Principal Supervision in Improving the Quality of Learning Administration Services at the State Islamic Elementary School

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ABSTRACT

This study focuses on the role of managerial supervision in enhancing learning administration services at MIN 03 Kepahiang. It adopts a descriptive research method with a qualitative approach. The research participants included the school principal, the curriculum deputy principal, and the administration head. Data were collected through observation, interviews, and documentation and were analyzed through data reduction (summarizing), data presentation (organizing information), and concluding (formulating a comprehensive description). The findings reveal that the principal and head of administration at MIN 03 Kepahiang have successfully implemented managerial supervision to improve learning administration services, which covers program planning, organizing, implementation, and evaluation. The supervision by the school principal has been carried out effectively, resulting in enhanced administrative services and overall education quality. Through structured supervision programs, supervisors have assessed, monitored, and developed the performance of learning administration services at MIN 03 Kepahiang.

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1.   INTRODUCTION

According to Law No. 20 of 2003 concerning the State Education System, the purpose of the national education system is to develop skills and shape the character and civilization of a dignified nation. This is done through a conscious and planned effort to create a learning environment where students can actively develop their potential, including religious spiritual strength, self-control, noble character, intelligence, personality, and skills needed for society, nation, and state (Afandi, Mardliyah, & Sugiarti, 2023; Basri, Nurhayuni, Hasri, & Sohiron, 2024). However, one of Indonesia's educational problems is the low quality of education at all levels of educational units, especially primary and secondary education (Annisa, Akrim, & Manurung, 2020; B, Kardini, Elshifa, Adiawaty, & Wijayanti, 2023). Various steps have been taken to overcome this, such as developing national and regional curricula, improving school management, purchasing educational facilities and infrastructure, and purchasing books and teaching materials (Sutrisno, Hayati, Saputra, Arifin, & Kartiko, 2023; Yurieva, Voropaeva, Beliakova, & Adamchuk, 2021).

Supervision is an activity carried out by supervisors of education units to assist school principals, teachers, and education personnel in developing their potential and improving the quality of education (S. Arifin, Sutama, Aryani, Prayitno, & Waston, 2023). This supervision involves several important aspects, such as (a) Development of effective personnel performance: Supervision is an activity that cannot be separated from the entire educational administration process aimed at developing the effectiveness of school personnel performance about the main tasks of education (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Hakim & Saryulis, 2023). (b) Management of school management aspects: Managerial supervision deals with aspects of school management that are directly related to improving the efficiency and effectiveness of schools, including planning, coordination, implementation, assessment, competency development of educational human resources (H.R.), and other resources (Azizi, Atlasi, Ziapour, Abbas, & Naemi, 2021; Baharun, Hefniy, Silviani, Maarif, & Wibowo, 2021). In the context of the guidelines for implementing the duties of school/madrasah supervisors, this supervision aims to assist supervisors of education units in achieving educational goals, namely developing the effectiveness of personnel performance and achieving the desired quality of education (Nilda, Hifza, & Ubabuddin, 2020; Sirojuddin, Aprilianto, & Zahari, 2021).

According to Ministry of Education Regulation No. 13/2007, one of the competencies of school/madrasah principals is supervisory competence. The principal functions as a center of the leader who organizes and manages activities to be focused, directed, and significantly improved. Principals, along with teachers, education personnel, and professional school/madrasah supervisors, can carry out their duties, roles, and functions (Gunawan, Musthafa, & Wahyudin, 2022). One of the factors that has the most significant influence on the success of a madrasah in achieving academic and non-academic achievements is the quality of the principal (Fr, Roesminingsih, & Sumbawati, 2021; Hariri, Monypenny, & Prideaux, 2016). The success of achieving educational goals is closely related to the role of the principal in supervising the performance of education and education personnel. To improve the quality of learning services and educational administration in Madrasah, principals need to ensure that collaboration between education and education personnel runs effectively and efficiently to achieve the stated educational goals (Mohammed, Tibek, & Endot, 2013).

In practice, schools have specific characteristics in implementing managerial supervision in learning administration services, including planning, implementation, evaluation, and other programs to improve learning administration services at MIN 03 Kepahiang. The results of the research observations show that managerial supervision in this school is focused on supervising the performance of subordinates by the KTU, by assessing the work performance of civil servants. However, PTT employees are assessed directly through good communication management. Principals are faced with the challenge of creating innovations in the supervision of education administration services in schools and increasing efforts in the supervision of education administration services. The aim is to report obstacles and improve learning administration services to achieve educational goals.

2. METHODS

This study was conducted as field research at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang. The researchers employed qualitative research methods with a descriptive approach to gather the necessary data. Descriptive qualitative research involves collecting data from various sources, focusing on non-numerical information (Moleong, 1989). The research subjects are key data sources that provide insights into the issues being examined and offer comprehensive information. In this case, the research subjects included the principal, the deputy principal for curriculum, the head of administration, and teachers at MIN 03 Kepahiang.

To ensure the validity of the data, the researchers used data collection techniques such as direct observations and interviews with the research participants (Rosidah et al., 2020). The goal was to collect data related to the role of the principal in enhancing teacher professionalism at MIN 03 Kepahiang. Once collected, the data was analyzed using a process that simplifies it into a more interpretable and readable format. The analysis involved data collection from research subjects, data reduction (summarizing), data presentation (organizing the information), and conclusion drawing (providing a comprehensive depiction of the findings) (Faiqoh, 2019; Lisna & Munastiwi, 2020).

3. FINDINGS AND DISCUSSION
Result
Supervisi Kepala Sekolah di MIN 03 Kepahiang

Based on the results of several researchers, it was revealed that "the implementation of supervision at MIN 03 Kepahiang involves various specific aspects. Supervision applied in the school is a type of academic supervision where the role of supervisor is carried out by external parties, namely the principal and the education office. In the context of academic supervision, the principal is also involved in monitoring the performance of education personnel during the teaching and learning process."

Internal parties, namely the school principal, carry out managerial supervision activities. The principal has a role as a school supervisor. Therefore, managerial supervision activities can be referred to as school supervision. According to the principal, "managerial supervision is an activity related to the process of supervision or monitoring related to aspects of education management that function as a support for the implementation of learning, the process of management activities of educational institutions in improving school quality."

In addition, according to the Head of Curriculum, "managerial supervision cannot be separated because, in the context of management, managerial supervision has an important role in handling administrative activities in schools, ensuring the smooth running of administrative services. The success of academic aspects cannot be achieved optimally without good

management." In addition, classroom teachers also said, "Principal supervision affects teacher performance, which can be seen from the research conducted. Principal supervision also improves the effectiveness of learning in schools, such as the development of learning processes, curriculum development, and teacher resource development. Implementing principals' academic supervision is also needed to supervise, evaluate, and improve the teaching and learning process carried out by teachers in schools. This supervision aims to construct the mindset of teachers so that they are committed and can carry out their functions and duties professionally and help teachers develop their ability to educate to achieve the learning goals set for their students."

In this context, the principal works closely with the vice principal of curriculum to coordinate the implementation of managerial supervision. The head of administration supports this collaboration, which is scheduled in a leadership meeting held every two months. The principal is responsible for overseeing this leadership meeting.

Duties of the Learning Administration Services Division
a   Administrative Management
b   Personnel administration
c   Student Affairs Administration
d   Administration of Facilities and Infrastructure
e   Administration of School Relations with the Community
f   Management of correspondence and filing administration
g   Financial administration
h   Curriculum administration
i   Special service administrator

Learning Administration Services at MIN 03 Kepahiang

The process of educational administration activities that carry out responsibilities as a basic need for every stakeholder in the world of education to provide optimal services is known as learning administration services. The research results at MIN 03 Kepahiang show that "the management of learning administration services has reached an optimal level by involving professional and competent human resources in their fields. The initial steps in learning administration services include rounding up programs in each sector of learning administration services. This step aims to facilitate the implementation of work plans, increase the effectiveness of graduated work in each administrative service area, and facilitate improvements in the realm of education to achieve educational goals effectively and efficiently."

Learning administration services at MIN 03 Kepahiang continue to strive to innovate learning administration services. The Principal explained that "to improve administrative services, it is necessary to use administrative service methods through good communication, especially between stakeholders, education personnel, and education personnel, not because of the leadership. So, you have to set a good example, such as rewarding outstanding teachers to motivate them to work. For staffing services using fingerprints, this goal aims to make it easier to check the attendance list of all teaching and education personnel , facilities, and infrastructure that support learning administration services that support serving education stakeholders."

Waka Kurikulum MIN 03 Kepahiang said that "the quality of learning administration services positively influences student satisfaction. Good learning administration services can

increase student satisfaction and make it easier for students to achieve their achievements and goals in the process of teaching and learning activities."

Principal Supervision in Improving the Quality of Learning Administration Services at MIN 03 Kepahiang

Supervision carried out by the principal to improve learning administration services is a form of supervision to provide assistance or make improvements to education personnel who are directly involved in managing learning administration activities, with a focus on achieving the goals set by MIN 03 Kepahiang. Managerial supervision is implemented as a form of professional support to the principal and all school staff, aiming to improve the quality of education delivery, especially in the aspects of management and school administration services. "The main technique in implementing principal supervision involves monitoring the performance of staffing staff, both through direct and indirect supervision." This was explained by the KTUl that "supervision activities on administrative services can be carried out with direct supervision techniques, where managerial supervisors go directly to the field to see directly, observe, examine, check, and check themselves on site, and receive reports directly from the implementers. With the supervision directly supervised by the KTUl, if there are shortcomings or improvements, they will be reported to the principal, and follow-up on these improvements will be carried out."

According to the head of the curriculum, "After managerial supervision activities are carried out in each field of learning administration services, the principal seeks to innovate by providing rewards which will motivate education personnel to further improve the performance of the quality of administrative services at MIN 03 Kepahiang." Managerial supervision assessment by the supervisor is a form of performance to determine the extent to which the program that has been designed runs as a reference in carrying out the performance of educational administration services. In this assessment, the principal conducts field supervision of the unit in the field of learning administration services, which is considered to improve every administrative service in schools and good communication in conducting inter-communication with colleagues and education stakeholders. The principal, in the context of being a supervisor, also invites students to authorize students to assess the performance of learning administration services as educational evaluation professionalism.

In this case, the class teacher also said, "The implementation of madrasah head supervision in improving the quality of learning administration services has achieved optimal results characterized by supervision carried out involving supervision planning, which is the process of initial activities in supervision to determine the objectives to be achieved by the parties concerned and determine the stages needed to achieve goals, such as involving several aspects such as summoning teachers, consulting teachers, and follow-up improvements and also involving the teaching and learning process, analysis of school administration and finance, and external analysis. In addition, it is very demanding on the knowledge, understanding of expertise, and skills of Madrasah Heads to implement it. Madrasah principals are required to understand the basic concepts of madrasah principal supervision and implement madrasah principal supervision activities in madrasahs to improve teacher performance and education quality."

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Discussion
Principal Supervision

In education, the word "supervisor" is often used to describe the principal. Principals have several responsibilities: (a) Supervisor: Principals function as supervisors in educational institutions or schools. In this role, they are obliged to foster educators and education personnel, both competent and incompetent (Sutrisno dkk., 2023). (b) Supervisor: Principals also function as school supervisors, which are carried out to evaluate, assist, and foster educators and education personnel in achieving good educational standards and academic education goals. (c) Administration: The principal is obliged to supervise and organize the administrative part of school administration, such as learning administration services. (d) Responsible: The principal is the highest person in charge of the school, and together with the school-level leadership team, they are responsible for achieving the educational goals of the school. Generally, the words "supervisor" and "supervisor" are used to describe principals in the context of education, and these roles are crucial in ensuring efficiency and accountability in the education system to achieve educational goals (Fischer, Tian, Lee, & Hughes, 2021).

The main objective of principal supervision is to improve school management, focusing on increasing educational institutions' efficiency and effectiveness. Principal supervision activities are a form of supervision related to educational management, to support the implementation of the learning process, manage educational institutions, and improve overall school performance (Bai, Feng, Yue, & Feng, 2017; Chuang, 2021). The management method involves good communication, and the principal is expected to set a good example for subordinates (Isbianti & Andriani, 2021).

Principal supervision activities monitor the implementation of national education standards and the administration of educational institutions related to evaluation to improve the quality of education and achieve academic goals. This supervision involves interaction with supervisors and involves activities to create essential conditions or conditions needed to achieve educational goals (Ghifar et al., 2019). School principals have a role as educational supervisors in the schools they lead, with duties and responsibilities to ensure the achievement of professional education and education personnel and performance that meets national education standards (Fasya, Darmayanti, & Arsyad, 2023).

Learning Administration Services in Madrasahs
Definition of Service

In Indonesian, the word 'service' is an activity of a person, group, or organization that is good, directly or indirectly, to meet needs. Service can be interpreted as the process of fulfilling needs through the activities of others directly (Azzukhrufi, Zainuddin, & Mabrur, 2023). This service can be construed as any activity or activity provided by a party to another party, which is intangible and does not result in ownership and its production may or may not be related to a physical product. Therefore, services are activities offered by individuals or organizations to consumers that are intangible and cannot be owned (Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022).

Services can be categorized into three forms: (a) Oral service: This service is carried out by officers in the field of public relations, information services, and various other fields whose job is to share understanding or explanation with anyone in need. (b) Written service: This service is very prominent in the application of tasks, not only in terms of numbers but also in terms of its role, such as filling in data or other matters related to writing. (c) Services using actions: This

service is attempted by most of the middle and basic classes. Therefore, the aspect of the ability and expertise of the officer greatly determines the results of the action or work (Institut Agama Islam Negeri Bengkulu & Sulradi, 2018).

Service Characteristics

The characteristics of good service that can provide satisfaction to consumers include:

(a) Having reliable employees, especially those in charge of dealing directly with customers or consumers. (b) The availability of good facilities and infrastructure that can support or support the smooth flow of products to customers quickly and precisely. (c) The availability of the type of product desired, so that consumers can buy a variety of products with the quality of products and services they want. (d) Responsible for every customer from start to finish. (e) Being able to serve quickly and precisely, especially when compared to competitors. (f) Able to speak, explain, and be able to capture the wants and needs of customers. (g) Guarantee the confidentiality of each transaction, especially in financial matters. (h) Have good knowledge and expertise about the products sold and other universal knowledge. (i) Able to give confidence to customers, so that customers feel confident in what the industry has tried (Sufah & Subiyantoro, 2023).

Definition of Administration

The following are experts' views on the interpretation of administration: (a) According to Sondang P. Siagian, administration is 'the totality of the application process of decisions that have been taken and the application is usually tried by 2 or more human beings to achieve predetermined goals.' (b) Liang Gie states that administration is a whole series of organizing activities for the main work carried out by a group of people working together to achieve certain goals (Devianti & Michael, 2021).

Administration in a narrower sense refers to activities related to written tasks such as correspondence, documentation, and payment. On the other hand, in a broader sense, administration encompasses a whole series of organizing and structuring activities carried out jointly to achieve certain goals, not limited to paper-based work. Therefore, administration can be interpreted as a series of actions carried out collectively, controlled, and directed toward achieving common educational goals (Hadijaya, Nasution, & Suhairi, 2018).

Learning Administration

According to Drs Melter Ngalim Purwanto, learning administration is the process of directing and integrating all aspects related to the achievement of learning goals, including personal, spiritual, and material aspects. Meanwhile, according to the Indonesian Ministry of Education, learning administration is the totality of joint activity processes in the field of learning which includes planning, organizing, directing, coordinating, supervising, financing, and reporting, using existing facilities, both personal, material, and spiritual, to achieve learning goals efficiently and effectively. Hadari Nawawi also argues that learning administration is a series of activities or a totality of processes controlling the cooperative efforts of several people to achieve learning goals systematically organized in certain areas, especially in formal learning institutions (Fathih & Muhlis, 2023).

Functions of Learning Administration

In general, there are 8 functions of learning administration: (a) Planning: Includes what is to be done, as well as the method of doing it. (b) Organizing: The activity of structuring,

arranging, and rounding out the work between people to achieve learning administration goals. (c) Coordinating: Efforts to avoid confusion in roles, bringing people, materials, inspiration, methods, and goals into a harmonious and productive bond. (d) Communicating: The dissemination and delivery of ideas and intentions, both in writing and orally. (e) Supervision: The process of monitoring learning programs that must be carried out carefully so that learning objectives can be achieved. (f) Staffing: Striving so that those chosen to occupy certain positions are people who have the expertise and capabilities for the position given. (g) Budgeting: The budget planned and realized for the achievement of learning administration objectives. (h) Evaluating: Assessment activities that aim to study and recognize the effectiveness of the implementation of the totality of organizational processes to achieve results according to the program set about achieving educational goals (I. Arifin, Juharyanto, Mustiningsih, & Taufiq, 2018).

Table 1. Principal Supervision in Improving the Quality of Learning Administration Services in Madrasah

NO	NAME/YEAR	TITLE	RESULTS
1	Dinan Ananda/ 2022	Effectiveness of Education Administration Services at MAN 1 Hulu Sungai Utara	The results of this study indicate the ineffectiveness of Administrative Services at Madrasah Aliyah Negeri 1 Hulu Sungai Utara, including 1). The absence of PTSP services, 2). Lack of administrative service facilities, 3). There is a miss of communication (Ananda et al., 2022).
2	Sarifudin/ 2019	Implementation of Principal Supervision of Teacher Performance to Improve the Quality of Learning in State Madrasah Ibtidaiyah (Min) Bogor City	Principal supervision has provided motivation to teachers as the spearhead of success in educating students, conducting classroom visits, in the form of occasional observation activities, following up with individual talks between principals and teachers, evaluating the supervision program carried out by the principal, and assisting by the vice principal for curriculum towards the end of the semesterly activities (Sarifudin, 2019).
3	Khalimatus Sa'diyah/ 2021	Leadership of Madrasah Heads in Improving Academic Administration Services at Ma Futuhiyah Jeketro Grobogan Regency, Central Java	Improving facilities and repairing damaged administrative service facilities and infrastructure, Motivating teachers and employees as well as encouraging and rewarding employees who have worked optimally, and Improving the quality of human resources such as providing training and coaching in academic

			administration services (Sa'Diyah, n.d.).
4	Enilawati/ 2022	Supervision Improving the Quality of Learning Evaluation at State Elementary School 114 Rejang Lebong	Supervision needs to cover the entire learning program which consists of planning, implementation, and evaluation or final assessment of learning. Assessment of learning design includes aspects of competencies developed, learning strategies chosen, and program content. Assessment of the implementation of the learning program seeks to assess how high the level of quality of learning carried out by teachers (Warlizasusi & Harahap, 2022).
5	Mohamad Tohar/ 2022	Managerial Supervision in Improving Education Administration Services at SMA Negeri 1 Jonggat	The implementation of managerial supervision at SMAN 1 Jonggat carried out by the principal and head of administration in improving education administration services includes program planning, organization, implementation, and evaluation. The managerial supervision carried out has been carried out optimally so that it can improve administrative services and improve the quality of education in schools (Tohar, 2022).

From the results of these five studies, it is stated that principal supervision in administrative service activities is very important to optimize or improve services to achieve goals. The main issue that distinguishes these studies is that the five researchers above focus more on supervision in evaluating administrative services in the field of education in schools or madrasahs. Meanwhile, this research focuses more on principal supervision in improving the quality of learning administration services at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang.

Learning Administration Supervision Planning

Learning supervision planning is the process of determining the activities that will be carried out in implementing learning supervision. This is important to achieve the purpose of supervision, which is to encourage teachers to develop their competence to achieve better results. Planning for learning supervision includes preparing documents on teacher assistance activities, determining goals, programs, time allocations, achievement targets, learning strategies, and managing available resources. Supervision steps include discussions between supervisors and principals, preparation of work plans for a certain period, use of recording tools to provide feedback, and assessment of the learning process in the classroom (Rosyadi, Aprilianto, & Rofiq, 2023).

Learning supervision planning also involves activities such as forecasting, establishing objectives, and programming, which are part of the planning activities organized by a manager to think ahead and make decisions. With careful planning, learning supervision can be implemented effectively and efficiently, so that educational goals are achieved as expected (Lambrecht dkk., 2022).

Implementation of Learning Supervision

Supervision activities carried out by madrasah heads are by the plans outlined in the supervision programs, including the learning supervision implementation document. The implementation of this supervision is not only the responsibility of the madrasah principal but also involves madrasah supervisors. Learning supervision can be carried out in various ways, and the techniques used can be classified into two, namely individual techniques and group techniques. In the supervision activities of madrasah principals, the principles of supervision and approaches as described in the source are used. The principles of supervision adopted include scientific, democratic, cooperative, constructive, and creative principles. In the democratic principle, the assistance provided to teachers is based on a familiar human relationship, so that teachers feel safe to develop their duties (Sunardi & Satori, 2024).

Some formulations of the steps in the implementation of learning supervision carried out by the madrasah head include (a) Notification and rounding up the supervision schedule. (b) Direct checking of learning tools. (c) Conducting class visit supervision. (d) Evaluation and follow-up of the implementation of supervision. (e) Developing the curriculum according to the needs of the community. (f) Innovating approaches and methods of supervision. (g) Providing free internet services to teachers. (h) Conducting guidance and mentoring to teachers on an ongoing basis.

The implementation of learning supervision also uses individual techniques and group techniques. Individual techniques include classroom visits, classroom observations, personal conversations, intervisitation, and self-assessment. Group techniques include orientation meetings for teachers, teacher meetings, discussions, exchange of experiences, workshops, symposiums, teaching demonstrations, office libraries, and school trips for staff members.

The successful implementation of learning is highly dependent on the mastery of supervision techniques. The application of supervision techniques is the key to achieving predetermined goals and an indicator of school progress. When conducted with appropriate principles and approaches, learning supervision can improve the quality of the learning process. As a supervisor, understanding the role and function of the supervisor in helping teachers improve the quality of learning in madrasah is very important. The learning supervision programs must be carried out consistently to improve the learning process that has not been effective and make it more effective and meaningful (Z. Arifin, 2018).

Evaluation of Learning Administration Supervision

Evaluation of learning supervision is an estimation of the implementation of learning supervision to assess the effectiveness and progress to achieve the predetermined learning supervision objectives. In evaluating learning supervision, some aspects that need to be considered include: (a) Teaching improvement: Involves elements in determining changes that occur in a certain period, both in personnel, material, and operational aspects. (b) Principals, teachers, and students: Supervisors and teachers work together to bring about changes in learners. (c) Scope of learning supervision: Involves all components related to the

implementation of learning supervision, including personnel, material, and operational aspects (Azis, Abou-Samra, & Aprilianto, 2022; Huda, 2020).

Evaluation of learning supervision programs not only evaluates a learning design but also the implementation process and results of educational supervision. The scope of educational supervision evaluation includes all components related to the implementation of education supervision, including personnel, material, and operational aspects of learning supervision. Every activity carried out by humans must have a certain purpose because activities that have no purpose are activities or work in vain. A study entitled 'Evaluation of the Indonesian Language Learning Programme at SD Mutiara Harapan Islamic School' discusses the evaluation of the Indonesian language learning programs at a primary school (Iskandar, 2020). The implementation of evaluation includes seven elements, namely determining the focus of the evaluation, preparing the evaluation design, collecting information, analyzing and interpreting information, rounding up the report, managing information, and evaluating the evaluation process itself (Brito, Rodríguez, & Aparicio, 2018; Fathi, Fontes, Urenda Moris, & Ghobakhloo, 2018).

The madrasah head conducts an evaluation based on the records of classroom visits to teachers every year. This evaluation analyses and provides input in rounding out the coaching program for teachers in the following year. The results of the observations are discussed openly between the madrasah head and teachers at the follow-up stage. In addition, the madrasah head also compiles reports on the results of supervision, analyses, processes data, and solves problems to benefit the classroom learning process.

Providing regular activity reports is a transparent and detailed manifestation of all tasks that have been completed. This report is prepared every month and has a crucial role in overseeing the work program and being a form of accountability for each supervisor to implement their duties (Munjin & Rosyadi, 2021). The accountability report for program implementation shows the consistency of the madrasah head's performance towards teachers in the madrasah and the achievement of educational goals. From this description, it can be concluded that supervision carried out by madrasah principals of teachers in the learning process is their duty and responsibility in organizing education in madrasah. Therefore, supervision must be carried out appropriately and effectively to assist teachers in learning activities in madrasah.

4. CONCLUSION

This study revealed that managerial supervision conducted by principals at MIN 03 Kepahiang has significantly improved learning administration services. The supervision process is carried out through program planning, implementation, and evaluation involving the principal, administrative head, and supervisor. The supervision approach has positively impacted the development of administrative performance, especially in curriculum management, student affairs, facilities and infrastructure, and finance. The results of this study indicate that the implementation of principal supervision has been optimal, contributing to the improvement of the quality of learning services and administration in the school. For future research, it is recommended to further explore how managerial supervision can be integrated with technology-based approaches in education administration management. In addition, research could be directed toward understanding the more in-depth influence of supervision on

other aspects of school management, such as human resource development and innovation in learning.

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