suggests that direct interaction via interviews has not been optimally utilized as part of the supervision evaluation process. Interviews are a significant supervision technique, as

they allow principals to gain a deeper understanding of the challenges, needs, and experiences of administrative staff in carrying out their duties. These findings align with research by Sembiring (2022), which states that individual meetings or interviews are important supervision techniques because they facilitate direct communication between the supervisor and the supervisee to discuss issues, needs, and strategies for performance enhancement. Furthermore, Noviyanti et al. (2021) explains that evaluating supervision outcomes requires discussions with the supervisee to review the evaluation results and determine appropriate follow-up actions. Therefore, an effective evaluation of managerial supervision does not stop at the performance assessment process; it must also involve meaningful dialogue so that the evaluation results can contribute to the continuous improvement of work quality.

Managerial Supervision Follow-up

The findings indicate that school administrative staff have a positive perception of the follow-up aspect of managerial supervision conducted by school principals. Although this indicator obtained the lowest average score compared with the other three managerial supervision indicators, with a score of 4.34 categorized as good, the result demonstrates that principals have implemented follow-up activities as part of the supervision cycle. This finding suggests that supervision does not end at the evaluation stage but requires continuous actions to ensure that supervision outcomes contribute to improving the performance and professional development of school administrative staff.

The highest-rated aspect within the follow-up indicator was the principal's ability to determine appropriate follow-up actions based on supervision results. This finding indicates that principals have utilized supervision outcomes as a basis for designing improvement strategies that are aligned with the needs of school administrative staff. Effective follow-up is an essential component of supervision because it transforms evaluation results into concrete improvement efforts through guidance, consultation, mentoring, and performance feedback. This finding supports Aini et al. (2024), who stated that follow-up actions are implemented based on evaluation results to improve the quality of educational processes. Similarly, Huluk et al. (2023) explained that follow-up activities aim to identify appropriate and sustainable solutions for improving overall program quality. Therefore, the ability of principals to determine relevant follow-up actions indicates that supervision results have been utilized as a foundation for continuous improvement.

However, the aspect related to the involvement of external resource persons or mentors in professional development activities for school administrative staff received the lowest score within the follow-up indicator. This finding suggests that although follow-up activities have been implemented, the utilization of external support for developing the competencies of school administrative staff remains limited. One possible explanation is that supervision results have not been fully optimized as a basis for identifying specific competency development needs. Consequently, professional development activities involving external experts may not yet be fully aligned with the actual needs of school administrative staff. This finding is consistent with Suharti (2021), who found that supervision results have not always been optimally utilized as a basis for determining competency improvement programs for educators and education personnel.

This finding indicates that the follow-up stage needs to be further optimized so that supervision outcomes can be utilized as a foundation for designing development programs that are aligned with the needs of school administrative staff. Therefore, principals need to develop more structured follow-up mechanisms, including establishing collaboration with relevant experts or training institutions to support the continuous improvement of school administrative staff competencies.

4. CONCLUSION

Based on the research findings, it can be concluded that the managerial supervision conducted by principals at state junior high schools in IV Jurai District is perceived positively by school administrative staff, achieving an average score of 4.49, which falls into the good category. The general findings indicate that principals have carried out managerial supervision through the stages of planning, implementation, evaluation, and follow-up. However, the effectiveness of supervision is determined not only by the execution of each stage but also by the extent to which supervision outcomes are utilized to support continuous professional development and enhance the performance of school administrative staff. The research reveals that effective managerial supervision requires not only the principal's competence in conducting supervisory activities but also strengthened communication, feedback mechanisms, documentation of supervision results, and sustainable development programs.

This study is expected to contribute to the body of knowledge regarding educational supervision specifically managerial supervision conducted by principals and offer recommendations for principals to improve and strengthen managerial supervision practices in their schools. Future research could examine

managerial supervision across broader geographical areas and educational levels; furthermore, the use of qualitative approaches and mixed-methods designs is recommended to gain a deeper understanding of the implementation of managerial supervision and the factors influencing it.

5. REFERENCES

- Afandi, Masrul, & Witarsa, R. (2024). Hubungan Efektivitas Supervisi Manajerial Dalam Meningkatkan Kinerja Dan Kedisiplinan Guru. *Pendasi: Jurnal Pendidikan Dasar Indonesia*, 8(2).
- Aini, Arifah. N., Aziz, Khairi. Z., & Nazihah, K. (2024). Evaluasi Dan Tindak Lanjut Pengawas Pendidikan. *Al-Mumtaz: Jurnal Manajemen Pendidikan Islam*, 1(2).
- Ayuningtyas, N. (2018). Pelaksanaan Supervisi Oleh Kepala Sekolah Pada Sekolah Menengah Pertama Berkategori Unggul Di Kota Yogyakarta. *Hanata Widya: Journal of Educational Administration, Leadership, and Management*, 7(6).
- Damarasih. (2020). Bimbingan Kolaboratif Sebagai Alternatif Supervisi Manajerial Untuk Peningkatan Kemampuan Kepala Sekolah. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen, Dan Kepemimpinan*, 12(2).
- Depdiknas. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. Dirjen Pendidikan Dasar dan Menengah.
- Durhan, F., Hardyanto, W., & Eko Pramono, S. (2017). Implementasi Supervisi Manajerial Pengawas Sekolah Menengah Kejuruan (SMK) Kabupaten Manggarai Barat Info Artikel. *Journal Education Management*, 6(1).
- Fajar, C., Fauzi, I., Ma'sum, M., Mukni'ah, Rachman, Ummu. A. D. D., Imam Ghozali, M., Firdaus, A., Hidayah, B., Zawawi, M. I., Maghfiroh, M., Aqidatul Izzah, N., Rizal Agus Hibatullah, M., Maghfiroh, E., Kuku Pratama, T., & Nofiyana, D. (2022). *Supervisi Pendidikan: Sebuah Inovasi Pengembangan Profesional Guru*. Klik Media.
- Fakhriah. (2022). Supervisi Manajerial Dalam Meningkatkan Mutu Lembaga Pendidikan Islam. *Manajerial: Jurnal Inovasi Manajemen Dan Supervisi Pendidikan*, 2(2).
- Fathoni, A. A. M. (2022). Metode Dan Teknik Supervisi Manajerial Pengawas Sekolah Dalam Meningkatkan Kualitas Pendidikan. *Jurnal Pendidikan Guru*, 3(3).
- Hanafiah, Sauri, R. S., Rahayu. Y. N., & Arifudin, O. (2022). Upaya Meningkatkan Kompetensi Profesional Guru melalui Supervisi Klinis Kepala Sekolah. *JlIP: Jurnal Ilmiah Ilmu Pendidikan*, 5(10).
- Handayani, S., Rifma, Jasrial, & Adi, N. (2024). Persepsi Tenaga Administrasi Sekolah tentang Supervisi Manajerial di SLTA Negeri Kota Sawahlunto. *Jurnal Pendidikan Tambusai*, 8(1), 8415–8419.
- Huluk, H., Hafid, E., Yuspihani, Sulaiman, U., & Mardiah. (2023). Implementasi Supervisi Manajerial Pengawas Sekolah Dalam Meningkatkan Mutu Pendidikan. *Nazzama: Journal Of Management Education*, 3(1), 2809–5979
- Justistio, A., Amiruddin, A., & Junaidah, J. (2024). Supervisi Manajerial Kepala Sekolah di SMP Darul Falah Batu Putuk Bandar Lampung. *An-Nidzam : Jurnal Manajemen Pendidikan Dan Studi Islam*, 11(1), 1–17.
- Mahatirta, Andi. A., Kamaruddin, S., & Mus, S. (2023). Supervisi Manajerial Pengawas Sekolah Di SMA Negeri 2 Bulukumba. *Pinisi Journal Of Education*.
- Mawarni, A., Maya, A., & Soedjono. (2025). Analisis Pelaksanaan Supervisi Pendidikan Berbasis Coaching Di SMK Bina Utama Kendal. *Pendasi: Jurnal Ilmiah Pendidikan Dasar*, 10(1).
- Nahar, N., Rokhmat, J., Sudirman, S., Asrin, A., & Makki, M. (2023). Pelaksanaan Supervisi Akademik Oleh Kepala Sekolah di SMP Negeri 2 Kuripan Kabupaten Lombok Barat. *(JPAP) Jurnal Praktisi Administrasi Pendidikan*,
- Noviyanti, Suharyanto, & Rajaminsah. (2021). Supervisi Kepala Sekolah Dalam Meningkatkan Kompetensi Profesional Guru di SMA Kartika XIX-1 dan SMA PGRI 2 Kota Bandung. *JlIP: Jurnal Ilmiah Ilmu Pendidikan*, 4(6)
- Pandi, A. (2022). Peran Tenaga Administrasi Dalam Meningkatkan Mutu Layanan Administrasi Di Mts. Hidayatul Muhsinin. *Mudir : Jurnal Manajemen Pendidikan*, 4(1).
- Ramadhani, N. S., Hadiyanto, H., Sabandi, A., & Rifma, R. (2022). Persepsi Guru tentang Supervisi Kepala Sekolah Dasar Negeri Se Kecamatan IX Koto Sungai Lasi Kabupaten Solok. *Journal of Educational Administration and Leadership*, 2(4), 359–365.
- Rifma, Alkadri, H., & Ermita. (2019). Supervision Service Practices by School Principals and Impacts towards the Implementation of Teacher Duties in Primary Schools. *Proceedings of the Padang International Conference on Educational Management And Administration (PICEMA 2018)*.

- Rifma, Rusdinal, Marsidin, S., & Meizatri, R. (2022). Pelatihan Supervisi Berbasis Kategori Guru Bagi Kepala Sekolah Dasar Kota Solok. *Abdi: Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 4(2).
- Rosyadi, Y. I., & Pardjono, P. (2015). Peran Kepala Sekolah Sebagai Manajer Dalam Meningkatkan Mutu Pendidikan Di Smp 1 Cilawu Garut. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(1), 124–133.
- Sembiring, D. A. K. (2022). Implementasi Teknik Supervisi Individual Kepala Sekolah: Sebuah Studi Literatur. *Jurnal Pengelolaan Pendidikan*, 3(2).
- Sugiyono, S. (2021). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)*. Alfabeta.
- Suharti. (2021). Peningkatan Kompetensi Kepala Sekolah Sebagai Supervisor Melalui Workshop Di Kabupaten Sidoarjo. *Pacivic: Jurnal Pendidikan Pancasila Dan Kewarganegaraan*, 1(2).