

# The Effect of Principal's Supervision Competency on Improving the Quality of Education in the Driving School Program

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## ABSTRACT

### Keywords:

Competence, Supervision,  
Quality of Education.

This study aims to determine the effect of the principal's supervision competence on improving the quality of education in the driving school program at SMA Se-Jakarta Selatan Region 1, namely SMA Negeri 86 Jakarta, SMA Negeri 109 Jakarta, and SMA Avicenna Jakarta. This study used a quantitative approach, with two variables, namely the competence of the principal's supervision (X) and improving the quality of education (Y), with a sample of 93 respondents. The results of this study show a partial influence between the principal's supervision competence on improving the quality of education positively by a significance level of 0.001 less than 0.05 and a calculated value of 11.058 greater than the value of the 19867 table. So, in this study, it can be concluded that there is a positive and significant influence between the principal's supervision competence and the improvement of the quality of education.



## Introduction

Education is a significant aspect of shaping a human person. Therefore, the government is serious about handling education and always strives to improve the quality of education in Indonesia because, with the right education system, it is hoped that the next generation of the nation will emerge who are qualified and able to make better changes in the life of society and state (Nishfi & Handayani, 2021). The quality of education is a need and condition to achieve educational goals. In order to achieve this goal, efforts to improve the quality of education must be cyclical, planned, and carried out continuously by all parties involved in the world of education. School performance in teaching and learning must be improved (Busro, 2018).

In facing the current education problem, Indonesia is improving and revising the quality of existing education (Gaol & Siburian, 2018). Meanwhile, according to the World Economic Forum forum in 2017 from Global Human Capital Report data, Indonesia has

a position ranked 65 out of 130 countries in the field of education due to a lack of interest in learning in Indonesia and lack of interest in literacy in reading books, causing education in Indonesia to lag far behind neighboring countries (Ma'arif, Zuzana, & Sirojuddin, 2022). According to the Programme for International Student Assessment (PISA) 2018, Indonesia is ranked 72nd out of 79 countries that joined the Organisation for Economic Co-Operation And Development (OECD). Based on these data, it is explained that the lack of student achievement in the quality of Indonesian education is low, so the role of competent teachers is still needed and still needs to be improved as UNESCO Global Education Monitoring (GEM) research 2016 research on the quality of Indonesian education is fifth out of 14 other developing countries regarding the quality of education. However, based on the latest research by UNESCO Global Education Monitoring (GEM) 2020, the quality of education worldwide has deteriorated due to the COVID-19 pandemic (Auliah, Putra, & Novianti, 2022).

According to Mulyasa in (Triana, Nasution, & Nasution, 2022). At this time, various parties continue to make efforts to improve the quality of education to develop human resources and the nation's character. Improving the quality of education is the goal of national education and efforts to improve comprehensive human resources in Indonesia. The quality of education is a significant factor in the realm of education. In facing the future that will be followed by globalization and advances in information and technology, education will face various complex problems. Therefore, education development must be designed to overcome these problems (Rozak et al., 2021).

Improving the quality of education is a component of human resources that must be fostered and developed continuously (Hidayat, 2021). Therefore, the principal conducts supervision activities to discover teachers' shortcomings and weaknesses in the teaching and learning process activities so that they will get the necessary data in the context of teacher development. Improving the quality of education is very important because it is related to technical problems, planning, efficiency, and effectiveness in the school system's implementation (Huda, 2019).

To improve quality, the Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 14 of 2022 concerning the Organization and Work Procedures of the Center for Driving Teachers and the Center for Driving Teachers has made a new policy through an educational change with a driving school program that is expected by education units to improve the quality of education comprehensively (Ependy, 2017). There are two important things to realize when implementing a program in schools: the principal's leadership behavior and the school's teachers' behavior. The principal's leadership behavior is the leading actor in the school. In contrast, the teacher's behavior has an essential supporting role in the successful implementation of the program, which is stated in the vision and mission of the school. (Permendikbud, 2022)

The driving school program is an encouragement to achieve the quality of Indonesian education, namely a school that focuses on improving student learning outcomes as a whole, which includes literacy and numeracy competencies as well as

character to realize the profile of Pancasila students starting from superior human resources, namely principals and teachers. In the school program, the principal's model drive is considered in his leadership competence as stipulated in the Regulation of the Director General of Teachers and Education Personnel number 6565 / B / G / 2020; there are four competencies, namely self-development and others, learning leadership, school management leadership, and school development leadership. School leadership will be achieved optimally if the principal has the proper leadership ability, such as leading the school to utilize school resources (Kemendikbudristek, 2021).

Said to be an educational program that has been planned systematically, this program has a vital role for someone in the field of education because this program can make achievements in educational goals that have the goal of helping students prepare for their future to be able to become someone who has good skills, has high reasoning power and thinks creatively to be applied in their lives in the future.

## **Research Methods**

The type of research in this research journal is quantitative with a quantitative descriptive approach. The method used is explanatory research, which will explain further related research and describe research variables with a total of 93 respondents. Using random sampling techniques, researchers took samples from the population of 3 driving schools in area 1 of South Jakarta, namely SMA Negeri 86 Jakarta, SMA Negeri 109 Jakarta, and SMAS Avicenna. Research analysis researchers use simple linear regression analysis and hypothesis tests using SPSS 25, which will process data obtained by researchers through previous questionnaires from research samples. This aims to make it easier for researchers to describe the data as it is to obtain conclusions from research results.

## **Results and Discussion**

After obtaining questionnaire data, where sampling was carried out using random sampling techniques in the population obtained by research, as many as 93 respondents related to the effect of head supervision competence on the quality of education in the driving school program in SMA Se-Jakarta Selatan Region 1. Using questionnaires with Likert scales, namely STS (Strongly Disagree = 1), TS (Disagree = 2), RG (Doubt = 3), S (Agree = 4), SS (Strongly Agree = 5). Through the data from the questionnaire, the following results were found:

### **Descriptive Analysis**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
KompetensiSupervisiKep alaSekolah	93	144	200	177,83	16,958
MutuPendidikanPadaSek olahPenggerak	93	73	100	87,67	7,755
Valid N (listwise)	93				

The data processing results show that the smallest value (min) of the principal's supervision competence is 144, and the largest (max) obtained is 200. The mean is 177.83, and the standard deviation is 16.958. The score falls into the excellent category scale range.

In the variable of education quality, it is known that the smallest value (min) is 73, and the most outstanding value (max) is 100. Furthermore, the mean of the education quality variable was 87.67, and the standard deviation was 7.755. The score is included in the excellent category scale range.

**Simple Linear Regression Analysis**

Model	Coefficients					
	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	27,485	9,111			3,017	,004
Kompetensi Supervisi Kepala Sekolah	,341	,052	,723		6,541	,000

In the table above, the regression equation with the calculation is

$Y = 27.485 + 0.341X$ , can be interpreted as follows:

1. The constant is 27.485; this means that if the Principal's supervision competency variable is considered constant, then the predicted value of improving the quality of education is 0.341.
2. The coefficient of the Principal supervision competency variable (X) is 0.341; this means that if the Principal's supervision competency variable is increased by 1%, then the predicted value of improving the quality of education will increase by 0.341. The sign (+) indicates a unidirectional relationship between the supervision competence of the Principal and the improvement of the quality of education at SMAN 109 Jakarta; namely, if the supervision competence of the Principal is high or sound, the percentage of improvement in the quality of education is also high.

**Coefficient of Determination Analysis**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	,757 <sup>a</sup>	,573	,569	5,09320	2,056	

Based on the SPSS output table "Model Summary" above, it can be seen that column R is the column of correlation coefficient, and R<sup>2</sup> indicates the column of coefficient of determination. The coefficient of determination of 0.573 states that 57.3% of the variation that occurs in the supervision competence of the Principal can be explained by the magnitude of the improvement in the quality of education.

### Simultaneous F Test Analysis

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3172,067	1	3172,067	122,282	,001 <sup>b</sup>
	Residual	2360,600	91	25,941		
	Total	5532,667	92			

Based on the processed data above, the results of the F test obtained the following results:

1. It can be seen that the F<sub>calculate</sub> value in the simple regression model of the principal's supervision competence (X) is 122.282. Meanwhile, if the F<sub>table</sub> value is 3.94, it is obtained that F<sub>calculate</sub> > F<sub>table</sub> or 122.282 > 3.94.
2. You can see the sig value. The F in the simple regression model of the principal's supervision competence (X) is 0.001. So it is obtained that the value of sig. F < α (0.05) or 0.001 < 0.05.

Based on the calculation results of the F test (simultaneous test) above, it can be concluded that H<sub>0</sub> is rejected. H<sub>a</sub> is accepted, which means there is a significant influence between the supervisory competence of the Principal (X) simultaneously on improving the quality of education at the Driving School batch 1 of SMA Se-Kota South Jakarta Region 1.

### Uji Hypoplant

Coefficients <sup>a</sup>						
Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	26,090	5,593			4,664	,000
X	,346	,031	,757		11,058	,000

Based on the results of the hypothesis test in the table above, the following results are obtained:

1. It can be seen that the calculated value in the Principal supervision competency coefficient table (X) is 11.058. Meanwhile, if the table obtained is 19867. So that the results of calculated > table or 11.058 > 19867.
2. You can see the sig value. In the table, the Principal supervision competency variable (X) coefficient is 0.000. So, it is obtained that the value of Sig. t < α (0.05) or 0.000 < 0.05.

Based on the results of the t-test calculation (partial test) above, it can be concluded that H<sub>0</sub> is rejected. H<sub>a</sub> is accepted, which means that there is a significant influence

between the supervisory competence of the Principal (X) partially on improving the quality of education at SMA Se-Kota Jakarta Selatan Region 1 Driving School batch 1.

### **The Effect of Principal's Supervision Competence on Improving the Quality of Education in Driving Schools**

This study aims to determine whether there is a significant influence between the principal's supervision competence on improving the quality of education in the mobilizing school program. This study consists of two variables: the competence of the principal's supervision (X) and improving the quality of education (Y). The method used in this study is a quantitative method with data analysis techniques using simple linear regression. The data used was based on the results of the distribution of questionnaires using Google Forms to 93 respondents who were educators from SMA Se-Kota Jakarta Selatan Region 1 Driving School Batch 1. Respondents were obtained using random sampling techniques. Selected respondents were contacted personally through direct observation of the research site. Three schools become driving schools in batch 1: SMAN 86 South Jakarta, SMAN 109 Jakarta, and SMA Avicenna Jakarta.

The separate driving school program is a program that seeks to encourage education units to carry out self-transformation to improve the quality of learning in schools and then scan other schools to make similar quality improvements (Kepmen 121 concerning the Mobilizing School Program, 2021). There are two essential things to realize when implementing a program in schools (be it short-term programs, medium-term programs, or long-term programs), namely the principal and teachers in the school itself. The principal is the main driving force in the school. At the same time, the teacher is the primary support, which is integral and cannot be separated from the successful implementation of the program.

Various policies that the government has carried out have succeeded in significantly expanding access to education. School enrollment rate and length of schooling increase (RLS). In 1950, the RLS of Indonesia's population of less than two years increased to 4 years in 1990 and doubled to 8 years today. However, the widespread access to education has not been fully proportional to the improvement and equity of education quality. The results of the 2018 PISA survey show that 60% to 70% of students in Indonesia are still below the minimum proficiency standards in science, mathematics, and reading. Among the things that contribute to the constraints of improving and equitable quality of education are the competence of school principals and teacher performance. Seeing obstacles in improving quality is the background of researchers researching how the principal's supervision competence can achieve improved quality of education in the mobilizing school program.

This research is a study of the principal's supervision competence based on McClelland's theory (1973, in Gaol 2014: 498), which states that competence can be analogous to an "iceberg" where skills and knowledge from its peak, which is above the water invisible to the naked eye. However, it becomes the foundation and influences the shape of the part above the water. Then, the theory of Carter V Good (1897 in Sahertian

2008: 229) states that educational supervision is essentially all assistance shown in improvements and fostering aspects of teaching.

Supervision competence is also related to the theory of human resource development where according to Flippo (1988 in the International Lecture Organization 2012) states that planned development programs will provide benefits to people in the form of increased productivity, increased morale, reduced costs, and stability and flexibility to adapt to changing external regulations. Similarly, the supervision competence of school principals who carry out training, direction, and management activities for educators to improve the teaching and learning process so that the quality of education is 1-2 stages more advanced.

Four competencies the principal must possess as a supervisor in his school:

1. Knowledge (knowledge) is information employees possess in carrying out duties and responsibilities in their field of work. The principal in supervision knowledge at SMA Se-Kota Jakarta Selatan Region 1 has good knowledge obtained through training in the mobilizer school program. The principal can supervise by being able to understand educational planning and being able to carry out his duties as a supervisor very well.
2. Skill: a person's ability to perform an activity or job. A person's skill level can be influenced through training and experience. The headmaster has expertise in carrying out duties well, which results in improving the quality of education with training provided in the driving school program
3. Ability: This ability is carried out from birth and learns from experience so that a person will determine behavior and results. The principal must be an individual who can solve the problems he faces well, which becomes his capacity to assess what has been done by the principal.
4. Attitude is the attitude of employees who can determine the good and bad of work because it will produce optimal performance if employees have a good attitude. The headmaster involves feelings, thoughts, and tendencies to act in his school so that they can be accepted or not accepted by education personnel.

According to Suhartien (2000 in Arbangi 2016: 228), some targets emphasize the supervision of school principals in the future by including:

1. Curriculum development, by controlling school principals to educators oriented to clear educational goals. With a clear, correct, and appropriate curriculum development orientation, it is hoped that development at each level of the education unit can achieve the expected quality of education.
2. Improvement of the learning process: Coaching is carried out by the principal to foster teachers' duties to educate, teach, guide, direct, train, assess, and evaluate students.
3. Staff development, direction carried out by the principal in developing and mastering teacher performance to improve teacher professionalism through supervision. Maintaining and maintaining the morale of teachers, the headmaster also monitors the training, coaching, and direction he has undertaken to measure the progress of the

driving school program, monitoring changes that focus on the resulting outputs that provide quality services.

Based on data and findings in the field, it can be analyzed that the theory has been tested and has an effect on improving the quality of education (McClelland, 1973), have been tested and affect improving the quality of education in the driving school of batch 1 at SMA Se-Kota South Jakarta Region 1 by 57.3% which was tested using simple linear regression analysis while the remaining 42.8% were influenced by other variables that were not Researched. From these aspects, the data taken in the field has a significant influence based on the data that has been described in the statistical analysis calculation section above; the following is proof of the hypothesis that exists in this study: there is a significant influence between the supervisory competence of the principal (X) on improving the quality of education in driving schools (Y) in SMA Se-Kota South Jakarta Region 1 by 57.3%.

Based on the results of these calculations, the supervision competence of school principals significantly influences the quality of education in the driving school program. This proves that the principal's contribution to educational supervision in this study means that respondents agree with what the principal does when supervising educators in his school. The objectives of the driving school program are to improve the quality of education by developing human resources in the school and improving their performance with systematic and organized procedures so that educators learn knowledge, techniques, workmanship, and expertise to improve the quality of education.

This statement can strengthen that the competence of the principal's supervision in a driving school program is essential to encourage the realization of improving the quality of education in their respective schools by creating transformations that are expected not only in education units but can trigger the creation of an ecosystem of change at the regional and national levels so that the changes that occur can be widespread and institutionalized.

## **Conclusion**

Based on research on the effect of the principal's supervision competence on improving the quality of education in driving schools conducted at SMA Se-Kota Jakarta Selatan Region 1, it can be concluded that the results of the hypothesis research produce a significant value for the effect of the principal's supervision competence (X) on improving the quality of education (Y) is a significance level of 0.001 less than 0.05 and it can be known that the calculated value is 11.058. Meanwhile, if the table obtained is 19867. Then, H<sub>0</sub> is rejected, and H<sub>1</sub> is accepted, meaning that the principal's supervision competence significantly influences the improvement of the quality of education.

Based on these conclusions, the researcher provides suggestions in order to help for the subsequent learning, these suggestions are (1) For the Principal, can determine a structured coaching ledge for teachers and other educators, such as workshops by presenting related education practitioners such as school supervisors for further coaching



of teachers in schools so that they can continue to develop human resources in their schools and can be an example for other schools in order to become Driving Schools (2) For teachers, they can re-evaluate their material and performance when teaching so that they can improve and perfect their ability to teach interestingly so as to achieve the goals of the school program or improve the quality of education (3) For further research, it is expected to utilize the results of this research as material for further study in the context of developing educational science, especially in administrative midwives Education and preferably variable development can be done, because it does not rule out the possibility that research that has many variables can get better results or conclusions and produce more references to be useful for future researchers.

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