Analysis of the Transformation of School Supervisors' Roles and Its Implications for Strengthening School Management in North Lombok Regency

Heri Hadi Saputra; Muhamad Khaeri; Muhamad Insan Ansori

Master of Education Administration Study Program, Postgraduate, University of Mataram, Indonesia

Abstract

The transformation of school supervisors' roles has become a key element in enhancing school management effectiveness and improving educational quality. This study aims to analyze the shift in the roles of school supervisors in North Lombok Regency, transitioning from an administrative approach to mentoring-based supervision. This research employs a descriptive qualitative method, with data collected through interviews, observations, and document analysis. The findings reveal that school supervisors no longer function solely as evaluators but have also taken on the roles of mentors and facilitators for school principals and teachers. The mentoring process includes both academic and managerial supervision, contributing to improved instructional strategies and more effective school governance. However, the implementation of mentoring-based supervision faces several challenges, including the limited number of supervisors, the accessibility of assigned schools, and the readiness of school infrastructure and digital competencies of principals and teachers. To address these challenges, supervisors have adopted coaching and mentoring strategies while leveraging technology to support the supervision process. This study recommends increasing the number of school supervisors, providing continuous professional development for supervisors, and ensuring adequate infrastructure to support technology-based supervision to optimize the transformation of the supervisors' roles.

Keywords: *Supervision; Mentoring; Education*

Introduction

The transformation of school supervisors' roles has become a critical issue in efforts to improve the quality of education in Indonesia. The issuance of Regulation of the Director General of Teachers and Education Personnel (Perdirjen GTK) Number 4831 of 2023 concerning the Role of School Supervisors and the Implementation of the Merdeka Belajar (Freedom to Learn) Policy in Educational Institutions has shifted the paradigm of school supervision from a purely administrative function to a mentoring-based cyclical process. The supervision cycle describes a series of processes in which school supervisors continuously accompany school principals. It is referred to as a cycle because each phase is designed to flow from upstream to downstream and then back to upstream, forming a continuous loop. There are four stages in this cycle: (1) planning the supervision process for educational institutions; (2) mentoring the development of school work programs; (3) mentoring the implementation of school work programs; and (4) reporting the results of school supervision.

Each stage of the supervision cycle contains specific steps for school supervisors to map the commitment to change among the school principals they mentor, determine appropriate strategies and methods to provide support, and deliver accurate feedback while working closely with principals from data-based planning, program implementation, to evaluation and reflection. This ensures that school programs align with the desired vision of change. In the context of North Lombok Regency, the implementation of this policy poses unique challenges due to the limited number of school supervisors, the extensive coverage of supervised schools, and the readiness of school resources.

In line with these policy changes, previous research has demonstrated that more active involvement of school supervisors in providing guidance, coaching, and evaluation of school management significantly enhances administrative quality and school leadership effectiveness (Fakhriah, 2022). Furthermore, a study conducted in Regional Office XI, West Java, revealed that a deep understanding of the new roles of school supervisors, combined with the application of appropriate mentoring strategies, are key factors in ensuring effective supervision. In the context of the Merdeka Curriculum, school supervisors are also expected not only to guide teachers in developing appropriate learning plans but also to support principals in managing schools adaptively in response to evolving educational policies.

The transformation of school supervisors' roles under the Merdeka Belajar policy demands a more strategic approach, emphasizing mentoring and partnership with school principals. On a global scale, Rosales Yepes (2023) highlighted that effective leadership plays a crucial role in improving education quality and school accreditation, aligning with the role of school supervisors as facilitators of change within educational institutions. Additionally, Massiah (2024) emphasized that inclusive educational leadership can foster a more collaborative and community-oriented school environment, ensuring all stakeholders are involved in the education transformation process. This principle aligns with the cycle-based mentoring approach applied in school supervision, where the active involvement of principals and teachers becomes the key to successful change.

Moreover, the coaching concept introduced by Huang (2023) emphasizes that effective mentoring can support school principals and teachers in adopting educational innovations, including the integration of technology into differentiated learning practices. This aligns with the evolving role of school supervisors, who are expected not only to oversee school operations but also to guide principals in data-driven decision-making and school management improvement. To enhance the effectiveness of school leadership, Van Vuuren (2023) proposed a behavioral competency framework that can serve as a reference for developing more adaptive and school-responsive supervision practices. Competent school supervisors who are capable of mentoring school principals in more strategic managerial practices significantly improve supervision effectiveness.

Furthermore, the transformative education approach introduced by Luitel (2023) through participatory action research emphasizes that mentoring-oriented supervision must be reflective and data-driven. School supervisors need to continuously evaluate and adjust their supervisory strategies based on feedback from school principals and teachers, ensuring that every intervention results in tangible improvements in education quality. Consequently, the cycle-based mentoring approach embedded in the Merdeka Belajar policy is strongly grounded in educational leadership theory, coaching principles, and transformative education, positioning school supervisors as key agents of change in building a more adaptive and sustainable education system.

However, this transformation is not without challenges. Recent studies indicate that there are still significant gaps in understanding the new supervisory roles, as well as resistance to change, which hinders the effectiveness of school supervision (JER, 2023). Additionally, although the use of technology in supervision has been recognized as a way to enhance efficiency, its implementation is often constrained by limited infrastructure and the varying levels of digital literacy among school personnel. In the context of North Lombok Regency, geographical factors and the imbalance between the number of schools and

available supervisors present additional challenges for effective supervision.

Based on this background, this study aims to analyze the transformation of school supervisors' roles in North Lombok Regency and its implications for strengthening school management. This study will explore the extent to which school supervisors have adopted mentoring-based supervision approaches, the challenges they encounter, and the impacts on school management effectiveness. By understanding these dynamics, this research is expected to provide strategic recommendations to local governments and education stakeholders to optimize the role of school supervisors as agents of change in the education system.

Method

This study employs a descriptive qualitative method, aiming to provide an in-depth understanding of the transformation of school supervisors' roles and its implications for strengthening school management. This method allows the researcher to comprehensively explore the phenomenon by examining the experiences, perspectives, and perceptions of school supervisors regarding their roles in both academic and managerial supervision.

Data collection is conducted through in-depth interviews, observations, and document analysis to ensure the acquisition of comprehensive and triangulated information. Data analysis follows a thematic analysis approach, wherein key patterns emerging from the data are categorized and interpreted to develop a broader understanding of the evolving role of school supervisors within the research context.

Findings and Discussion

The findings of this study indicate that the transformation of school supervisors' roles in North Lombok Regency has had a significant impact on strengthening school management. Supervisors are no longer solely focused on administrative oversight but have increasingly emphasized a mentoring-based approach in both academic and managerial supervision. In academic supervision, supervisors play an active role in improving the quality of learning by guiding teachers in designing more effective and innovative instructional strategies tailored to students' needs. This finding is consistent with Beltran-Veliz (2024), who emphasized that systematic pedagogical mentoring can enhance teaching practices, particularly in schools facing limited resources.

In managerial supervision, supervisors assist principals in planning, implementing, evaluating, and reflecting on school governance, organizational culture, and compliance with education policies. This shift aligns with Regulation of the Director General No. 4831 of 2023, which stipulates that supervision should follow a mentoring cycle encompassing planning, implementation, evaluation, and reporting, rather than merely administrative inspections. This finding also supports the work of Saputra et al. (2022), which highlighted that the role of supervisors as mentors and facilitators for principals and teachers can enhance the overall effectiveness of school management.

However, the implementation of this transformation still faces several challenges in practice. The reality in North Lombok Regency reveals that the limited number of supervisors contrasts sharply with the relatively high number of schools under their supervision, reducing the overall effectiveness of mentoring. In some cases, a single supervisor is responsible for overseeing more than 20 schools, many of which are located in remote areas with challenging accessibility. Consequently, direct interaction between supervisors and schools is limited. Supervision is often conducted through online meetings or infrequent school visits, aligning with the findings of Valdes (2023), who noted that inclusive leadership in standardized education systems often encounters difficulties in providing optimal mentoring due to time and resource constraints. Furthermore, Becker (2024) asserted that in uncertain contexts, educators' roles

as agents of change are crucial in creating resilient and sustainable pathways for the professional development of teachers and principals.

To address these challenges, school supervisors in North Lombok Regency have adopted several innovative strategies, including coaching and mentoring approaches for principals and teachers. These strategies aim to enhance principals' autonomy in decision-making and foster a culture of reflection and continuous improvement within each school. This mentoring approach has been strengthened through the use of digital technologies such as Google Meet, Zoom, and the Supervisory Information Management System (SIMP), enabling supervisors to provide guidance without being physically present at schools. This approach is in line with the study by Krabonja (2024), which found that digital professional learning communities can enhance sustainable educational practices and improve the effectiveness of remote supervision. However, as Zhao (2024) highlighted, the success of educational transformation heavily depends on the professional development of teachers from the outset, including the readiness of infrastructure and the digital competencies of school stakeholders.

Despite the significant benefits of technology utilization, several obstacles remain in its implementation. Some schools in North Lombok Regency still face limited internet access and lack adequate technological devices. Additionally, not all principals and teachers possess sufficient digital literacy to fully leverage technology in online supervision processes. This situation reinforces the importance of comprehensive supervisory training, as proposed by Krabonja (2024), who stressed the need to build educators' capacity in utilizing digital transformation to support sustainable educational practices.

From a school management perspective, the findings of this study confirm that the presence of supervisors acting as mentors has had a positive impact on strengthening school governance. With mentoring-based supervision, principals are more motivated to develop professional, data-driven managerial strategies. Schools receiving intensive mentoring from supervisors tend to be better equipped to formulate strategic plans based on real needs in the field and to conduct more systematic evaluations and reflections on school programs. This is consistent with the educational management theory proposed by Hoy & Miskel (2020), which states that effective supervision encourages principals and teachers to actively engage in decision-making and fosters a more conducive learning environment focused on quality improvement.

Overall, this study confirms that the transformation of school supervisors' roles in North Lombok Regency has shifted toward a more mentoring-oriented and supportive approach, which positively contributes to enhancing school management effectiveness. However, several challenges must still be addressed, particularly regarding the disproportionate ratio of supervisors to schools, the readiness of principals and teachers to utilize technology in supervision processes, and the infrastructural limitations in certain areas. Therefore, strategic policies are required to support the supervisory role, including increasing the number of supervisors, providing more comprehensive supervisory training, and ensuring adequate facilities and infrastructure to support technology-based supervision. By doing so, the transformation of school supervisors' roles can be optimized to contribute meaningfully to improving the quality of education in North Lombok Regency

Conclusion

The transformation of school supervisors' roles in North Lombok Regency has shifted from administrative oversight towards collaborative mentoring-based supervision, as mandated by the Director General Regulation No. 4831 of 2023. In academic supervision, supervisors play a key role in enhancing teacher competencies and improving the quality of learning processes. Meanwhile, in managerial supervision, supervisors assist school principals in strengthening school governance, fostering organizational culture, and ensuring compliance with educational policies.

The findings of this study indicate that this mentoring-based approach has had a positive impact on school management, particularly by increasing the participation of principals and teachers across the entire cycle of school planning, implementation, evaluation, and follow-up actions. However, its effectiveness remains constrained by the disproportionate ratio of schools to supervisors, limited resources, and the varying readiness of principals and teachers to adopt technology-based supervision.

Strategic efforts such as the implementation of coaching approaches and the utilization of digital technology have been introduced to mitigate these challenges. However, barriers such as uneven digital infrastructure and insufficient training for supervisors, principals, and teachers remain significant obstacles. Therefore, the transformation of school supervisors' roles requires support through more adaptive policies, continuous capacity-building programs for supervisors, the optimization of technology in supervision processes, and improved provision of facilities and resources. With more effective mentoring-based supervision, school governance in North Lombok Regency is expected to become more professional, transparent, and oriented towards sustainable quality improvement in education.

Recommendation

To optimize the role of school supervisors in strengthening school management in North Lombok Regency, several strategic recommendations are proposed. First, increasing both the quantity and quality of school supervisors is crucial to ensure a more proportional ratio between supervisors and the schools under their guidance. This will allow each school to receive more effective and targeted mentoring. In addition, supervisors' competencies should be continuously enhanced through training programs focused on academic and managerial supervision, as well as coaching and mentoring skills, enabling them to carry out their roles more effectively.

Second, optimizing the use of technology in supervision processes offers a viable solution to overcome geographical constraints and the high number of schools requiring oversight. The adoption of digital platforms must be supported by improved internet access and the provision of adequate technological infrastructure, particularly in schools located in areas with limited digital connectivity. Furthermore, digital literacy training for supervisors, school principals, and teachers must be expanded to better prepare them for technology-based supervision.

Third, mentoring-based supervision models should be systematically implemented in accordance with the four supervision cycles outlined in Director General Regulation No. 4831 of 2023. Supervisors should act more as mentors to school principals, fostering greater autonomy in school decision-making and management. This approach shifts supervision from a focus on mere administrative compliance toward a more substantive focus on continuous educational quality improvement.

Fourth, the provision of continuous professional development programs for supervisors, school principals, and teachers is essential to further strengthen their capacity. Workshops, seminars, and community-based training initiatives, such as those facilitated through the Indonesian Association of School Supervisors (APSI), should be expanded to encourage peer learning and the exchange of best practices in effective supervision.

Finally, more adaptive policy support from local governments is imperative, particularly in terms of budget allocations for training, improving supervisors' welfare, and ensuring sufficient time allocation for supervisors to carry out meaningful mentoring activities. In addition, periodic evaluations of the implementation of mentoring-based supervision should be conducted to assess the effectiveness of the applied strategies in relation to the actual conditions in the field. Through these recommendations, the transformation of school supervisors' roles is expected to be further optimized, ultimately contributing to the enhancement of school management effectiveness and overall education quality in North Lombok Regency.

References

Arikunto, S. (2019). *Dasar-Dasar Supervisi*. Rineka Cipta.

Becker, D. (2024). Teachers as "change agents" in a world of uncertainty: Designing a "resilient path" for the education of (foreign language) teachers. In *Teacher education in (post-)pandemic and (post-)digital times: International perspectives on intercultural learning, diversity and equity*.

Beltrán-Véliz, J. C. (2024). Contributions of pedagogical accompaniment to advance the quality of teaching practices in rural contexts. *Revista Electronica Educare*, 28(1). https://doi.org/10.15359/ree.28-1.17269.

Fakhriah, N. (2022). Peran pengawas sekolah dalam meningkatkan efektivitas kepemimpinan sekolah dan mutu pembelajaran. *Jurnal Pendidikan dan Manajemen Sekolah, 9*(2), 145-160.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2020). *Supervision and instructional leadership: A developmental approach* (11th ed.). Pearson.

Handayani, R., & Suyatno, S. (2022). Peran pengawas sekolah dalam meningkatkan kompetensi guru melalui supervisi akademik. *Jurnal Manajemen Pendidikan, 10*(2), 112-125.

Hoy, W. K., & Miskel, C. G. (2020). *Educational administration: Theory, research, and practice* (10th ed.). McGraw-Hill.

Huang, C. K. (2023). Coaching for change: Preparing mathematics teachers for technology integration in differentiated classrooms. *Education and Information Technologies*, 28(11). https://doi.org/10.1007/s10639-023-11684-x.

JER. (2023). Tantangan dan strategi dalam implementasi supervisi berbasis pendampingan di era transformasi pendidikan. *Journal of Educational Research, 11*(1), 75-90.

Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2023). *Peraturan Direktur Jenderal Guru dan Tenaga Kependidikan No. 4831 Tahun 2023 tentang Peran Pengawas Sekolah Dalam Implementasi Kebijakan Merdeka Belajar Pada Satuan Pendidikan*.

Krabonja, M. V. (2024). Innovative professional learning communities and sustainable education practices through digital transformation. *Sustainability*, 16(14), Article 6250. https://doi.org/10.3390/su16146250.

Kusnadi, A., & Rahmawati, D. (2023). Transformasi peran pengawas sekolah dalam mendukung manajemen berbasis sekolah. *Jurnal Pendidikan dan Kebijakan, 15*(1),   55-70.

Luitel, B. C. (2023). *Implementing transformative education with participatory action research*. IGI Global. https://doi.org/10.4018/979-8-3693-0607-9.

Massiah, A. (2024). Educational leadership for social transformation: An inclusive approach for schools as places of belonging. *Power and Education*. https://doi.org/10.1177/17577438241297239.

Mulyasa, E. (2021). *Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi*. Remaja Rosdakarya.

Rahmawati, D., & Hidayat, M. (2023). Efektivitas supervisi berbasis pendampingan dalam meningkatkan kualitas manajemen sekolah. *Jurnal Kepengawasan Pendidikan, 14*(2), 75-90.

Rosales Yepes, A. (2023). Effective leadership for educational quality and university accreditation in the Colombian Caribbean. *Revista Interuniversitaria de Formación del Profesorado*, 98(37). https://doi.org/10.47553/rifop.v98i37.1.98213.

Saputra, A., Wijaya, H., & Lestari, T. (2022). Transformasi peran pengawas sekolah sebagai mentor dalam peningkatan efektivitas pengelolaan sekolah. *Jurnal Supervisi Pendidikan, 11*(3), 112-128.

Setiawan, H., & Nugroho, W. (2021). Pemanfaatan teknologi dalam supervisi pendidikan: Studi kasus penggunaan LMS dalam supervisi akademik. *Jurnal Teknologi Pendidikan, 9*(3), 210-225.

UNESCO. (2022). *Transforming education supervision in the digital era*.

Valdés, R. (2023). Leading an inclusive school in standardized educational contexts. *Pensamiento Educativo*, 60(3). https://doi.org/10.7764/PEL.60.3.2023.5.

van Vuuren, J. J. (2023). The development of a behavioural competency framework for school principals. *SA Journal of Industrial Psychology*, 49, Article 2050. https://doi.org/10.4102/sajip.v49i0.2050.

Zhao, P. (2024). Professionalisation of initial teacher education in China: 1974–2024. *Journal of Education for Teaching*, 50(5). https://doi.org/10.1080/02607476.2024.2415386.

Copyrights