

The Role of the Madrasah Principal's Supervision in Enhancing the Performance Quality of School Administrative Personnel

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ABSTRACT

The supervision of the madrasah principal plays a vital role in guiding and developing administrative staff to work optimally through coaching, evaluation, and human resource empowerment approaches within the madrasah administrative environment. This study aims to analyse the influence of the principal's supervision on the quality of administrative staff performance and to identify problems and solutions for improving administrative performance. The research employs a qualitative case study approach. Data were collected through interviews, observations, and documentation, and were analysed using data condensation, data display, and conclusion drawing. The findings reveal that the principal supervises through annual planning, direct observation, two-way communication, and regular evaluations. The supervision includes aspects of discipline, service, and the use of technology. Evaluations are carried out through meetings and feedback, followed by training, task restructuring, and mentoring. This participatory approach encourages performance improvement and fosters a reflective and adaptive work culture within the madrasah administrative environment. The principal's supervision creates a more orderly, professional, and collaborative work environment. Administrative staff become more disciplined, productive, receptive to feedback, and adaptable to changes and technology. Conclusion: The principal's supervision contributes significantly to improving the performance of administrative staff through observation, evaluation, coaching, training, and a participatory and communicative approach that fosters a conducive work atmosphere.



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A. INTRODUCTION

Education is a conscious and planned effort to create a learning environment to optimally develop students' potential by national standards to produce high-quality individuals (Muspawi & Claudia, 2018; Triatna, 2015). A key dimension of quality school services includes access and equity, where all students must have equal access to educational resources and opportunities as

a foundation for quality education (Sayyad et al., 2024). Technological integration is also essential, such as using biometrics for attendance and digitalizing administrative processes to enhance service quality and efficiency (Balcita & Palaoag, 2020). Furthermore, identifying key determinants of educational service quality remains both a challenge and an opportunity, serving as the basis for formulating service improvement strategies (Ciarko, 2022).

Administrative staff in educational institutions play a critical role in supporting educational services. They assist teachers and students by providing essential resources and a conducive learning environment (Mahyutan et al., 2020). Their responsibilities also include managing administrative tasks efficiently through online systems (Nasution & Yudha Regif, 2020), and implementing institutional policies vital to operational sustainability and educational reform. Strengthening their executive capacity supports the implementation of new policies (Wei & Wang, 2022). They are involved in strategic planning, financial management, and staff recruitment in educational program management. To address these challenges, targeted training is essential (Bidwell et al., 2025).

Professional development is crucial for administrative staff to perform their duties effectively. Continuous professional development enables them to improve their skills and adapt to the evolving educational landscape (Pant, 2024). On-the-job training is also provided to meet the specific needs of administrative personnel (Nwanwene, 2023). Modern technologies such as AI and digital communication tools are key in improving work efficiency (Nekhass et al., 2024). The effectiveness of administrative staff directly impacts the quality of educational services, including improved school management and smoother communication (Wiyono et al., 2023). Leveraging technological solutions helps address various challenges in school administration (Jesus-Silva et al., 2023).

School administration is a vital component that significantly affects the smooth implementation of teaching and learning processes, which is why it has become a growing research focus. At MTsPN 4 Medan, there are only three administrative staff handling all school administrative duties, while according to the 2008 Ministry of National Education Regulation, there should ideally be eight. This condition demands an active role from the school principal as both a leader and supervisor, guiding, training, and building strong working relationships with administrative staff to improve their performance. Currently, their performance is suboptimal, as seen in the backlog of tasks and additional duties outside their job descriptions, such as duplicating teacher instruments and assisting with teacher performance evaluations. This study aims to describe the current performance level of administrative staff and identify the supporting and inhibiting factors in improving the quality of education.

School principals supervise administrative staff, a crucial element in educational effectiveness. The role of the principal has shifted from merely administrative to instructional leadership to enhance student learning outcomes (Thessin & Louis, 2019). However, complex responsibilities such as curriculum development, data analysis, and discipline management require effective supervision of administrative personnel (Gholamshahi, 2017). A collaborative approach through cooperation and tailored support has created a more conducive work environment (Thessin & Reyes, 2022). Professional development is also necessary for principals and their staff (Widiharti, 2019). Time constraints can be addressed through time management and task delegation (Van Regenmorter et al., 2025), while applying bureaucratic principles increases efficiency (Nwafor & Ololube, 2024). Effective supervision has been shown to improve

school climate and student achievement (Sanfo, 2020).

The principal's supervision of administrative staff is key to improving education quality. Effective oversight supports instructional leadership and enhances learning outcomes (Saltzman, 2016). In school improvement, collaboration between principals and supervisors is essential in driving changes in leadership practices (Thessin & Reyes, 2022). Continuous professional development is also needed so principals possess sufficient administrative and instructional competencies (Al-Khamis & Al-Qahtani, 2023). Supervision plays a role in operational efficiency through proper planning and coordination (Altinay et al., 2018). However, challenges such as the dual roles of managerial and instructional leadership require clear role definitions and specific training (Rainey & Lydia, 2020). A strong support system and structured evaluations and feedback are essential to establishing effective supervision practices (Rogers et al., 2018; Deniz & Erdener, 2020).

This study aims to analyze the extent to which the supervision of the madrasah principal influences the improvement of administrative staff performance at MTsPN 4 Medan. This study also seeks to identify the challenges faced by administrative staff and formulate appropriate solutions to enhance their work effectiveness. The findings show that planned and continuous supervision by the madrasah principal increases motivation, responsibility, and productivity among administrative staff. The impact of this research is expected to serve as a reference for madrasah principals in implementing more effective supervision strategies to create a professional and efficient school administration management system.

B. RESEARCH METHODS

This study was conducted at MTsPN 4 Medan using a qualitative approach through a case study method. This approach was chosen because it is considered capable of providing an in-depth and comprehensive description of the madrasah principal's supervision phenomenon in improving the quality of administrative staff performance. The primary focus of the study includes two aspects: first, the implementation of academic supervision by the madrasah principal; and second, the impact of such supervision on the performance of administrative staff.

Data collection was conducted using three main techniques: in-depth interviews with the principal and administrative staff to explore the informants' perceptions, experiences, and understanding of the supervision process; direct observation of supervision activities and administrative task implementation to observe the actual supervision practices and how administrative staff perform their duties after receiving supervision; and documentation related to supervision programs and administrative performance reports through relevant written evidence.

Data analysis was carried out in three stages: condensation, display, and conclusion drawing. In the data condensation stage, the information obtained was summarized and focused on key points relevant to the research focus. Subsequently, the data were presented systematically to facilitate understanding and further analysis. Finally, the researcher drew conclusions based on patterns and findings emerging from the data. To ensure data validity and reliability, triangulation techniques were employed, including source triangulation (comparing data from various informants), method triangulation (comparing results from interviews, observations, and documentation), and confirmability (ensuring that others can verify data and researcher interpretations). This approach guarantees the research findings are accurate, objective, and

accountable. The research questions in this study are:

1. How is the principal's supervision process towards administrative staff at MTsN 4 Medan?
2. How does the principal's supervision impact administrative staff at MTsN 4 Medan?

The conceptual framework of this study is illustrated in the following figure:

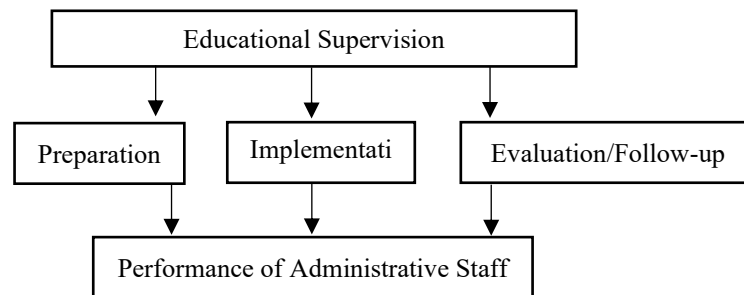


Figure 1. Conceptual Framework

C. RESULTS AND DISCUSSION

1. Stages of Educational Supervision by the Principal of MTsN 4 Medan

The supervision conducted by the madrasah principal at MTsN 4 Medan plays an important role in guiding the administrative staff to work optimally through coaching, evaluation, and empowerment of human resources. Academic supervision focuses on improving the quality of teachers' learning through guidance and consultation within a professional dialogue. In the Islamic concept, the highest form of supervision is carried out directly by Allah SWT, thus every individual believes that he always monitors all their actions. This awareness encourages responsibility and integrity in carrying out duties as administrative staff or educators within the madrasah environment. The principal's important role in educational supervision is maintaining the school's quality sustainably and providing input on effective and optimal supervisory strategies and techniques (Baidowi & Syamsudi, 2022). The professional attitude and actions of the principal in leadership, including supervision, teacher development, decision-making, and improving the quality of education, are crucial (Rosyadi et al., 2023). The principal's strategy in implementing quality management is to plan, monitor, evaluate, and enhance the quality of education services in an Islamic-based school (Febrina & Sesmiarni, 2024). The madrasah principal carries out supervision through:

a. Supervision Planning

The principal of MTsN 4 Medan conducts supervision systematically through a communicative and coaching approach. Supervision is based on an annual program that includes schedules for monitoring, evaluating, and coaching administrative staff performance. The supervision focuses on discipline, productivity, service to stakeholders, and the utilization of technology. Supervision activities are conducted through daily monitoring, monthly evaluations, and direct coaching. Additionally, the principal designs internal training and organizes administrative staff work schedules to improve administrative personnel's performance and professionalism within the madrasah environment.

Educational supervision planning is a strategic process involving several essential components to improve the overall quality of education. One of the main components is a long-term personal development plan, supported by regular meetings between students

and educational supervisors, covering career planning and emotional support (Clarke, 2020). Furthermore, supervision must be integrated into strategic leadership, emphasizing compliance with regulations such as adequate staff ratios in early childhood education institutions (Soukainen, 2023). Supervisory practices should also reflect collaborative and inclusive leadership, focusing on justice-based decision-making and professional development (Bush et al., 2022). Finally, a systematic and data-driven approach is vital for evaluating and refining educational practices based on empirical evidence (White et al., 2025).

Modern educational supervision planning needs to adapt to technological and pedagogical innovations. Advanced technology and innovative learning methods, such as learner-centered education, are crucial in meeting contemporary educational needs (Nakamura, 2022; Raina, 2021). Moreover, quality and equity in education should also be emphasized by ensuring fair access to resources and learning opportunities for all students, regardless of background (Caillods, 2015). However, implementing supervision faces challenges such as systemic barriers and resource limitations. Therefore, effective communication and stakeholder collaboration are key to overcoming these obstacles (Yani et al., 2024). Educational supervision should also be directed toward future planning, preparing students to face global changes by integrating civic education to foster social responsibility and moral values (van der Walt, 2020).

b. Supervision Implementation

The supervision conducted by the principal of MTsN 4 Medan is carried out with a participatory principle, involving the administrative staff to improve work quality. It is performed directly through observation and indirectly through work reports. Two-way dialogue serves as a medium to identify obstacles and provide constructive solutions. Supervision not only focuses on assessment but also mentoring. Supervising activities are conducted periodically, including observing teaching and administrative staff performance. The supervisory team consists of the madrasah principal, supervisors, and the vice principal, who acts as the recorder. This approach encourages active involvement and improves professionalism among all madrasah elements.

The implementation of educational supervision in India has undergone significant transformation following the enactment of the National Education Policy (NEP) 2020. This policy emphasizes using information and communication technology (ICT) to enhance skill development and globalize higher education in India (Chattopadhyay, 2022). The policy has been implemented comprehensively since 2023, covering all primary and tertiary education levels (Aswale et al., 2024). In this context, educational supervisors, such as the Core Curriculum, play an important role in curriculum implementation through regular meetings, career planning, and pastoral support (Clarke, 2020). Supervision is more supportive and adaptive, encouraging teachers to be reflective and follow current educational trends and methods (Alkaabi, 2023).

The use of ICT in instructional supervision has increased, with platforms such as Google Meet, Zoom, and WhatsApp utilized to support supervision activities, including planning, implementation, and evaluation of follow-up results, as observed in senior high schools (SMA) and vocational high schools (SMK) in Malang City (Prestiadi et al., 2022).

However, challenges remain, such as at Madrasah Aliyah Sungai Penuh, where academic supervision was suboptimal during the pandemic due to weak compliance with government regulations and limited effectiveness of online supervision (Alwis et al., 2021). Conversely, educators' creativity positively impacted student performance and institutional adaptability (Ahmed & Saberi, 2024). Supervision is also applied in early childhood education (PAUD), including periodic evaluation of teacher-child ratios in daycare centers in urban areas (Soukainen, 2023).

c. Evaluation and Follow-up

After supervision, the principal of MTsN 4 Medan prepares reports and provides feedback personally and in work meetings. Follow-up actions include internal training, task redistribution, and appointing mentors for new administrative staff. Evaluation is essential to assessing administrative performance and is conducted periodically through evaluation meetings, work analysis, and input from teachers, students, and management. Evaluation not only assesses outcomes but also processes and work attitudes. Evaluation results are used for coaching, training, and task restructuring. The principal provides direct guidance, develops structured work schedules, and establishes clearer performance indicators. If issues such as disorganized archiving are found, technical training is conducted. Assistance is also provided to administrative staff who require further guidance by appointing experienced colleagues as mentors. This strategy improves competencies while fostering a spirit of teamwork. The supervision process becomes meaningful as it is oriented towards human resource development, not merely monitoring. The principal is a change facilitator, creating a reflective and adaptive work culture. Administrative staff are encouraged to be open to self-evaluation and task renewal. This approach positively impacts the overall quality of administrative services, creating a more professional, collaborative, and responsive work environment.

Follow-up of educational supervision results is vital to improving teaching quality through technology integration and instructional leadership. Instructional leadership has been proven to affect teacher performance and student learning outcomes significantly (Arisah et al., 2024). In Malaysia, the Education Blueprint 2013–2025 emphasizes the importance of high-performing school leaders through programs such as NPQEL (Ng, 2017). Collaborative professional development models are also implemented, involving planning, classroom observation, feedback, and joint reflection (Volante et al., 2023). The focus on quality and performance is reinforced through a STEM approach in supervision (Suherman et al., 2023). However, challenges remain, such as variations in lecturer participation based on career level, necessitating tailored supervisory approaches (Anstey et al., 2022).

2. Impact of Educational Supervision by the Principal of MTsN 4 Medan

The supervision conducted by the principal of MTsN 4 Medan plays a strategic role in creating a conducive and professional work environment. Administrative staff receive clear guidance regarding their tasks, responsibilities, and expected work standards through planned and continuous supervision activities. Supervision also serves as a means for self-evaluation for administrative personnel, encouraging improvement of weaknesses and enhancing the quality of administrative services. Thus, supervision directly contributes to improved performance individually and as a team overall. The principal's supervision at MTsN 4 Medan

has a strategic role in fostering positive changes in the work environment for administrative staff. An previously passive and less structured environment has transformed into one that is more orderly, systematic, and professional. Supervision functions not only as a control mechanism but also as coaching that builds employee confidence, discipline, and responsibility. A collaborative work culture open to improvement has been established through consistent and continuous supervision. Supervision also creates a more conducive working atmosphere, fosters motivation, and increases a sense of belonging to the institution. As a result, the quality of administrative services improves, supporting the overall effectiveness of madrasah management. Psychosocial factors such as workplace friendships can enhance job satisfaction and organizational commitment, while negative behaviors like bullying can damage psychological well-being but may be minimized through a supportive organizational culture (Chen et al., 2024; Tubussum et al., 2025).

Administrative staff at MTsN 4 Medan show improvements in various aspects, such as punctuality, neatness in document archiving, and faster, more accurate service quality. They also better understand their duties and responsibilities, can complete tasks more efficiently, and have become accustomed to using technology to support their work. The use of devices such as computers and the EMIS (Education Management Information System) application has become increasingly optimal, even among previously less skilled employees. Administrative staff carry out routine tasks and have started innovating in work procedures, and have become more adaptive to technology use. The principal's supervision also encourages a more positive work attitude. Administrative staff become more proactive, open to feedback, and build more harmonious working relationships among colleagues. Supervision is no longer viewed solely as a form of oversight but as a means of self-development and improving work quality. The overall impact of this supervision process is increased productivity, work motivation, and a sense of belonging to the institution, all of which collectively contribute to enhanced administrative performance at MTsN 4 Medan. Work motivation correlates positively with increased productivity, job satisfaction, and employee commitment, as motivated individuals tend to be more engaged and dedicated to completing their tasks (Hoxha & Ramadani, 2024; Marta et al., 2021).

The principal's supervision also strengthens interpersonal communication between leadership and administrative staff. An open and supportive principal creates a positive work atmosphere and encourages work enthusiasm. Discussion forums and joint evaluations strengthen harmonious working relationships, where each team member feels heard and valued. This positive psychological impact makes administrative staff more enthusiastic about working and internally motivated to continue developing. Communication between the principal and staff becomes more open, enabling problems to be resolved through discussion. Although the supervision by the principal of MTsN 4 Medan runs fairly effectively, some obstacles remain in its implementation. These include the principal's limited time, having to divide attention between managerial duties and supervision, and limited supporting facilities such as computers and stable internet connections. Additionally, the varying capabilities of administrative staff present challenges in conducting equitable supervision. However, the principal addresses these obstacles through personal approaches and gradual additional training.

D. CONCLUSION

The educational supervision conducted by the principal of MTsN 4 Medan aims to improve the quality of administrative staff performance through consistent and continuous coaching, evaluation, and human resource empowerment. This activity is carried out in three main stages: planning, implementation, and evaluation. The planning stage includes preparing an annual work program, task scheduling, and implementing internal training to enhance staff competence and professionalism. During the implementation stage, supervision is carried out in a participatory manner through direct observation, collection of work reports, and two-way discussions to identify and solve problems. The evaluation stage is conducted regularly through evaluation meetings and direct feedback to staff, followed by additional training or reassignment if needed. The principal also appoints mentors to assist new employees and provides technical guidance. This supervision is intended for oversight and building an adaptive, collaborative, and reflective work culture. Supervision practices have evolved from rigid control into collaborative and reflective approaches by integrating adult learning theories and clinical supervision models focusing on instructional improvement (Alkaabi, 2023; İrbán, 2023). The impact of this supervision is evident in improved discipline, administrative services, use of technology, and the establishment of harmonious working relationships. Personal approaches and gradual training address challenges like time constraints and limited facilities.

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This study examines the implementation of educational supervision by the principal of MTsN 4 Medan in improving administrative staff performance. The findings show that planned, participatory, and continuous supervision positively impacts discipline, professionalism, and the use of administrative technology. Supervision also promotes the creation of a collaborative and responsible work culture. The authors thank the principal, administrative staff, and all parties who contributed to this research. It is hoped that the results of this study can provide benefits for the development of quality education management in madrasah environments.

AUTHOR CONTRIBUTIONS

- Author 1 : Designed the research methodology framework, developed interview and observation instruments, conducted data analysis, and wrote the methodology discussion and results interpretation.
- Author 2 : Conducted field observations and interviews, processed and categorized field data, and prepared the final research report.

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