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Improving School Supervisors' Understanding of Personality and Professional Competencies through Participatory Workshops

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Abstract

The reality in the field often shows that the role of supervisors is not optimal, various challenges such as the unbalanced ratio of supervisors and schools, high administrative burden, and the need for in-depth understanding of the latest education policies and practices, hamper the effectiveness of supervisors in carrying out their mentoring and empowerment functions. The main objective of this community service activity in the form of a participatory workshop is to increase the understanding and capacity of school supervisors regarding personality and professional competencies in carrying out their strategic roles. The method of this workshop is a hybrid of online and offline approaches, utilizing the participatory learning and action (PLA) approach, which is a participatory approach based on adult learning. The total number of participants was 25, comprising 12 who participated offline and 13 who participated online. Participants are selected school supervisors from PAUD, SD, SMP, and SMA levels. The implementation took place in November 2024. Offline activities were conducted at SDN Jawa 5, Banjar Regency, South Kalimantan, and online activities utilized virtual media via Google Meet. The results of community service activities through school supervisor workshops include increased personality competence and professional competence among school supervisors who participate in the workshops. This is evidenced by the participants' ability to develop a follow-up plan in the form of a school mentoring design based on a needs analysis and following the flow of stages according to the mentoring guidelines. Overall, it is expected that through this community service activity, there will be an increase in the competence of school supervisors in carrying out their strategic role.

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INTRODUCTION

The current condition of the roles, duties, and functions of school supervisors in Indonesia, covering PAUD, SD, SMP, and SMA levels, shows significant dynamics and challenges in efforts to improve the quality of education (Kartika, 2023; Muani et al., 2024). School supervisors are required to not only carry out administrative functions and academic

supervision but also act as mentors, facilitators, and evaluators who are able to empower principals and teachers in developing learner-centered learning (Rahmah, 2018) Perdirjen GTK Tentang Peran Pengawas Sekolah Dalam Implementasi Kebijakan Merdeka Belajar Pada Satuan Pendidikan, 2023). However, the implementation of this role is often faced with various obstacles, including a non-ideal ratio of supervisors and education units, limited understanding and skills of supervisors in implementing the latest education policies (such as the Merdeka Curriculum), and administrative demands that sometimes hinder the focus on mentoring and substantially improving the quality of learning (Marmoah, 2016; Mulyasa, 2022).

Among these challenges, the limited understanding and skills of supervisors regarding the latest policies, as well as administrative demands that undermine substantive focus, are the core issues that need to be prioritised for resolution through capacity building. Strengthening the capacity of school supervisors through continuous training that is relevant to field needs is crucial to optimising their role in creating a quality education ecosystem (Komalasari & Wahyudi, 2025). The lack of adaptive competencies directly impacts supervisors' ability to provide transformative guidance, thereby hindering educational innovation within educational institutions. Therefore, addressing competency gaps through structured training interventions is essential to ensure that supervisors can effectively drive educational quality improvement in alignment with curriculum policy directions.

School supervisors play a crucial role in the education ecosystem as the frontline in quality assurance and improvement. As government representatives at the education unit level, supervisors are responsible for conducting academic and managerial supervision, mentoring principals and teachers, and monitoring the implementation of education policies (Hajani et al., 2022; Jf et al., 2022). Among the objectives of supervision is to foster teachers to improve the quality of the learning process (Khobir et al., 2021). The quality of supervisors' performance directly correlates with the effectiveness of school management and the quality of learning received by students (Priatna, 2017). Amid the dynamics of curriculum changes and the demands to improve the competence of teachers and school principals, the role of supervisors becomes increasingly vital in ensuring that each educational unit is able to adapt, innovate, and continuously improve the quality of its educational services.

However, the reality on the ground often shows that the role of supervisors is not optimal (Iskandar, 2016; Kuraesin, 2020; Musdalipa et al., 2021). Challenges such as the unbalanced ratio of supervisors to schools, high administrative burdens, and the need for an in-depth understanding of current education policies and practices hinder the effectiveness of supervisors in carrying out their mentoring and empowerment functions. This underscores the urgency of continuing to develop the competencies of school supervisors, equipping them with relevant knowledge, skills, and understanding to be able to play a strategic role in realizing quality and learner-centered education at all levels.

This workshop offers solutions to the challenges of the school supervisor role through an andragogy-based participatory approach, specifically designed to enhance understanding of the personal and professional competencies of school supervisors. Through a series of personal experience reflection sessions, in-depth discussions on the facts and challenges of the task, exposure to relevant materials based on the latest regulations, and reflection on the mentoring model, the workshop empowered school supervisors to reflect on their practice, identify areas of self-development and interpret the application of the professional competency model in mentoring tasks. Furthermore, preparing a structured follow-up plan is a concrete step to internalize the understanding gained and apply it to build a student-centered education unit transformation ecosystem.

The primary objective of this community service activity, in the form of a workshop, is to enhance the understanding and capacity of school supervisors in fulfilling their strategic role. Specifically, this workshop aims to:

1. Improve school supervisors' understanding of the importance of continuous self-development based on reflection on the practice of mentoring education units.
2. Deepen school supervisors' understanding of the key skills contained in the personality and professional competencies relevant to their duties.
3. Facilitate school supervisors' understanding of the application of the professional competence model in implementing mentoring tasks within educational units.

This activity holds significant importance in efforts to enhance the overall quality of education. First, by equipping school supervisors with a deeper understanding of reflection-based self-development, it is expected that they will be able to serve as examples and encouragement for principals and teachers to continue learning and innovating. Second, a strong understanding of personality and professional competencies will increase the effectiveness of supervisors in guiding and evaluating the performance of educators and education personnel. Third, the ability to interpret and apply the professional competency model in mentoring will empower supervisors to provide more targeted support and have a positive impact on efforts to build an ecosystem of transformation within education units, ultimately benefiting students. Thus, this workshop directly contributes to strengthening the capacity of human resources in the supervisory line, which will ultimately lead to improved quality of learning and education at various levels.

METHODS

The method of this workshop is the application of the participatory learning and action (PLA) approach (Townsend et al., 2003), a participatory approach based on adult learning. This approach is relevant because it applies the principles of active participant involvement from start to finish, using experience as the basis of learning, and is collaborative, focusing on problems and issues relevant to participants' work, and problem-solving oriented. Implementation of hybrid, online, and offline activities. The total number of participants was 25, comprising 12 who participated offline and 13 who participated online. Participants are selected school supervisors from PAUD, SD, SMP, and SMA levels. The implementation took place in November 2024. Offline activities were conducted at SDN Jawa 5, Banjar Regency, South Kalimantan, and online activities utilized virtual media, including Google Meet.

The material presented is in the form of a supervisor competency model (personality and professional) based on Perdirjen 7328/B.B1/HK.03.01/2023 (Perdirjen GTK, Kemendikbudristek Tentang Model Kompetensi Pengawas Sekolah, 2023) and material on the roles and duties of school supervisors based on Perdirjen 4831/B/HK.03.01/2023 (Perdirjen GTK Tentang Peran Pengawas Sekolah Dalam Implementasi Kebijakan Merdeka Belajar Pada Satuan Pendidikan, 2023). The flow of workshop activities can be seen in the following Figure 1.

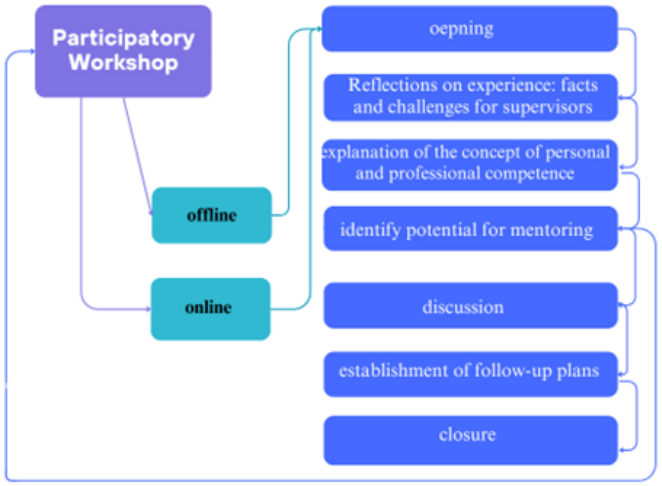

Figure 1 Flowchart of participatory workshop activities

In the implementation of activities, both online and offline, the flow used is as illustrated in the flow above. The activity begins with an opening that includes an explanation of the agenda and the objectives, as well as an agreement on the rules of conduct during the activity. Second, participants reflected on their personal experiences of their roles and duties as school supervisors, discussed the facts that occurred, and identified the challenges faced in carrying out their duties. Third, the resource person presented material on the roles and duties of school supervisors, as well as the competencies required, as outlined in the Perdirjen. Fourth, participants reflected on the circle of school supervisor mentoring models in schools, building an ecosystem for the transformation of educational units. At this stage, participants shared good practices and identified future challenges. Then identify the support needed to improve the quality of mentoring. In the fifth stage, participants developed a follow-up plan for carrying out the task of mentoring schools. The six activities ended with a simple game to reflect on the activities, and closed with a prayer together. The indicator of the success of this activity is the participants' increased understanding of the roles and duties of school supervisors related to the personality competence and professional competence of a supervisor.

RESULTS AND DISCUSSION

The results of community service activities through school supervisor workshops were an increase in participants' understanding of the personal and professional competencies of school supervisors who participated in the workshops. Understanding was measured through a self-knowledge survey, in which participants wrote self-reflections that were compared before and after the activity by writing follow-up plans. The success of this activity was demonstrated by the participants' ability to develop follow-up plans in the form of school mentoring designs based on needs analysis and following the stages outlined in the mentoring guidelines.

In the initial activity, all participants reflected on the results of school mentoring that had been carried out so far. The mentoring challenges experienced by the participants were very diverse. Starting from the lack of teacher knowledge of curriculum demands, such as differentiated learning, hesitation in implementing learning communities, and the state of teachers who are not confident to share good practices with others. Good practices implemented by supervisors are helping schools establish learning communities. The

positive impact of supervisors' assistance to principals and teachers is the improvement of students' learning outcomes, particularly in the quality of report card scores. However, most of the obstacles that occur in the field are related to the suitability of the time for activities that require the presence of supervisors, but supervisors are unable to attend due to conflicting schedules. In fact, one supervisor on average assists many schools, making it difficult to organize the schedule.

The activity of reflecting on the experience of school supervisors was filled with sharing among participants. They shared effective strategies in dealing with various problems in education units, ranging from teachers' difficulties in implementing differentiated learning to supervisors' limited time in reaching many schools. The discussion also included efforts to build teachers' confidence, motivate them, and facilitate a forum for sharing good practices between schools. For example, one of the participants revealed that the school they assisted had five new teachers with first aid status, whose backgrounds were in early childhood education (PAUD) but who were then placed in elementary schools. Their knowledge of the current curriculum was minimal. In response, other participants shared strategies for providing intensive assistance to these new teachers, such as holding regular meetings to discuss the SD curriculum, providing examples of good learning practices, and facilitating classroom observations with more experienced teachers. Some participants also emphasized the importance of building open communication and providing moral support so that new teachers feel motivated to learn and develop themselves.

Next was the presentation of material by the resource person. Participants of the activity were encouraged to be able to realize their strengths and weaknesses as school assistants in the transformation of education in schools. There are three competencies ideally possessed by school supervisors, namely personality, social, and professional competencies (Cholilalah et al., 2023). Personality competence indicators lead to moral, spiritual, and emotional maturity in behavior; self-development through reflection; and a learner-oriented approach. Indicators of social competence facilitate collaboration and active involvement in efforts to enhance the quality of educational services. Indicators of professional competence lead to assistance to school principals for self-development, school development, and professional development.

Regarding the process of mentoring school principals, seven key principles must be understood, namely professional principles, planned and strategic, gradual and independent, collaborative, asymmetrical, equality-based, and evaluation-based (Asga et al., 2023). Professional principles emphasize that mentoring must be carried out with high competence, knowledge and ethics, based on applicable standards and regulations. Furthermore, the planned and strategic principle emphasizes the importance of developing a systematic mentoring program with clear objectives and measurable steps to achieve school quality improvement. The gradual and independent principle indicates that the mentoring is provided in a sustainable manner by taking into account the development of the school, while at the same time encouraging the independence of school principals in managing and developing their institutions. The collaborative aspect demands active and synergistic cooperation between supervisors and principals, building mutually supportive partnerships. The asymmetrical principle recognizes the differences in needs and capacities between schools, so mentoring should be tailored to the specific context and challenges faced by each principal. Equality in mentoring means upholding the dignity and potential of each principal, creating a respectful and open relationship. Finally, the evaluation-based principle emphasizes the importance of data collection and reflection on the mentoring process and results for continuous improvement and to ensure the effectiveness of the intervention.

The offline and online presentation of the material is shown in Figure 2.

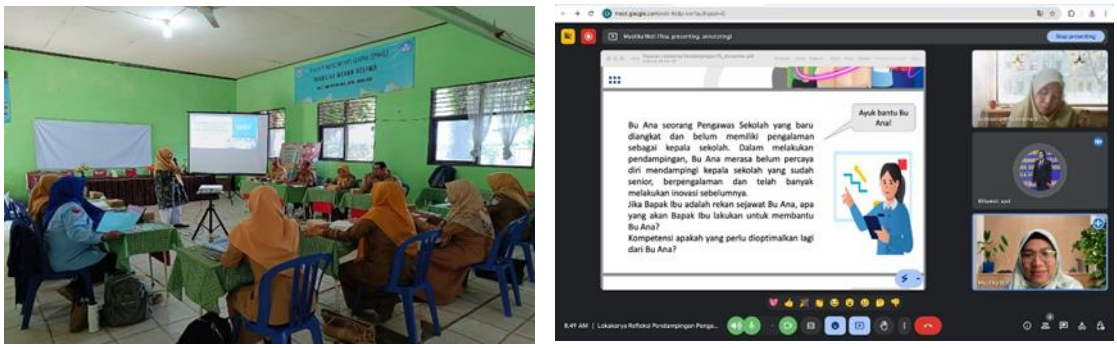

Figure 2 Presentation of material offline and online

Fourth, participants reflected on the circle of the school supervisor mentoring model in schools, building the ecosystem of transformation within education units. At this stage, participants shared good practices and identified future challenges. Then identify the support needed to improve the quality of mentoring. Participants were guided to share good practices that are still a challenge with the STAR flow (Initial situation, Challenges, Action, and Reflection on results and impact). In this activity, the resource person ensures that supervisors have been able to measure their mastery of competencies at a level between 1 and 5. Level 1 is classified as understanding, level 2 is basic, level 3 is intermediate, level 4 is qualified, and level 5 is expert (Cholilalah et al., 2023).

In the fifth stage, participants developed a follow-up plan in carrying out school mentoring tasks. After achieving an understanding of this activity, participants develop a plan for mentoring activities by following the flow of the School supervisor mentoring cycle, which consists of four main stages that form a continuous cycle:

1. Mentoring Planning (I): This initial stage involves a careful planning process regarding the mentoring that will be conducted. The school supervisor will identify mentoring needs based on an analysis of the education unit's performance, applicable regulations, and existing development potential. At this stage, the mentoring objectives, focus areas, strategies, schedules, and resources needed will be determined.
2. Education Unit Program Planning Assistance (II): Once a general plan has been developed, the next stage is more specific mentoring related to program planning at the education unit level. The school supervisor will assist the school principal and their team in developing a school work plan (RKS) or school development plan (RPS) that is effective, innovative, and tailored to the needs of learners and the school context. This assistance ensures that the planned program is in line with the established mentoring objectives.
3. Assistance in Implementing the Education Unit Work Program (III): This stage is the core of the mentoring cycle, where school supervisors actively assist principals and teachers in implementing the planned programs. The form of mentoring can vary, such as providing advice, sharing good practices, facilitating discussions, providing training, or conducting observations. The aim is to ensure that the program goes according to plan and achieves the expected results.
4. Reporting the Results of Education Unit Assistance (IV): The final stage in this cycle is the reporting of mentoring results. The school supervisor will document and report the results of the mentoring process, including progress made, challenges faced, and recommendations for follow-up. This report becomes the basis for evaluating the effectiveness of the mentoring and becomes an important input for planning the next mentoring cycle.

The school mentoring cycle is shown in Figure 3.

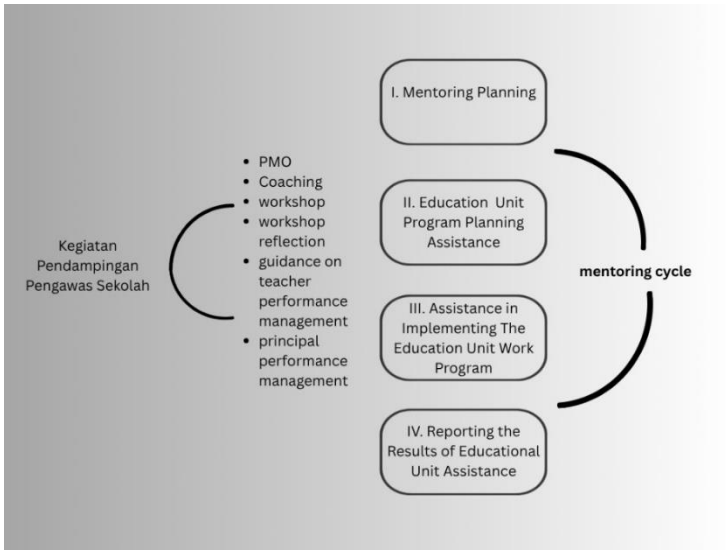

Figure 3 School mentoring cycle

The six activities ended with a simple game to reflect on the activities and closed with prayer and a group photo. The selection of emoticon images is shown in Figure 4.

Figure 4 Emoticon image selection

In this game, participants are given three pieces of paper in green, yellow, and red colors. Participants are asked to draw an emoticon on each paper. Then, the resource person will read a statement, and participants will respond by raising their hands and showing a picture that matches their situation. For example, when statement 1 was read out, the participants raised green cards, which meant that they understood how to map out their commitment to change. This showed that the participants were ready to do so and had a clear concept of the methods and tools used. If the participants raised yellow cards, it showed that they were still unsure about their understanding. The presenter can directly confirm with participants who raised yellow cards to further identify areas that still need reinforcement. Examples of statements read out are:

1. Mapping the commitment to change of the assisted education unit.
2. Determining the mentoring strategy for the education unit.
3. Determining the mentoring method for the education unit.
4. Developing the education unit mentoring plan.

5. Assisting school principals to conduct data-based reflection.
6. Assisting school principals in planning data-based school work programs.
7. Applying mentoring methods to support the principal in implementing the work program.
8. Provide feedback to the principal.

Offline and online group photos are shown in Figure 5.

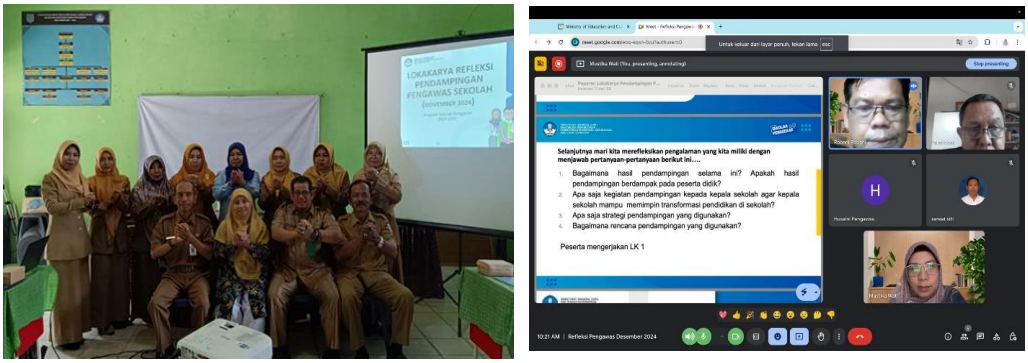

Figure 5 Offline and online group photos

Concluding a series of workshop activities rich in learning and reflection, a simple self-assessment game session proved to be of significant benefit to the school supervisors. Through this game, participants were able to honestly and openly evaluate their understanding of the roles, tasks, and mentoring principles discussed. This process not only strengthens the internalization of the material but also fosters awareness of the areas of strength and potential for self-development, thus motivating more effective implementation in the field. Data on Supervisor Competency Improvement Based on Reflection Results are shown in Table 1.

Table 1 Data on the improvement of supervisors' competencies based on the results of reflection

No.	Initial Reflection Data on Supervisor Competency	Final Competency Reflection Data for Supervisors
1.	Experiences encountered in the field: Teachers and principals are often confused about how to design varied and differentiated learning activities, and they lack motivation. Parents consider differentiated learning to be just playing around.	Self-development plans related to overcoming challenges: participating in various training programmes to improve knowledge of differentiated learning, to optimise assistance to schools
2.	Some schools and teachers are still not confident about sharing good practices with other schools, even though the principal is already proficient in implementing PMO. Some teachers still lack mastery.	Self-development plans include participating in independent training on the role of supervisors. Self-development strategies include actively accessing PMM and actively participating in APSI activities, PKG meetings, clusters, IGTKI, HIMPAUDI, and FPTKI.
3.	Some schools and teachers are still not confident in sharing good practices with other schools, even though the principal is already proficient in implementing PMO. Some teachers still lack mastery.	The personal development plan involves participating in training and webinars on supervision, as well as attending webinars. Personal development strategies include actively accessing PMM and participating in PKPS activities.

No.	Initial Reflection Data on Supervisor Competency	Final Competency Reflection Data for Supervisors
4.	Teachers/principals are not yet confident in sharing good practices. Lack of teacher mastery of teaching modules.	Personal development plan related to overcoming challenges: participating in various training programmes to enhance knowledge of differentiated learning, thereby optimising support for schools.
5.	Early childhood teachers who are supervised are still not confident in sharing good practices. IT proficiency among kindergarten principals and teachers remains a challenge. Initially, they were not confident in sharing good practices. In P5, it was initially only one day.	The self-development plan is related to mastering IT and a lack of confidence in sharing good practices. Self-development strategies include attending PMM webinars/training, actively accessing PMM, actively participating in KAPS/APSI, and actively participating in FPTKI.
6.	(There are no specific competency challenges listed in the 'Starting with Yourself' section for these supervisors).	The self-development plan aims to address the challenge of mentoring newly appointed P3K teachers who lack knowledge on sharing best practices. Self-development strategies include participating in self-directed training on the role of supervisors in PMM, actively accessing the PMM application, being active in Supervisor Group activities, and participating in KKPS.
7.	Some teachers still require training to better understand learning, and every teacher must be able to implement an independent curriculum with a student-centered approach.	The self-development plan is related to overcoming workshop challenges. Self-development strategies include participating in active supervisor training, becoming an active PMM, and engaging in PKG and IKPR activities.

The spirit of togetherness and collaboration established throughout the workshop was then immortalized in a group photo session, marking the end of this productive activity and strengthening the relationship between school supervisors as they jointly advanced the quality of education. Overall, it is expected that through this community service activity, there will be an increase in the competence of school supervisors in carrying out their strategic roles.

CONCLUSION

In line with the main objective of this community service activity, a participatory workshop, the results obtained increased the understanding and capacity of school supervisors, particularly in terms of their personality and professional competence. This is evidenced by the participants' ability to develop an action plan in the form of a school mentoring design based on a needs analysis and following the flow of stages according to the mentoring guidelines. The follow-up that has been prepared includes three aspects: overcoming mentoring activities that are still a challenge, such as being actively involved in school activities that require supervisor assistance; developing supervisors' self-competence through active participation in professional organizations; and implementing self-development strategies by attending various relevant online and offline trainings.

The workshop was particularly successful in several aspects. Firstly, there was an increased understanding among school supervisors of the importance of continuous self-development based on reflection on the practice of mentoring education units. Secondly,

school supervisors demonstrated a deeper understanding of the key skills contained in personality competence and professional competence that are relevant to their duties. Finally, the workshop successfully facilitated school supervisors' understanding of the application of the professional competence model in their mentoring duties in education units.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

JH conducted its activities offline, while MW conducted its activities online. JH drafted the journal article manuscript, and MW refined it. JH, as a corresponding author, also revised the manuscript.

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