



SUPERVISION SKILLS OF SCHOOL PRINCIPLES IN IMPROVING THE PROFESSIONALITY OF EDUCATION WORKERS IN JAMBI PROVINCE

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Article history:	Abstract:
<p>Received: 4th June 2022</p> <p>Accepted: 4th July 2022</p> <p>Published: 6th August 2022</p>	<p>The purpose of the study was to determine the supervisory skills of school principals in improving the professionalism of education personnel in Jambi Province. This descriptive qualitative research uses a case study approach and data collection with observation, interviews, and documentation techniques. The place of research is at SMAN in Jambi Province. The research subjects consisted of principals and education staff.</p> <p>This descriptive qualitative research uses a descriptive qualitative approach. The research subjects consisted of principals, vice principals, education staff and teachers, selecting research subjects by snowball sampling. Data collection with observation, interview, and documentation techniques. The place of research is at SMAN in Jambi Province.</p> <p>The results of the study are the supervisory skills of school principals in improving the professionalism of education personnel in Jambi Province which include: a) planning is carried out through work programs that have been determined according to the principal's policy, b) distributing education personnel on their respective tasks, even though some are not according to their expertise, c) in the implementation of work in the form of importing important school data into the computer, archiving correspondence, distributing correspondence, and storing school inventory. The school principal has encouraged the administration to work optimally and sent to various trainings to support work skills, in addition to adding facilities and infrastructure for educational staff to support office administration work, d) supervision is still rarely carried out on administrative work at SMA Negeri 1 Jambi City.</p> <p>Based on the findings of the study, it was concluded that the supervisory skills of principals in improving the professionalism of education personnel in Jambi Province were not optimal because they were not supported by adequate administrative and budgetary human resources. The research implication is that administrative staff must work in accordance with predetermined service operational standards.</p>

Keywords: Supervision Skills, Principal, Professionalism of Education Personnel

INTRODUCTION

Schools act as parties related to education, and are responsible for obtaining national and religious education goals. Schools carry out educational responsibilities, namely realizing the goals to be obtained and being involved in general responsibility for preparing pious humans, as well as designing an increasingly advanced generation. Schools, educational institutions, and educational foundations have the opportunity to be disorganized if the administrative system is managed unprofessionally (Sudarwan Danim and Khairil: 2011). The educational administration stage is required with various methods to obtain planning (Eka, Prihatin: 2011).

Education plays a central role in development in improving the quality of human resources (Irjus Indrawan: 2021). In order to obtain status as a quality educational institution, the educational institution must have good administrative management. These activities are related to regulatory or governance activities to engage in collaboration in a group of individuals to achieve goals, for example employees and educators. These activities consist of various jobs, such as leading, managing, controlling, giving orders, asking for accountability, involving, seeking

positions, hiring or terminating employees, managing finances, and equipment related to mail so that all activities can operate effectively.

Every school certainly hopes that the quality of education in its institution will increase so that the school is participated by many students. Therefore, the principal's management must refer to the scientific and religious foundations.

The birth of quality human resources comes from the same quality education system and process, and to implement quality education will require quality human resources as well. Thus, human resources act as active entities, in contrast to other elements which become passive entities that can be changed by human creativity. On that basis, through the management of quality human resources, at least it can condition other entities so that they can support the formation of quality education. The position of human resources in this context is used as a priority scale in order to reduce the problems experienced by the world of education. This will also be very difficult to implement, because if not, it will be quite difficult to start an effort to improve educational services (Kompri: 2015).

Schools need to have the results as expected. School outcomes/outputs are school achievements obtained through the teaching and learning stages and school governance (Sofan Amri: 2013). The reality in general in the world of education in Indonesia shows that in fact there are still schools that are not managed properly, and without a clear vision, mission, or purpose. This results in schools not being able to carry out their educational activities.

In order to obtain an educational institution such as a quality school, it means that the institution must have a principal who is competent in the field of educational supervision. These activities involve all management activities or efforts to regulate cooperation between a group of individuals in order to achieve goals, such as employees and educators. These activities consist of a variety of jobs, including setting, participating, leading, controlling, ordering, holding accountable, utilizing facilities, finding placement, hiring or terminating employees, managing finances, as well as equipment and correspondence needs so that all activities can be carried out effectively. .

One of the coaching staff in schools is all stages of activities that are planned and pursued intentionally and seriously, as well as fostering continuously for employees in educational institutions so that they can support activities in schools, especially the learning process, efficiently in order to achieve educational goals. Educational staff need to be professional in their work so that they remain passionate and active in carrying out their responsibilities. Every educational staff must work optimally. Every job will certainly get supervision from others, for that it must be done properly. As an agent of change, he utilizes activities to improve school supervision through institutional development, workforce, curriculum, facilities and system changes.

The principal is someone who plays a role, holds office, and has complete authority to creatively improve and provide guidance to educational staff in schools, as well as being responsible for improving the quality of education staff services. On this basis, the efforts carried out by the principal, such as coaching and assessment run creatively, and strive to achieve educational goals.

Based on the dynamics of Indonesian society and education during the colonial period until independence, the obligations and responsibilities of educational leaders in general, as well as school principals in particular, have undergone changes and developments. The changes can be divided into three, namely changes in objectives, in scope (broad scope of responsibilities/responsibilities), and in nature. These three aspects are interrelated with each other. The emergence of changes in educational goals, of course, will change the scope or broad scope of responsibility that education leaders need to implement. This triggers a change in the nature of leadership that needs to be implemented in order to obtain the predetermined goals (M. Ngalim Purwanto: 2017).

During the Dutch colonial period, educational organizations in Indonesia tended to be centralized. Various things, such as: buildings, curriculum (lesson design), number of students, textbooks, teaching procedures, and others have been determined, and implemented by the government centrally. The obligation of school principals and educators is not just to carry out everything that has been determined or ordered by the leadership (M. Ngalim Purwanto: 2017).

Currently the situation is not the same. The implementation of education tends to be decentralized to the regions. The community is involved in educational efforts. The responsibilities of school principals and educators are increasingly widespread and numerous. In the past, the principal would be assumed to be capable and good if the school he led could be carried out regularly without regard to interests or the relationship between the school and the community. The current rating is more than that. The principal's obligation, in addition to managing school operations, also needs to collaborate and interact strongly with the community.

The principal bears the responsibility and obligation to encourage educators, school employees, and other staff to design and maintain kinship, unity between teachers, employees, or with students, develop school curricula, know about design as well as methods of implementation, observe and seek welfare for employees or for educators, and others. In contrast to the Dutch colonial era, all the duties of the principal that had been described were deemed unnecessary. The responsibility of the principal as such is part of the role of supervision (supervision), as a necessity for educational leaders (M. Ngalim Purwanto: 2017). Out of the principal's responsibility, supervision generally develops and changes over time.

In its application in the field, the supervision carried out by the principal consists of research, assessment, improvement, coaching, and cooperating with educators during teaching and learning activities. Therefore, the actual purpose of this principal's supervision is to provide guidance and guidance to educators in order to improve or optimize the learning situation so that it is more optimal, thus supporting the achievement of educational goals

according to the provisions in the curriculum. This means that it can be understood that the implementation of the principal's supervision activities is intended to prevent and evaluate errors or irregularities in the activities carried out by educators during the teaching process.

If the principal carries out supervision, then he needs to be able to carry out various controls in order to optimize the work power of education employees. This supervision aims to control so that educational activities in schools increasingly lead to predetermined goals. Supervision is also a preventive measure in order to anticipate educators from acting deviantly and being more careful while carrying out their duties as teachers. Supervision carried out by school principals to their education staff, especially for teachers, is known as clinical supervision, with the aim of optimizing teaching and learning activities through effective learning.

The principal as a supervisor needs to realize capabilities in the preparation, implementation of educational supervision programs, and the utilization of the results obtained. Capabilities in the preparation of educational supervision programs need to be realized during the preparation of curriculum supervision programs, developing programs, supervising extracurricular activities, developing library programs, examinations, and laboratories. Capability in implementing educational supervision programs needs to be realized through the implementation of clinical, non-clinical supervision programs, as well as extracurricular activities. The ability to use the results of educational supervision needs to be realized in the utilization of the results of supervision in order to optimize the work data of educators, as well as use the results of supervision for the development of educational institutions. In its application, the principal as a supervisor needs to pay attention to several principles, including: 1) consultative, kological, and not hierarchical linkages, 2) implemented democratically, 3) focused on educators, 4) implemented based on the needs of educators, and 5) as professionalism. The principal as a supervisor can be carried out effectively, such as discussing in groups, visiting each class, talking personally with related parties, as well as learning examples (E. Mulyasa: 2015).

Activities that are focused on education in schools in order to achieve the goal, namely learning, so that all organizational activities in educational institutions end up obtaining the effectiveness of teaching and learning activities. On that basis, the responsibility of the principal, one of which is as a supervisor: oversees all the work carried out by educators. In fact, supervision is carried out by the principal who functions as a supervisor. However, in modern educational organizational systems, special supervisors are needed who are more neutral, and able to maximize objectivity related to coaching and carrying out tasks (E. Mulyasa: 2015). Efforts to help teachers in developing their performance are moral actions and the fulfillment of responsibilities that are fulfilled by a leader towards his subordinates. Leaders cannot ignore this form of responsibility. Because every human being, including in this case the teacher, needs guidance and direction, then this awareness is one that must be owned by a supervisor.

The supervisory function in school organizations will be increasingly weak, inefficient and effective based on the desired goals. The supervisor's responsibilities need to be carried out by parties who are highly professional, capable, and have a broader vision with the concept of leadership in evaluating pursuits. The supervisor focuses attention on the concerns and needs of educators in the classroom, and acts as an agent of reform. Bolla explained that supervision is an obligation for an educator based on the purpose of separating, reflecting, and being aware of his behavior when interacting with students in class.

Various problems faced by educators can be considered through differences, including differences in educational background, professional focus, goals and abilities, physical abilities, qualifications of leadership capabilities, psychological situations, and teaching experience. This difference can arise because there are various fields of study and types or levels of education. The results of the study courtesy of A.W. Sturges said that there was a gap between expectations and reality during monitoring. According to the report, there is an inconsistency between the normative perspective and the descriptive perspective regarding supervision.

Observed through the nature and purpose of teaching supervision, it was found that the purpose of supervision should support teaching. In fact, supervisors tend to focus on the administrative responsibility of educators. This result has an impact on the non-fulfillment of the will of educators to get direct assistance from supervisors so that they can carry out teaching evaluations. It is appropriate for supervisors to combine the responsibility for improving teaching that is considered through the professional aspect with the responsibility of educators in order to obtain broader results than those at the class level through teaching improvements. Because teaching assistance is professional coaching. In contrast to the administrative approach as part of the bureaucracy (Syaiful Sagala: 2013).

A leader must be responsible for all his leadership through the supervision he carries out. The pillars of management ethics contained in Islam, according to the example of the Prophet Muhammad SAW, namely being responsible for all leadership decisions that need to be borne by related parties (U. Saefullah: 2012).

Regarding the principal, he has the main task as an education leader. That task, such as managing the supervision of good education personnel, so that they can perform well. While carrying out this task, the principal has a dual function, namely carrying out school administrative procedures in order to create a good climate. Not only that, the principal also participates in carrying out a supervisory role for the work of educators and other employees at the school. From this role, the principal can try to optimize the education staff. The principal's supervisory activity at all stages of education is a complete activity for all stages of other educational activities.

The principal's responsibility as an education manager is to seek human or material resources, and to utilize them effectively based on the desired goals. Various issues that need attention in development in the field of education, according to the narrative of Jhons and Marphel, namely the educational goals to be obtained. Focus on

educational development programs that prioritize quality and quantity, efforts to equalize educational opportunities, budget for the necessary funds, as well as the allocation of resources and costs used to provide education. The quality aspect of learning services and graduates is the goal to be obtained in the learning process at school. This matter can be fulfilled if the quality of school management really improves. In its implementation, this quality aspect requires a budget for detailed calculations so that it is based on the quality that is the requirements (Syaiful Sagala: 2016).

School supervision needs to be managed with the competence of the principal who is acceptable and creative. Principals who were initially rigid, tried to reform themselves into creative school principals, thus giving birth to a democratic school ecosystem, and able to accommodate the aspirations of all school members. The principal, then in fact the responsibility and task of the principal is quite heavy. The roles and competencies above if implemented effectively will be a powerful tool to create a truly dignified school, respecting creativity and achievement.

The principal as a supervisor is the part directly involved with the implementation of educational programs. Whether or not an educational program is implemented depends on the wisdom and skills of the principal as the leader (M. Ngalim Purwanto: 2017). Principal skills are the capabilities of the principal in terms of hard skills or soft skills, in order to influence school resources in order to obtain goals and targets that have been determined by educational institutions. The principal's leadership indicators are 1) empowering all potential schools to achieve goals; and 2) able to give satisfaction to school stakeholders; and provide inspiration and role models for educators, staff or other employees (Karwati, Euis and Donni Juni Priansa: 2013). The skills of the principal play an important role in education: there is an interaction between many different components, such as character, disciplines, and experiences that are provided in order to achieve a common goal.

Nowadays, in the era of globalization, it can be represented when the world community is increasingly dynamic and full of complexity because there are discoveries in the fields of science and technology. As a realistic example, namely open communication without borders between the western world and the eastern world, so that it has an impact on progress, as well as the rapid exchange of information. Through progress in these various fields, various things have become easier and more efficient, thus requiring school principals to be fully open to world developments. This matter has a positive impact on humans in general, because the openness of communication and information makes it easy for humans to get the latest information quickly and without obstacles.

Mastery of conceptual-non-technical tasks after the leadership level is very urgent to be balanced with skills on purely technical tasks. Because the skills possessed by the leader will be implemented in the nuances of the organization, especially in the lower class leaders in order to lead to organizational change and also stick to their nails of power. The rate of change is more significant than the rate of change related to knowledge. This knowledge will transform the organization into greater change. Because as a leader, he needs to understand that his existence is needed by others, so that he will try to align himself with the demands of the organization through efforts to continuously improve or improve his quality with knowledge and skills, a leader who wants to make improvements, transform, and improve the capabilities of organizational components.

Improving the professionalism of school human resources should be carried out by the principal as an agent of change by fixing the education staff in schools. The principal's responsibilities are related to school management, such as the principal as the manager. The objectives of increasing the professionalism of educators are: (1) To provide opportunities for organizations to obtain and retain competent, integrity, credible and highly motivated workers; (2) Optimizing and making improvements to the capacity of workers; (3) Developing a work system through high employability, consisting of methods in recruiting and selecting strictly, a payment system that is in accordance with work power, developing governance, as well as training activities related to organizational and individual needs; (4) Development of good governance practices and high commitment that is aware that educators and education are valuable internal stakeholders and support the development of an ecosystem of cooperation and mutual trust; and (5) Designing a harmonious ecosystem (Dadang Suhardan, et al: 2010).

Increasing the professionalism of educational staff requires good planning by the leadership. This matter is not only important for the organization, but also for administrative personnel. For educators, it is useful to provide feedback on various matters, such as capabilities, fatigue, potential, and shortcomings, so that it will be useful to determine plans and develop careers. For organizations, it is quite important related to decision making, including identifying the needs of the organization's programs, acceptance, selection, and other aspects of all stages of developing human resources as a whole.

Human resources for quality education personnel when the education personnel are really able to do their duties satisfactorily and are able to provide excellent service (Mujamil Qomar: 2012). Anyone can make it clear that qualities are based on their own characteristics, including beyond what they imagine and desire; the relevance of the will to the reality of the service; suitable in use; often improve and improve periodically; from the start without any mistakes; make consumers proud and happy without any defects / damage (Engkoswara and Aan Komariah: 2012).

The principal has the task of organizing education personnel as long as they increase their potential while carrying out their duties based on expectations. The best method to mobilize members of the organization is to provide the main command and responsibility for education personnel in the implementation of the government that has been obtained. Mobilization is an effort carried out by the principal to his workers through direction and giving instructions so that they are willing to carry out their duties as well as possible in order to obtain the goals that have been set (Kompri: 2014).

The impact of professional education personnel is quality service. Education services cannot be equated with other forms of service in the service industry, such as doctor services, tailors, massage therapists, transportation services, bodyguard services and so on. All forms of these services, only adhere to the principle you pay we serve or you are able to accept the rates we set, then you will definitely get satisfaction. Unlike the case with educational services that are more responsible, moral, valuable, purposeful, gradual, sustainable and organized and have benchmarks that have been formulated before the learning service process is implemented, namely the achievement of goals.

Based on the grand tour in Jambi Province, especially at SMAN 1 Jambi City, SMAN 1 Merangin and SMAN 1 Tanjung Jabung Barat found problems, namely; First, the principal has not made new breakthroughs in providing quality services for education personnel, the indications are that education staff services follow the usual procedures in schools. -schools in general, even the existing services are too formal and rigid. Second, school principals have not yet mobilized educational staff to work dynamically in adjusting to current demands and it was found that education personnel still lacked guidance in educational administration services from school principals and related agencies, for example, lack of meetings and delivery of training for improving the performance of subordinates, weak work supervision and encouragement to work with high motivation. Third, school principals have not been creative in providing new ideas for quality service education staff and the problem is that some education personnel do not understand the concept of educational administration services according to minimum service standards, for example serving with a less friendly attitude, lack of discipline in completing administrative work, not giving ideas. ideas for the development of administration, libraries and laboratories. According to the explanation that has been described, the problem is the inability of the principal in the field of supervision in improving the professionalism of education personnel in Jambi Province.

METHODOLOGY

This study uses a descriptive qualitative approach through the point of view of education science with participatory observation to describe, describe, explore and describe the management of the reward system for the organizational culture of universities in Riau Province. Qualitative research is best suited to address research problems where it is necessary to explore (Creswell, John W).

The main characters in qualitative research are: First: tracing the problem and its development in detail centered on one particular phenomenon. Second, the theories and regulations used are the basis for formulating the problem. Third, in formulating research problems and questions and achieving research objectives in general, it is determined by the researcher's direct experience participating in social settings in the preliminary study "grand tour" until the research process is carried out. Fourth, data collection starts with a simple choice of words. Fifth, the analysis of the described data and the themes displayed in the analysis are interpreted into meaning and Sixth, the search for research reports both regarding the structure and various forms of data presentation is very flexible and is determined by the reflection of the researcher's subjectivity (Mukhtar, 2013).

Qualitative studies without using the term population, so Spradley called the social situation or social conditions which include three elements: location (place), actors (actors), and activities (activity) that have synergistic interactions. The social conditions can be at home (family and activities), or people on the roadside talking, or at work locations, or in any location. This condition can be clarified as an object of study to be understood in depth what is going on in it. In social conditions or research objects, researchers can make detailed observations regarding the activities (activities) of people (actors) in certain places (Lexy J. Moleong: 2017). Thus, researchers can determine actions as supervisors outside the field, observing social conditions at SMAN 1 Jambi City, SMAN 1 Merangin, and SMAN 1 Tanjung Jabung Barat.

The setting of this research is Jambi Province. The reasons for setting this school as the setting for this research are: first, this school is one of the schools that is still faced with the problem of principal supervision skills while optimizing the professionalism of educators in Jambi Province. Second, there has been no research on this title and third, the availability of access to data/information for writers from State Senior High Schools in Jambi Province.

In qualitative studies, the population and sample have terms as the subject of the study (Lexy J. Moleong: 2017). The subject of the study consisted of all criteria related to the supervisory skills of school principals while optimizing the professionalism of educators in Jambi Province. This research has informants, namely principals, while additional informants are educational staff which includes administrative staff, library managers and laboratory managers. The subject in this study who became the key informant was the school principal, while the administrative staff and laboratory assistants were additional informants. Some study subjects will be visited and interviewed, while some subjects will be observed or observed directly. This is done in order to be able to adjust the information or data obtained through interviews with data obtained from observations with triangulation techniques, so that the information/data reaches a saturation point.

There are two types of data in the study, namely primary and secondary data. Primary data is data obtained directly from the researcher to the source, without any medium. The purpose of the source can be in the form of objects, people, or sites. Primary data is also useful, such as a) Primary data is directly related to the needs of the study or collected in order to obtain the purpose of the study; b) There is no risk of expiration (out of date) because it is only collected after the formulation of the study project; c) The whole process of collecting statistical data is handled by the researcher. Primary data were obtained directly from the field during the implementation of the study,

namely information on administrative skills and supervision of school principals while optimizing the professionalism of educators in Jambi Province. Secondary data is data that is not attempted alone in the collection, such as through statistical bureaus, magazines, newspapers, information or other publications. Thus, secondary data comes from the second, third, or fourth hand, which explains if it is already in or owned by several parties, and does not include the researcher. Secondary data can be in the form of documentation written in the field, consisting of work programs, provisions for implementation, announcements, minutes of meetings, decrees, monthly, quarterly, and annual reports in Jambi Province.

The most common data collection methods used in qualitative research are: (1) observation, (2) interviews, and (3) document or artifact analysis. Artifacts may include audio and video recordings, photos, games, artwork, or other items that provide insight into context or participants (Mukhtar, 2013).

Data analysis in this study is a flow data analysis model, carried out during carrying out the study (during data collection), while the core activities include simplifying data (data reduction), presenting data (data display) and concluding (making a conclusion) (Matthew B. Miles and A. Michael Huberman: 2014). The level of data trust (trustworthiness) in the study carried out techniques to check data, such as extending involvement, persistence in observation, triangulation and peer discussion (Lexy J. Moleong: 2017).

RESULTS

This study has shown that the administrative and supervisory skills of school principals are very important in order to meet the needs of improving the professionalism of education personnel at public high schools in Jambi Province.

First, the supervisory skills of the principal which include planning administrative activities carried out by administrative employees on the basis of orders from the principal, administrative employees work with full responsibility for the tasks that have been given by their superiors. In carrying out administrative activities, it carries out its duties as follows, namely importing important school data, archiving correspondence both incoming and outgoing letters, distributing correspondence, and storing school inventory items. The principal's evaluation of the implementation of administrative activities has not been optimal, where the principal as an administrator does not carry out a firm work evaluation of administrative employees so that the work of administrative employees in completing work in the administrative field is not carried out properly. This is evidenced by the fact that there are still many employees who come late, skip work, and are late in completing their assignments, resulting in the teaching and learning process in schools is also not optimal.

Administrative staff must work in accordance with predetermined service operational standards. This requires training in order to increase job insight. Improving the quality of administrative staff is carried out with the right professional development forum. The fact shows that the level of school progress, especially in school administration management is largely determined by the extent to which the level of professional progress of administrative staff in carrying out the ability of administrative staff in managing administrative work in schools. Schools that excel require support all parties, both principals who are always consistent in creating schools that excel as well as qualified education personnel and acceptable facilities and facilities, in addition to teachers who have high intellectual, emotional, and moral readiness. This fact shows that in fact there are still many schools which are managed carelessly and have a clear vision, mission, and goals. As a result, schools that are not worthy of carrying out their educational activities. There are schools that only have a few students, some are only yes, only having school buildings, that there are also schools that have been abandoned by their students. There are also schools that only work around how to get as many students as possible, without paying attention to how to create schools that excel. Concern for schools like this is quite reasonable because such schools are limited in nature to make schools it still exists and is an outstanding school.

The model for developing educational administrative staff internally, although it can cover other educational administrative staff who have not had the opportunity to leave, but based on observations and documentation data in the field, the training/internal upgrading has not been carried out intensely enough by schools, so that not all education staff receive opportunity to develop themselves through this pathway. The school helps every educational staff develop their own ability to work by giving permission and opportunities for education staff at SMAN to attend training and education every year, although dependence on improvement programs carried out by external agencies is one of the factors that affect the effectiveness of increasing the competence of education personnel at PUBLIC HIGH SCHOOL. The indication is that there is no policy to increase the competence of programmed education personnel, and is unique to schools, and there is no analysis of the vision for improving the performance of education personnel in the future.

This situation can be understood that the implementation of an improvement program requires an acceptable source of funds and resources. However, this kind of dependency will have negative implications for the creativity of school management to set their own needs-based programs. It's just that the dependence on programs implemented outside of this causes school management to not have the initiative to carry out their own training with more down-to-earth themes in accordance with the need for training. improve the quality of education personnel. In addition to implementing a policy of sending participants to take part in an external improvement program, school management must also have an internal improvement program policy.

Second, discipline is a means of improving administrative management. In educating discipline plays a role in influencing, encouraging, controlling, changing, fostering and shaping certain behaviors in accordance with the values that are instilled, taught and exemplified. Therefore, changes in a person's behavior, including the ability of general administrative personnel to work. So it is very appropriate if discipline is a factor that affects the implementation of the performance appraisal of general administrative personnel.

School discipline if developed and applied properly, consistently and consistently will have a positive impact on the professional life and behavior of public administration personnel. Discipline can encourage concrete work and life practices in school about positive things: doing things that are straight and right, staying away from negative things. By imposing discipline, general administrative personnel can work in a good environment, so that self-balance in relationships with other people emerges. So, discipline regulates a person's behavior in relation to his environment.

Loyalty to work that exists must be with high discipline as a form of implementation of the commitment of administrative staff carried out by State High Schools. Professional administrative staff through professional appointments also assist this process. This will foster good discipline in schools, which will encourage the creation of discipline that is conducive to the creation of an optimal and proportional quality of management of administrative activities. Administrative staff are people who are really expected to become professional school administrators. Therefore, the quality of school administrative staff has a good or bad impact on the success of the results of administrative management in schools.

Administrative management at SMAN which includes planning administrative activities is carried out by administrative staff on the basis of orders from the principal, administrative staff work with full responsibility for the tasks given by their superiors. In carrying out administrative activities, it carries out its duties as follows, namely importing important school data, archiving correspondence both incoming and outgoing letters, distributing correspondence, and storing school inventory items. The principal's evaluation of the implementation of administrative activities has not been optimal, where the principal as an administrator does not carry out a firm work evaluation of the administrative staff at SMAN so that the work of administrative staff in completing work in the administrative field is not carried out properly. This is evidenced by the fact that there are still many administrative staff who arrive late, skip work, and are late in completing their assignments, which results in the teaching and learning process in schools being not optimal.

Improving the quality of administrative management in improving services is absolutely carried out by school principals as agents of change through activities to improve the management of administrative activities with institutions for fostering institutions, administration, infrastructure and other system changes. The fact shows that the level of school progress is largely determined by the extent to which the level of progress of the principal in improving administrative management activities. So in the process of administrative management, the role of administrative employees in administrative management in improving services is carried out through improving their performance in managing these administrative activities.

Third, in the leadership of SMAN, the principal has the main task as the leader of the institution, the task is to manage the situation of school activities, especially in the field of administration. In carrying out these duties, the principal has a dual function, namely carrying out school administration as well as carrying out a supervisory function on its implementation in schools. Through this supervisory function, the principal can try to improve his performance. Principal supervision activities in the entire educational process are integral to the whole process of other educational activities.

Professional administrative staff through professional appointments also assist this process. This will foster a good climate in schools, which will encourage the creation of a conducive climate for the creation of an optimal and proportional quality of administrative activity management. Administrative staff are people who are really expected to be administrative managers in professional schools. Therefore, the quality of school administrative staff has a good or bad impact on the success of the results of administrative management in schools.

Good administrative employees will improve their performance to be more professional, carry out their obligations loyally and consistently. They do not consider the work of an administrative employee as a sideline or temporary, if there is a job with a higher salary, then his status as an administrative employee will be abandoned, while his job is left neglected. Including improving the ability of subordinates in managing administrative activities at school. Improving the quality of administrative staff is carried out with the right professional development forum. The fact shows that the level of school progress, especially in managing school administration, is largely determined by the extent to which the level of professional progress of administrative employees in carrying out the ability of administrative employees in managing administrative work in schools.

The efforts made by the principal on the work commitment of administrative employees in general have not been carried out optimally, due to (1) the lack of supervision carried out by the principal on the work of administrative employees who carry out their work of their own free will and do not follow the directions of the principal. (2) The principal does not give rewards and punishments to education staff who are in the process of completing school administration. This makes the administrative staff low interest in completing their work at the school. (3) In supervising the work of administrative staff, the principal is not routinely carried out so that the work of many educational staff accumulates as a result, all school work is late.

Semester supervision is prepared by each supervisor according to the objective conditions of the respective target schools. School supervision program is a plan of supervision activities that will be carried out by supervisors

within a certain period (one period). In order to be able to carry out their duties properly, school supervisors must start their activities by compiling a supervision work program that is clear, directed, and continuous with the supervision activities that have been carried out in the previous period. In the context of management, the school supervision work program implies the application of the planning function in the field of supervising the performance of education personnel in schools. The school principal conducts annual supervision which is arranged with the scope of supervision activities on the implementation of school education personnel within a period of one year. The Annual Supervision is prepared by involving a number of supervisors in Jambi City for each level of education. The semester supervision program is the elaboration of the annual supervision program at each target school for one semester which is prepared by each supervisor.

The commitment of the education administration staff must be realized in a high manner so as to create satisfaction of educational stakeholders on the activities offered by the school to consumers (customers/served), which are intangible and cannot be owned. This can be done with awareness to control one's own interests, awareness to prioritize the interests of others, awareness to include other people, awareness to avoid disappointment of others as far as possible and awareness to arouse the feelings of others to love the educational institution.

Administrative staff need to be creatively supported by school principals to be able to work with high motivation. The school principal who was originally rigid, reformed himself into a creative school principal, thus fostering a democratic school climate that could accommodate the aspirations of all school members. The role of school principals ranging from formal officials to the principal of school administration as well as the competencies that must be developed by the principal, then actually the duties and responsibilities as a principal are quite heavy. The roles and competencies above if implemented effectively will be a powerful tool to create a truly dignified school, respecting creativity and achievement.

Mastery of conceptual-non-technical tasks after the leadership level is very urgent to be balanced with skills on purely technical tasks. Because the skills possessed by the leader will be implemented in the nuances of the organization, especially for the lower class leaders to lead to organizational change and will also stick to the nail of power. The level of change will be more meaningful than the level of change related to knowledge. This knowledge will transform the organization into greater change. Because as a leader, he must understand that his existence is needed by others so that he must try to adapt himself to the demands of the organization by continuously improving and improving his quality with knowledge and skills, in this case the leader must have the desire to improve, transform and enhance the capabilities of organizational components.

Educational administration staff have made teacher and student data according to the needs and circumstances of the school and the principal. In the future, educational staff who work in the administrative field can further improve performance in the correspondence sector, as BMN (State-Owned Property) operators, E-mpa Operators to be more professional. Efforts to improve such administrative services can be carried out by school principals as agents of change through activities to improve school management, including institutional development, curriculum, manpower, facilities and infrastructure and other system changes. The fact shows that the level of school progress is largely determined by the level of progress of school management and administration. Management is always related to the life of social organizations where there is a group of people occupying various levels of leadership and a group of other people whose main responsibility is to carry out operational activities. This view is very basic because the success of someone who occupies a managerial position is no longer measured by his skills in carrying out operational activities, but from his skills and ability to move other people in the organization.

Administering incoming and outgoing mail in the future can be done in a relatively short time considering time efficiency. The use of computer-based data input technology, for example, can make it easier for administrative staff to check letters faster than what is currently available. For this reason, good administrative staff will improve their performance to be more professional, carry out their obligations loyally and consistently. They do not consider the work of the administrative staff as a sideline or temporary, if there is a job with a higher salary, then the status as an administrative staff will be abandoned, while the work is left neglected. Including improving the ability of subordinates in managing administrative activities at school.

CONCLUSION

Based on the findings of research in the field about the discussion of why the supervisory skills of principals in improving the professionalism of education personnel in Jambi Province are not optimal because they are not supported by acceptable administrative and budgetary human resources, the details are:

1. The supervisory skills of the head of SMAN in Jambi Province realize the responsibility for the existing work, although not all of it has been carried out. Loyalty to work has been seen, although the level of discipline is still low to work. The principal has supervised although it is difficult to comply with the prescribed supervision standards.
2. The professionalism of the education staff of SMAN in Jambi Province is as follows: (1) there are still employees who carry out their work according to their own will what they want to do, (2) there are still employees who are not committed to work both coming and going, (3) not the reality of rewards and actions for employees who are lazy to work, (4) there are still administrative employees at work used to play games on computers or on cellphones, (5) regarding employee data files not being stored and archived properly. If there is a need for employee data, education personnel spend time looking for employee data.

3. The supervisory skills of school principals in improving the professionalism of education personnel in Jambi Province which include: a) planning is carried out through work programs that have been determined according to the principal's supervision policy, b) distributing education personnel on their respective tasks, even though some are not according to their expertise, c) in the implementation of supervision work by monitoring education personnel in working in the administrative field which includes inputting important school data into computers, archiving correspondence, distributing correspondence, and storing school inventory items. The school principal has encouraged the administration to work optimally and send to various trainings to support work skills, in addition to adding facilities and infrastructure for educational staff to support office administrative work, d) evaluation of supervision is still rarely carried out on administrative work at SMAN 1 Jambi City.

APPRECIATION

Our deepest gratitude goes to SMAN 1 Jambi City, SMAN 1 Merangin and SMAN 1 Tanjung Jabung Barat, Sultan Thaha Syaifuddin State Islamic University Jambi, Postgraduate and Islamic Education Management Study Program UIN STS Jambi who have provided support to us to conducted this extraordinary research, and thanks to our friends at Postgraduate Islamic Education Management at UIN STS Jambi who helped us a lot in completing this research.

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