

Implementation of the Principal's Managerial Function in Managing Work Programs at SMP Negeri 1 Masama, Banggai Regency

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ABSTRACT

Effective school work programme management depends substantially on the principal's managerial competence in planning, organising, implementing, and controlling educational activities. This study aimed to analyse the implementation of the principal's managerial functions in managing school work programmes at SMP Negeri 1 Masama, Banggai Regency, Indonesia. A qualitative descriptive approach was employed to obtain an in-depth understanding of managerial practices within the natural school setting. Data were collected through semi-structured interviews, participant observation, and document analysis involving the principal, teachers, and administrative staff as key informants. Data were analysed using the Miles and Huberman interactive model, comprising data reduction, data display, and conclusion drawing, while trustworthiness was ensured through triangulation and credibility procedures. The findings indicate that the principal has implemented the four core managerial functions; however, their effectiveness remains uneven. Planning has been conducted through the preparation of the School Work Plan and School Activity and Budget Plan, although these documents are not yet consistently supported by comprehensive needs assessment and evidence-based decision making. Organising has established formal organisational structures and delegated responsibilities, but task allocation has not always aligned with staff competencies, and collaborative teams require stronger institutional support. Programme implementation has generally proceeded according to plan, yet coordination, stakeholder participation, and systematic monitoring remain insufficient. Furthermore, supervisory practices have been undertaken through classroom visits, administrative reviews, and programme monitoring; nevertheless, they lack structured scheduling, comprehensive documentation, and sustainable follow-up actions. These findings demonstrate that strengthening evidence-based planning, competency-oriented task delegation, participatory leadership, continuous monitoring, and systematic evaluation is essential for improving school governance and organisational

effectiveness. The study contributes to the growing body of knowledge on educational management by providing an integrated managerial framework for enhancing school leadership effectiveness and supporting continuous school improvement in developing educational contexts.

Keywords: educational management, principal managerial functions, school governance, school leadership, school work programme.

INTRODUCTION

Education is a crucial aspect in determining a nation's progress. The success of education is determined not only by the quality of teachers and students, but also by the principal's ability to manage all school resources. As an educational leader, the principal plays a strategic role in directing, coordinating, and controlling all school programs to achieve educational goals effectively and efficiently.

The principal is responsible as a manager, carrying out various managerial functions in the implementation of education at the school. These managerial functions include planning, organizing, implementing, and controlling. These four functions are interrelated in the process of managing school work programs. Effective implementation of these managerial functions will result in work programs that are directed, organized, implemented according to plan, and continuously evaluated to achieve school goals. According to Gordon (1976), school officials, such as the principal, teachers, students, and staff, must support each other and work together to achieve established goals. The success or failure of an organization in achieving its goals depends on the ability of its leadership to foster a cooperative climate that facilitates effective and efficient mobilization of human resources. Mulyasa (2004) states that the principal is the driving force and policy maker of the educational unit, which determines how educational goals are generally realized.

In the educational context, the implementation of the principal's managerial functions is a crucial indicator of the success of school programs. The principal is not only tasked with developing various work programs but also with ensuring that each program is implemented according to plan, involving the entire school community, utilizing resources optimally, and overseeing program implementation to achieve school goals. This view aligns with George R. Terry's (2006) opinion, which states that management is a process consisting of planning, organizing, implementing, and controlling to achieve organizational goals through the utilization of available resources. These four functions are interrelated and inseparable, as the success of an organization depends on the integrated implementation of all these functions. Sagala (2017) explains that the principal, as a manager, is responsible for managing all educational resources through systematic planning, organizing, implementing, and supervising to achieve an effective school organization that improves educational quality. Therefore, the implementation of managerial functions is a crucial factor in determining the success of managing a school's work program.

Managing school work programs is an integral part of the principal's managerial function. Work programs serve as guidelines for the implementation of all school activities during a specific period, structured based on the school's vision, mission, objectives, student needs, and government education policies. A well-designed work program will not yield optimal results if it is not implemented through effective managerial functions. According to Handoko, the planning function is the initial step in determining organizational goals and strategies for achieving them, while organizing aims to divide tasks, authorities, and responsibilities among each organization. Furthermore, the implementation function is directed at motivating all members of the organization

to work according to predetermined goals, while the supervisory function is carried out to ensure that activities are carried out according to plan and that if deviations are found, corrective action can be taken immediately (Handoko, 2018). Thus, the implementation of the principal's managerial function is not only oriented towards carrying out administrative tasks, but rather emphasizes the principal's ability to integrate all school components so that they work synergistically in achieving educational goals. The better the implementation of the planning, organizing, implementing, and supervisory functions, the more effective the management of the school's work program will be. Legally, the implementation of the principal's managerial function is also legally based through Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 40 of 2021 concerning the Assignment of Teachers as Principals. This regulation emphasizes that the principal carries out core duties, including managerial functions, entrepreneurship development, and supervision of teachers and other educational staff as part of efforts to improve educational quality.

Based on initial observations at SMP Negeri 1 Masama, Banggai Regency, it was found that the principal has made efforts to implement managerial functions in managing the school's work program. Program planning has been conducted through working meetings with teachers and educational staff, the division of tasks has been established according to the school's organizational structure, various academic and non-academic programs have been implemented, and monitoring and evaluation activities have been conducted periodically. However, the implementation of these managerial functions still faces several challenges. In the planning aspect, some programs have not been fully developed based on an analysis of school needs. In the organizational aspect, the division of tasks has not fully considered the competencies and workload of each staff member. In the implementation aspect, several programs have not been implemented on schedule due to limited resources, time, and certain circumstances. Likewise, in the aspect of supervision, monitoring and evaluation have been carried out but not comprehensively for all work programs so that follow-up of evaluation results has not been optimal.

This situation indicates that the implementation of the principal's managerial function still requires strengthening to ensure more effective management of school work programs. Therefore, this study is important to conduct, aiming to provide an in-depth description of the principal's managerial function in managing work programs at SMP Negeri 1 Masama, Banggai Regency, which includes planning, organizing, implementing, and supervising.

The purpose of this study is to describe and analyze the principal's managerial competency in managing work programs at SMP Negeri 1 Masama, including: 1). To describe the principal's managerial competency in planning work programs at SMP Negeri 1 Masama. 2). To describe the principal's managerial competency in organizing work programs at SMP Negeri 1 Masama. 3). To describe the principal's managerial competency in implementing (actuating) work programs at SMP Negeri 1 Masama. 4). To describe the principal's managerial competency in supervising (controlling) work programs at SMP Negeri 1 Masama.

METHOD

Research Type

This study employed qualitative methods. The research method used was descriptive qualitative because it aimed to gain an in-depth understanding of the phenomena occurring in the field, specifically regarding the managerial competency of the principal at SMP Negeri 1 Masama. According to Sugiyono (2010), "Qualitative research is used to examine natural object conditions

where the researcher serves as the key instrument." Similarly, Moleong (2012) stated that qualitative research is conducted in a natural setting as a whole and in accordance with the context (holistic contextual). In this study, the collected data will be analyzed qualitatively, and the results will be presented descriptively, describing the findings in depth without statistical calculations.

This research allows researchers to explore in more depth the implementation of the principal's managerial function in managing work programs at SMP Negeri 1 Masama, Banggai Regency.

Research Location and Time

1. Research Location

This research will be conducted at SMP Negeri 1 Masama, Banggai Regency, Central Sulawesi Province. This location was chosen because it is a representative school in the context of research on the implementation of the principal's managerial functions in managing work programs. This research will involve the principal, educators (teachers), and educational staff (administrative staff) at the school as key informants.

2. Research Timeline

This research will be conducted over three months, beginning in March 2025 and ending in May 2025. The research timeframe is as follows: Research Preparation (March 2025), Data Collection (April 2025), and Data Analysis (May 2025). With this structured schedule, the research is expected to be completed on time and produce findings that are useful for developing school management and improving the performance of educators and educational staff at SMP Negeri 1 Masama.

Data and Data Sources

1. Research Data

This study uses qualitative data collected through several data collection techniques, including direct observation, interviews, and documentation. The data collected includes information related to the implementation of the principal's managerial functions in managing work programs at SMP Negeri 1 Masama through four main functions: planning, organizing, implementing, and supervising.

2. Data Sources

a. Primary Data

Data collected directly from primary sources, namely informants relevant to the research topic. Primary data includes: Data obtained from interviews with school officials regarding the implementation of the principal's managerial functions in managing work programs at SMP Negeri 1 Masama, Banggai Regency. Data was also obtained from direct observation of interactions between the principal and educators and education staff, as well as how the principal manages the educational and administrative processes at the school.

b. Secondary Data:

Data obtained from other sources that are readily available and relevant to the research. Secondary data includes: Documents available at SMP Negeri 1 Masama, such as the school's annual report, the principal's work plan, performance evaluations of educators and education staff, and managerial policies implemented at the school. And also reports or data related to the performance of educators and education staff available at the school, which can be used to analyze the extent to which the principal's managerial competence contributes to improving their performance.

Data Collection Techniques

The data collection techniques used in this study were those commonly used in qualitative research. According to Sugiyono (2010), there are four types of qualitative research data collection techniques: (1) observation; (2) interviews; (3) documentation; and (4) combination/triangulation. Based on the opinions stated above, the data collection techniques used are interviews, observation, and documentation.

Data Analysis Techniques

The data analysis technique used is the Miles and Huberman qualitative data analysis model, which consists of three main stages: data collection, data reduction, data presentation, and drawing conclusions/verification.

1. Data Collection: (a) data was obtained through interviews, observation, and documentation; (b) interviews were conducted with the principal, educators, and education staff regarding the principal's managerial competencies; (c) observations within the school environment to observe the implementation of managerial skills in daily practice; (d) documentation can take the form of activity reports, meetings, and planning conducted by the principal.

2. Data Reduction: (a) Data reduction is the process of selecting, focusing, and simplifying the collected data. (b) Excessively broad and irrelevant data will be filtered to focus on principal management skills directly related to improving the performance of educators and education personnel, as well as supporting and inhibiting factors. (c) Coding can be used to label or code certain sections of the data to facilitate pattern identification.

3. Data Presentation: After data reduction, the data will be presented in narrative form, illustrating the relationships between emerging themes and categories. This presentation is useful for organizing the data in a structured manner for further analysis. In the context of this research, the data presentation can include information about the principal's managerial competencies and how these contribute to improving the performance of educators and education personnel.

4. Conclusion Drawing and Verification: At this stage, researchers begin to draw tentative conclusions based on the analyzed data. The verification process is carried out by checking whether these conclusions are consistent with the existing data and testing their validity.

Data Validity

In this study, to test the validity of the data collected, the accuracy of the data collected and to provide direct meaning to the research findings was achieved. Therefore, the researcher used a data triangulation method. Triangulation is defined as a data collection technique and data sources that have been.

1. Credibility

Credibility in this study refers to the extent to which the principal is perceived to possess the capability and integrity to carry out his or her role as an educational leader. This credibility can be measured through the principal's ability to make appropriate decisions, formulate, and manage policies that support the development and management of work programs at the school.

2. Transferability

Transferability in this study refers to the extent to which the findings or results of this study can be applied or adapted to different contexts or situations, particularly in other schools with similar characteristics. In this case, this study aims to explore how the principal's managerial competency can be effectively implemented.

3. Dependability

Dependability in this study refers to the consistency and reliability of research findings under similar conditions when conducted at different or more times by other researchers. To ensure dependability, this research must have clear and systematic procedures for data collection, analysis, and interpretation of results. This means that if this research is repeated using the same methodology, the results are expected to be consistent, or at least not significantly different.

4. Confirmability

Confirmability in this research refers to the extent to which the research results are accountable and based on objective data that can be verified by others. The research obtained is not the result of researcher bias, but rather is supported by strong evidence and can be re-examined through a verification process by others who share the same understanding of the research topic.

RESULTS AND DISCUSSION

Implementation of the Principal's Managerial Function in Managing Work Programs in the Planning Aspect at SMP Negeri 1 Masama, Banggai Regency

The planning function is the initial stage that is crucial for the success of the managerial function in managing school work programs. Planning serves as a guideline for setting objectives, developing programs, prioritizing activities, allocating resources, and establishing strategies to achieve educational goals. Through good planning, all school activities can be implemented in a focused, systematic manner, and in accordance with the established vision, mission, and objectives. According to the Ministry of National Education (2007), planning is a crucial part of school management, encompassing the principal's ability to develop work programs, set objectives, determine strategies, and allocate resources to achieve established targets. This aligns with Suryosubroto's (2004) opinion, which states that school planning must be systematic, realistic, and participatory. Furthermore, the principal establishes priority programs that are relevant to the school's actual needs. These programs cover various areas, such as improving the quality of learning, developing teacher competencies, strengthening student character, and providing supporting infrastructure.

Priority program determination is based on the identification of existing problems and opportunities, ensuring that the plans developed address school challenges and support improvements in educational quality. Priority program implementation is carried out in stages, with some programs already being implemented according to their urgency and available resources. This theory aligns with research by Mulyasa (2009), which states that good school planning is participatory, based on needs analysis, and directed toward meeting national education standards. Another study by Sugiono (2016) also shows that principals with high managerial competence are able to produce effective plans that support the achievement of school quality targets. Therefore, a principal's competence in planning is reflected not only in their ability to prepare planning documents, but also in their ability to mobilize school community participation, establish relevant priorities, and oversee program implementation to ensure it runs according to plan.

The principal of SMP Negeri 1 Masama has carried out what a manager should do in an educational institution, namely starting from the planning stage, organizing, controlling and supervising. As a principal, all of these functions must be carried out because they are part of the implementation of the principal's function as a manager in an educational institution. The planning of the program to improve the performance of educators and education personnel is carried out with various considerations so that the established plan is in accordance with the goals and direction of the SMP Negeri 1 Masama program. The researcher conducted direct observations with the

principal regarding the planned program and how the school's work program is related to improving the performance of educators and education personnel.

1. Field Findings

Based on interviews, observations, and document reviews, it was found that school principals have carried out planning duties by preparing the School Work Plan (RKS) and the School Activity and Budget Plan (RKAS) as part of the school's annual program planning efforts. However, the process of preparing these two important documents has not been carried out systematically and structured.

The preparation of the RKS and RKAS still tends to be formal and administrative, not fully based on a comprehensive analysis of school needs, and not referring to data from the previous year's program evaluation. The involvement of the school management team, teachers, school committees, and other stakeholders in the planning process is also limited. This results in less than optimal identification of problems and program priorities, which should be the primary focus of the school work plan. Furthermore, the integration between the RKS and RKAS has not demonstrated strong continuity, either in terms of program logic or budget synchronization. As a result, some planned activities are not fully aligned with the school's actual needs or applicable education policies. This impacts the effectiveness of school program implementation and the efficiency of budget use.

2. Data Interpretation

These findings indicate that the implementation of principals' managerial functions in the planning function still needs improvement, particularly in developing strategic plans that are data-driven, reflective of evaluation results, and involve the active participation of all stakeholders. Strengthening the capacity of principals to manage educational planning more professionally and accountably is necessary, so that the School Work Plan (RKS) and School Budget and Activity Plan (RKAS) truly become planning instruments capable of driving sustainable improvement in the quality of educational units.

Based on observations regarding the implementation of principals' managerial functions in the planning function, specifically the preparation of the School Work Plan (RKS) and the School Activity and Budget Plan (RKAS), it can be concluded that the planning process has not been fully implemented systematically, structured, and data-driven. Principals have prepared RKS and RAKS as a form of implementing managerial functions. However, their implementation remains administrative and is not supported by in-depth needs analysis and optimal utilization of program evaluation data.

The planning process tends not to involve all stakeholders actively and meaningfully, resulting in program development that does not fully reflect the actual needs and development priorities of the school. In addition, the lack of strong integration between program planning and budgeting results in a mismatch between work programs and budget allocations, which impacts the effectiveness and efficiency of implementing activities in the field.

3. Supporting Quotes

The principal, the primary informant in this study, provided an overview of the implementation of planning at the school. Based on interviews, the principal stated that although planning documents such as the RKJM and RKT had been prepared, their implementation in the field was still partial and not fully systematic or structured. Some programs were implemented based on urgent needs, while others remained untouched due to a lack of coordination and the lack of

detailed implementation mapping. Teachers and education personnel were involved in meetings, but not all were involved in determining program priorities.

The following statement from the informant, the Principal of Masama 1 Public Junior High School:

"We have developed plans together in the RKJM and RKT, but they are not fully based on data and the results of real needs analysis. The SWOT analysis and school self-evaluation have not been optimally utilized. Implementation is also still gradual and incomplete. We immediately implemented some activities due to their urgency, but others have not yet begun due to the lack of a clear implementation schedule. So, we recognize that the planning is still not fully systematic and structured." (Interview, May 20, 2025/KS/IB)

Furthermore, the informant, the Vice Principal, stated:

"Based on my experience as a vice principal, teachers and educational staff generally attend school meetings, especially those related to program planning and school activities. Their presence demonstrates a commitment to supporting the implementation of school programs. However, in the process of determining program priorities, not all teachers and educational staff actively participate. Most still act as participants, providing input when requested. While program priority determination is mostly discussed by the school management team with several designated teachers or those with related duties." (Interview, May 22, 2026/IN/WK)

This statement illustrates that although efforts have been made to develop work plans, their implementation has not been fully integrated into the sustainable school management system. This indicates the need for strengthening coordination, engagement, scheduling, and program mapping so that all plans can be implemented in a focused and sustainable manner.

4. Discussion

Based on the theory of the principal's managerial function, the planning function emphasizes the ability to develop work programs that are measurable, realistic, and data-driven, reflecting the school's needs. In this context, the principal demonstrated the ability to develop strategic planning documents aligned with the school's vision, mission, and goals. However, the incomplete implementation reflects challenges in program implementation management.

This indicates that the principal still needs to develop a periodic monitoring and evaluation strategy to ensure program implementation adapts to school dynamics. Furthermore, the involvement of the school management team and teachers in the planning process needs to be increased to foster a sense of shared ownership of school programs.

After describing the actual conditions of planning implementation based on field findings, the next step is to conduct a gap analysis between the ideal conditions based on the theory of the principal's managerial function implementation and the reality on the ground. This analysis aims to identify differences between planning, which should be systematic, structured, and comprehensive, and actual implementation, which is still limited, not fully data-driven, not well-scheduled, and does not optimally involve all school components.

5. Gap Analysis

Based on the theoretical review and initial findings in the field, a gap can be identified between the expected implementation of the principal's managerial functions and the actual practices in schools in the planning function. This gap analysis is important as a basis for providing recommendations for improvement and strengthening the principal's competencies. See Table 1.

Table 1. Gap Analysis of the Implementation of the Principal's Managerial Functions in Managing Work Programs in the Planning Function

Expected Competencies	The Gap That Occurred	Field Practice
The principal is able to compile RKS and RKAS systematically, structured, based on data and the results of school needs analysis.	Planning already exists, but it is not yet fully based on data and the results of real needs analysis.	RKS and RKAS have been prepared, but SWOT analysis or self-evaluation has not been optimally utilized as a basis.
The principal is able to involve educators and education staff actively and participatively in planning.	The involvement of school residents is still only a formality, not yet involving an active role in the analysis and preparation process.	Teachers and education staff attended the meeting, but not all were involved in determining program priorities.
The principal is able to determine priority programs that are relevant to needs and support improving school quality.	The determination of program priorities is partly not in accordance with the urgent needs of schools.	Some priority programs refer to administrative demands, not the results of mapping school needs.
The principal is able to oversee the implementation of the program so that it runs according to plan and supports the quality of education.	Some priority programs have not been optimally realized due to limited resources or weak coordination.	Implementation of priority programs was carried out partially, some programs were delayed or did not run according to schedule.

Table 1 illustrates the gap between the implementation of the principal's managerial functions in the expected planning process and actual practice. In general, the principal has made efforts to develop the School Work Plan (RKS) and School Work Plan (RAKS) and establish priority programs. However, several aspects remain suboptimal, such as insufficient data-based planning and needs analysis, the involvement of the school community, and the establishment of priority programs that do not fully address the school's real needs. Furthermore, the implementation of priority programs has not entirely gone according to plan due to various constraints, such as limited resources and weak coordination. This gap indicates the need to improve the principal's capacity in data-driven, participatory, and quality-oriented planning.

The gap between the implementation of the expected managerial functions and the principal's managerial practices in the planning aspect has several impacts:

1. School planning is less than targeted because it is not fully based on data and the results of the school needs analysis. This can hinder efforts to improve educational performance and quality because the programs developed do not fully address real-world problems in the school.
2. A low sense of belonging among the school community towards the work program. The lack of active involvement of educators and education personnel in planning can undermine their performance and commitment to supporting program improvement and implementation.
3. Program priorities are ineffective in supporting the achievement of school goals. Programs developed tend to be administrative or formalistic, rather than based on the school's strategic needs.
4. Work program implementation is suboptimal. Some priority programs are implemented according to plan due to weak coordination and implementation planning.

Based on these gaps, here are several recommendations for improving principals' managerial competencies in planning:

1. Strengthening data-driven capabilities
Principals need to improve their capacity to conduct comprehensive school self-evaluations (EDS), educational report cards, and SWOT analyses, so that the RKS and RKAS are truly based on the school's needs and potential.
2. Optimizing school community participation in planning
Principals need to design a more participatory planning mechanism, for example, by establishing an active school development team that involves teachers, education staff, and the school committee in every planning stage.
3. Determining priority programs
Principals need to ensure that the preparation of the RKAS fully refers to the priority programs formulated in the RKS. Synchronization between planning and budgeting must be a primary concern so that school activities can be implemented effectively, efficiently, and on target, rather than simply fulfilling administrative requirements.
4. Improved program coordination and control
School principals need to strengthen their internal monitoring and evaluation (M&E) systems and establish effective coordination with all parties to ensure program implementation is carried out according to plan.
5. Developing principal professionalism through ongoing training.
A capacity development program for principals in strategic planning management is needed, facilitated by the education office or related institutions.

Therefore, the implementation of the principal's managerial function in managing work programs in the planning aspect is key to creating a productive, adaptive, and continuously developing school environment. Thorough and participatory planning enables principals to anticipate challenges, establish strategic priorities, and move the school towards continuous improvement in educational quality.

Implementation of the Principal's Managerial Function in Managing Work Programs at SMP Negeri 1 Masama, Banggai Regency

The organizing function is a managerial function that plays a crucial role in managing and coordinating all school resources to ensure effective and efficient work program implementation. Through this function, the principal is tasked with establishing an organizational structure, determining the division of tasks, assigning authority and responsibility, and establishing good coordination among all school personnel.

Organizing is a crucial element of a principal's managerial competency. According to Minister of National Education Regulation No. 13 of 2007 concerning School/Madrasah Principal Competency Standards, in the organizational aspect, a principal is expected to be able to:

1. Develop a clear, effective, and easily understood school organizational structure.
2. Delegate tasks and responsibilities to educators and education staff appropriately according to their respective competencies.
3. Form and develop work teams that support the implementation of school programs, such as school development teams, evaluation teams, or field coordinators.

According to Robbins and Coulter (2012), organizing is the process of systematically arranging and structuring resources and work activities so that organizational goals can be achieved efficiently and effectively. In the educational context, the principal, as the educational manager, is

responsible for managing all school resources, both physical and non-physical, with the ultimate goal of improving the quality of educational processes and outcomes. Siagian (2006) further states that organizing is the effort to organize human resources and other resources within a specific structure, so that all components can work together in an integrated manner to achieve organizational goals. In the context of a school, organizing requires the principal to design a structure that facilitates a clear division of tasks, avoids overlapping work, and facilitates coordination among all school members. Mulyasa (2009) emphasizes that organizing in schools is not merely about creating an organizational chart, but also ensuring that everyone within the structure understands their duties, authorities, and responsibilities. The principal must be able to optimally empower the work team with collaborative, transparent, and accountable principles. In practice, good organization will support the effective implementation of school programs, accelerate the achievement of goals, and create a culture of cooperation within the school environment. Principals are required to possess the following skills: (a) developing a work organization based on the school's needs and vision and mission; (b) placing educators and education personnel in appropriate positions according to their competencies; and (c) continuously coaching and supervising team and individual performance. Effective organization is expected to optimally mobilize all school resources to support efforts to improve educational quality.

In the context of SMP Negeri 1 Masama, the principal is responsible for organizing and managing all school resources so that they can be used effectively to support the achievement of educational goals. Organization is carried out through internal forums such as coordination meetings, annual task allocation, and assignments in school development activities. The principal serves as the primary director in coordinating school programs through the involvement of all organizational elements, from teachers and administrative staff to the school committee and parents. In this study, researchers explored how school principals organize resources and arrange the division of tasks and responsibilities, as well as how teachers and education staff respond to this organizational system in their daily work practices. To address this, researchers conducted observations and interviews with informants, namely school principals, to determine how they manage the division of tasks, roles, and responsibilities of each school component, and how this impacts the effectiveness of individual and institutional performance.

Based on the results of the research conducted through direct observation, interviews, and documentation studies, it was found that the implementation of principals' managerial competencies in organizational aspects at the schools studied was only partially implemented. The organizational aspects studied included the development of the school's organizational structure, the delegation of tasks and responsibilities according to the competencies of educators and education staff, and the formation and development of work teams. The research findings for each indicator are as follows:

1. Field Findings

Research results indicate that the principal has attempted to establish the school's organizational structure. This organizational structure has been formally created and posted in the school area for the school community to see. However, the existing organizational structure does not fully describe the division of duties, authority, and responsibilities for each element within the school. Some positions, such as coordinators of specific programs or those responsible for activity units, are not clearly stated on the organizational structure chart. This has resulted in a lack of understanding among some educators and education personnel regarding the coordination flow and chain of command in carrying out daily tasks.

In delegating tasks and responsibilities according to the competencies of educators and education personnel, research findings indicate that the principal has implemented delegation of tasks, but it is not fully based on a comprehensive identification of the competencies of educators and education personnel. Delegation of tasks tends to be given to teachers or education personnel who are known to have certain abilities or who are deemed capable, without conducting an in-depth analysis of the competencies of all available resources. As a result, some teachers and educational staff feel that the tasks assigned do not fully align with their abilities or areas of expertise. This impacts the effectiveness of their duties, as not all of the school community's potential is being optimized.

This study also found that the principal has formed several working teams to support the implementation of school programs. These teams include a curriculum development team, an evaluation team, and a student activities team. However, coaching for these working teams has not been optimal. Coaching is usually only provided at the beginning of the school year through work meetings or in the lead-up to specific program implementations. Monitoring, mentoring, and ongoing performance evaluation have not yet become part of the school management culture. Consequently, the work teams' performance in supporting the implementation of school programs is not fully effective and sustainable.

2. Data Interpretation

In general, the research results indicate that the implementation of principals' managerial competencies in organizational aspects in the schools studied is only partially implemented. Principals understand the importance of organizational structure in supporting school performance. However, further strengthening is needed in terms of clarifying and refining the organizational structure, comprehensive competency-based task delegation, and ongoing team coaching and mentoring.

The organizational structure encompasses core positions such as vice principals for curriculum, student affairs, public relations, and facilities. However, not all functional positions have clear and documented job descriptions. Delegation of tasks is carried out informally based on need, not through decrees or formal documents. School development teams have been formed for certain activities, such as curriculum document development or supervision activities, but have not been formalized into permanent teams actively involved in systematic school quality development.

3. Supporting Quotes

The principal of Masama 1 Public Junior High School explained that the process of developing the school's organizational structure had been carried out in stages, but not all units and functions had been optimally accommodated. He stated:

"We have developed the school's organizational structure, although it still needs improvement. For some tasks, I have appointed a vice principal and coordinator, and this has been outlined in a written decree. However, sometimes, in actual implementation, they do not carry out their duties in accordance with the existing decree. This is because some tasks assigned do not align with their competencies and are simply done to fulfill the hours in the Dapodik (School of Education) program. Going forward, this will be my focus to ensure a more orderly and clear implementation." (Interview, June 2, 2025/KS/IB)

Regarding the formation of the school development team, the principal added:

"The school development team was formed during the curriculum and RKS (Work Plan) development, but it has not been implemented sustainably. We are still in the process of finding

the right format so that this team can be active and contribute regularly to improving the quality of the school."

This quote demonstrates the principal's awareness and commitment to the organizational function, although implementation is still in its early stages and not yet optimal. The implementation of the organizational structure, delegation of tasks, and the formation of the development team are not yet fully systematic and structured, as some task delegations do not align with documented procedures. The principal has initiated strategic initial steps. This indicates that the organizational process is still in the development stage and requires reinforcement in the form of internal and external regulations, mentoring, and further managerial training to ensure optimal and sustainable implementation.

4. Discussion

Based on the field findings and interpretations, it can be concluded that the organizational aspect at SMP Negeri 1 Masama has been partially implemented. The development of the organizational structure is a positive initial step, although it is not well documented and has not been followed up with reinforcement through formal documents and role socialization to all stakeholders. The delegation of tasks is documented, but its implementation is not carried out according to the established guidelines, which can hinder accountability and the continuity of teamwork. The inconsistent formation and development of school development teams demonstrates the need to enhance principals' managerial capacity, particularly in organizing human resources to support educational quality improvement programs.

In theory, good organizational skills require principals to design efficient organizational structures, delegate authority appropriately, and form teams capable of working collaboratively and sustainably (Minister of Education and Culture Regulation No. 6 of 2018). In this context, principals still need to evaluate and improve existing organizational systems to support the achievement of educational goals more effectively and sustainably.

5. Gap Analysis

Based on field findings, informant quotes, and data interpretation, a gap is evident between the principal's implementation of organizational aspects and the ideal standards of managerial function. The following is a Gap Analysis of the Principal's Managerial Implementation in Managing Work Programs within the Organizing Function. See Table 2.

Table 2. Gap Analysis of the Principal's Managerial Implementation in the Organizing Function

Aspects/Indicators	Ideal Conditions	Field Findings	Gap Analysis	Recommendations for Improvement
Develop a clear and easy-to-understand school organizational structure	The school's organizational structure is comprehensive and systematic, containing a detailed division of tasks, authority, and responsibilities. It is understood by all members of the school community and used as a guideline for coordination.	The organizational structure has been created and installed, but it doesn't yet detail all positions and duties. Some school members don't fully understand the coordination flow and chain of command.	The structure is not yet complete and the understanding of school residents is still less than optimal.	The principal needs to refine the organization structure by listing a positions and duties. Regular outreach to the school community is necessary to ensure they understand the function and coordination flow.

Aspects/Indicators	Ideal Conditions	Field Findings	Gap Analysis	Recommendations for Improvement
Delegating tasks and responsibilities according to the competencies of educators and education personnel	Tasks are delegated based on the results of a comprehensive competency identification process. Each individual is assigned tasks that align with their area of expertise to support optimal performance.	Delegation has been implemented, but it hasn't been fully based on systematic competency identification. Tasks tend to be assigned to those deemed capable based on previous experience.	There is no formal mechanism for identifying competencies as a basis for delegation.	The principal needs to carry out formal competency mapping of educators and education staff, so that the delegation of tasks is truly in accordance with their areas of expertise.
Membentuk dan membina tim kerja (koordinator, tim pengembang, tim evaluasi)	The principal forms a team as needed and provides ongoing coaching, mentoring, and monitoring. The team works collaboratively, creatively, and responsibly.	Working teams have been formed (e.g. curriculum development team, evaluation team), but coaching is still limited at the beginning of the year.	Coaching and monitoring have not been carried out continuously so that the effectiveness of the work team is not optimal.	The principal needs to develop a regular coaching and monitoring schedule to support team performance. A mechanism for routine evaluation of team performance should be established.

Table 2 shows that the gaps in organizational aspects indicate that although the principal has made efforts to develop an organizational structure and form a work team, implementation is still suboptimal. The organizational structure is poorly understood, task delegation is not fully aligned with competencies, and the work team is not yet functioning functionally. This indicates the need to strengthen the principal's ability to develop an effective work organization and foster a sustainable work team.

The table above explains that gaps in organizational aspects have the potential to lead to:

1. Ineffective school organizational functioning, because the organizational structure remains only a formal document and has not been fully internalized as a guideline for collective work.
2. Overlapping or inaccurate task implementation, because task delegation does not fully consider individual competencies and expertise.
3. The school work team is not optimally supporting school programs, resulting in slow innovation and improvements in educational quality.

Based on the gap analysis regarding the principal's managerial competency in organizational aspects, which indicates that implementation is only partially effective, the following steps can be taken to improve:

1. Developing and disseminating a functional organizational structure
Principals are expected to improve their managerial competency in organizational aspects by developing a more detailed, comprehensive, and easily understood school organizational structure for all school members. Furthermore, principals need to delegate tasks and responsibilities appropriately based on the competency identification of educators and education personnel, so that all school resources can be optimally utilized. Principals are also advised to continuously develop work teams through regular monitoring, mentoring, and

evaluation so that team performance can more effectively support the achievement of school goals.

2. Competency-based task delegation and proportional workload

Principals need to map the competencies of teachers and education personnel before delegating tasks, so that the tasks assigned align with their respective expertise and capacities. Educators and education personnel are expected to play an active role in understanding the school's organizational structure and carrying out the delegated tasks and responsibilities. In addition, they are expected to contribute positively to the school's work team to support the success of jointly planned programs.

3. Actively Form and Develop Work Teams

School principals are expected to not only form teams but also routinely provide coaching, coordination, and evaluation to ensure that the work team truly functions to support the achievement of school programs.

4. Strengthening a Collaborative Work Culture

School principals need to foster a culture of cooperation through effective communication and rewarding work teams that demonstrate good performance.

Implementation of the Principal's Managerial Function in Managing Work Programs in the Implementation Function at SMP Negeri 1 Masama

The implementation function is a crucial stage in determining the success of a school's work program. After planning is developed and tasks are assigned through the organizing function, the principal is responsible for mobilizing all school resources to ensure that each established program is implemented effectively and efficiently, aligning with established objectives.

According to Mulyasa (2022), the principal, as a manager, is responsible for implementing all school programs through the management of human resources, infrastructure, finances, and various educational activities. Meanwhile, Wahjosumidjo (2013) states that school program implementation is the principal's ability to mobilize the school's full potential through providing direction, coaching, motivation, coordination, and appropriate decision-making so that all educational activities can proceed effectively and efficiently. Furthermore, based on Minister of National Education Regulation Number 13 of 2007 concerning School/Madrasah Principal Standards, principals are required to possess managerial competencies to manage schools effectively. These competencies include the ability to implement the school work plan, manage teachers and educational staff, manage students, manage facilities and infrastructure, manage finances, manage school relations with the community, and implement various other school programs to support the achievement of educational goals.

1. *Field Findings*

Based on research at SMP Negeri 1 Masama, it was found that the principal has implemented the planned work program. This program was implemented through the division of tasks among the vice principal, teachers, and educational staff according to their respective areas of responsibility. Furthermore, the principal also provided direction and coordinated various school activities, both academic and non-academic. However, the research results indicated that the implementation of the school's work program has not been fully implemented. Some programs have been implemented according to the established schedule and targets, while others have not been optimally implemented due to obstacles such as inadequate coordination and involvement of the entire school community in the implementation of activities. Furthermore, mentoring and monitoring during

program implementation have not been carried out consistently, resulting in some activities not achieving the planned results.

These findings indicate a discrepancy with George R. Terry's (2016) opinion, which states that "implementation is a management function aimed at motivating all members of an organization to work effectively and voluntarily to achieve predetermined goals." Terry emphasized that successful implementation is largely determined by a leader's ability to provide direction, motivation, coordination, and coaching to subordinates.

In its implementation, the principal of SMP Negeri 1 Masama provides direction to the principal, vice principal, teachers, and educational staff through meetings and direct communication before each activity is carried out. Tasks have also been divided according to their respective areas of responsibility so that each personnel understands their responsibilities in implementing the school program.

However, the research results indicate that the implementation of the work program is not yet fully optimal. Coordination between departments is still not intensive, resulting in delays in the delivery of information in some activities. Furthermore, the involvement of all school members in program implementation is not evenly distributed. Some activities are still dominated by specific teams, resulting in less than optimal participation from teachers and other educational staff. Other findings indicate that monitoring of program implementation has not been carried out systematically and continuously. The principal conducts more direct monitoring of specific activities, but has not yet used a scheduled monitoring instrument, resulting in some activities lacking documented implementation.

Overall, the observation results indicate that most work programs have been implemented well, but their effectiveness still requires improvement, particularly in coordination, involvement of the entire school community, and the program implementation monitoring system.

2. Data Interpretation

Based on these findings, it can be interpreted that the principal's managerial competence in the aspect of work program implementation is in the good category, as the principal has been able to implement planned programs and mobilize school resources to achieve organizational goals. However, the quality of program implementation has not yet reached an optimal level. This is indicated by the lack of comprehensive coordination at each stage of activity implementation, so communication between program managers still needs to be strengthened. Furthermore, the involvement of the entire school community has not been fully established, so program implementation still relies on specific groups or individuals.

Another aspect that still requires attention is the lack of routine monitoring activities, resulting in the principal not receiving comprehensive information regarding the progress of each program being implemented. Therefore, although work program implementation has been going well, improving the quality of coordination, school community participation, and program monitoring are crucial factors for achieving more effective program implementation.

3. Supporting Quotes

To strengthen the field findings and data interpretation regarding the principal's implementation of the control function, the following are several statements from informants that provide a concrete picture of the implementation of monitoring, follow-up, and evaluation at SMP Negeri 1 Masama. The following is the principal's statement.

The principal stated:

"In principle, we will continue to implement all planned programs. I always provide guidance to teachers before activities begin, but coordination still needs to be improved so that all parties are more actively involved." (Interview with the principal, June 2, 2025).

The vice principal further explained the importance of coordination for the implementation of each work program:

"The work program is running according to plan, but sometimes information is not evenly distributed to all teachers, so coordination needs to be improved." (Interview with the principal, June 2, 2025).

Furthermore, an interview with a teacher related to program implementation stated:

"We always support the implementation of school programs, but some activities only involve certain teachers, so not all teachers actively participate." (Interview with the principal, June 2, 2025).

These quotes demonstrate the alignment between observation and interview results, indicating that the implementation of the work program has been going well, but still requires improvement in coordination, involvement of the entire school community, and monitoring of activities.

4. Discussion

The results of this study indicate that the principal's managerial function in implementing work programs at SMP Negeri 1 Masama is considered good. The principal has been able to implement the work program according to the established plan by dividing tasks, providing direction, and carrying out various school activities.

This finding aligns with George R. Terry's theory, which states that the actuating function is the process of motivating all members of an organization to work effectively to achieve organizational goals. In this study, the principal carried out this function by assigning tasks and directing all school personnel.

However, the effectiveness of program implementation is determined not only by the implementation of activities, but also by the quality of coordination, communication, participation, and supervision. This aligns with Mulyasa's opinion, which states that the principal must be able to foster collaboration, empower the entire school community, and provide continuous oversight to ensure effective program implementation.

The results of this study indicate that suboptimal coordination results in uneven distribution of information to all school members. Furthermore, the involvement of teachers and educational staff in program implementation is still not comprehensive, resulting in participatory principles in school management not being fully realized.

Thus, the implementation of the work program at SMP Negeri 1 Masama has been going well. However, improved coordination, expanded participation of all school members, and a strengthened monitoring system are important factors in improving the effectiveness of the principal's managerial competency.

5. Gap Analysis

Based on field findings, data interpretation, and discussion, it is clear that the principal's managerial competency in the implementation of the work program at SMP Negeri 1 Masama has generally been well-executed. The principal has been able to implement the planned work program through the division of tasks, providing direction, coordinating, and mobilizing school resources in

accordance with established objectives. This demonstrates that the implementation function, as a management function, has been implemented in the implementation of the school's work program.

However, the research also indicates that the implementation of the work program has not yet fully achieved ideal conditions. Several implementation indicators still require improvement to ensure the overall program runs more effectively and efficiently. Weaknesses still identified include suboptimal coordination at every stage of program implementation, uneven involvement of all school members in various activities, and inadequate systematic, scheduled, and continuous monitoring. These conditions indicate a persistent gap between the implementation of the work program in the field and the expected principal managerial competency standards.

A gap analysis was conducted to identify differences between actual and ideal conditions based on the principal's managerial competency indicators. This analysis identified aspects that met the standards and those requiring improvement, which served as the basis for developing recommendations for improving the principal's managerial competency in implementing the work program at SMP Negeri 1 Masama. The following is a Gap Analysis of the Principal's Managerial Function Implementation in the Implementation Function. See Table 3.

Table 3. Gap Analysis of the Principal's Managerial Function Implementation in the Work Program Implementation Function

Expected Competencies	The Gap That Occurred	Practices that Occur in the Field
The principal is able to implement all work programs in accordance with the School Work Plan (RKS) and the objectives that have been set.	Coordination between those responsible for the program has not been optimal so that communication and synchronization of activities still need to be improved.	Most of the work programs have been implemented according to the plan prepared at the beginning of the school year.
The principal is able to coordinate the implementation of all programs effectively by involving all elements of the school.	The involvement of all school residents in implementing the program is not yet evenly distributed because some activities are still dominated by certain groups.	The principal has coordinated only through meetings and direct communication with teachers and education staff before implementing the activity.
The principal is able to empower teachers, education staff, school committees and other school residents actively in implementing work programs.	Monitoring of program implementation has not been carried out routinely and systematically, and has not been documented so that the program control process is not optimal.	There are programs whose implementation does not go according to plan due to weak monitoring, coordination and overall evaluation.

Based on the principal's managerial function standards, work program implementation is measured not only by the planned program implementation but also by the principal's ability to coordinate all school resources, foster active participation from all school members, and conduct ongoing monitoring and follow-up. These managerial functions serve as indicators of the success of the implementation function in school management, ensuring that each program runs effectively and efficiently, achieving its stated objectives.

The research results indicate that the implementation of the work program at SMP Negeri 1 Masama has been going well. The principal has implemented some programs according to plan and has delegated tasks to all school personnel. Coordination has also been implemented as part of efforts to direct activity implementation. However, this implementation is not yet fully optimal because

coordination has not been intensive in every activity, the involvement of all school members is not evenly distributed, and monitoring of program implementation is still incidental and not systematic.

Based on a comparison between expected competencies and actual practice, several gaps were identified that still require attention. The first gap lies in coordination, where communication between program managers has not been optimal, resulting in ineffective information dissemination for some activities. The second gap lies in the aspect of school community participation. Although teachers and educational staff have been involved in program implementation, the level of involvement is not evenly distributed, resulting in some activities still relying on individuals or specific groups. This condition indicates that the implementation of the work program at SMP Negeri 1 Masama is in the good category, but still requires strengthening coordination, involvement of the entire school community, and a continuous program implementation monitoring system so that the principal's managerial functions can be carried out optimally as expected.

Implementation of the Principal's Managerial Function in Managing Work Programs in the Supervisory Function at SMP Negeri 1 Masama

Supervision is a key element in carrying out the principal's managerial function, ensuring that all school activities run according to plans, regulations, and established quality standards. According to Minister of National Education Regulation Number 13 of 2007, the principal's supervisory aspect includes the ability to control the implementation of school activities to align with the school work plan (RKS), the school activity and budget plan (RAKS), and applicable education policies.

Mulyasa (2009) explains that school supervision is a process to ensure that all educational components carry out their duties and functions properly through observation, assessment, and providing constructive feedback. Good supervision will encourage the achievement of educational goals effectively and efficiently. Furthermore, according to Siagian (2006), supervision functions to: (a) assess the extent to which activity implementation aligns with planning; (b) prevent and correct errors in task implementation; and (c) ensure the achievement of established targets and quality standards. Effective supervision must be implemented by considering the following principles: (a) objective – supervision is based on facts and data, not perceptions or opinions; (b) continuous – carried out continuously, not just intermittently; (c) comprehensive – covering all areas and activities of the school, including academic, non-academic, administrative, and infrastructure; (d) developmental – not only assessing, but also coaching, providing direction, and motivating.

Based on the theory of Terry (2006) and Siagian (2006), good supervision is carried out through the following stages:

- a. Establishing standards or indicators for supervision – What will be monitored and how to measure them.
- b. Carrying out supervision directly and indirectly – Classroom observations, administrative checks, interviews, and documentation.
- c. Comparing implementation results with standards – Identifying gaps or deviations.
- d. Taking corrective action through development – Developing follow-up actions to address deficiencies.

In the context of school management, supervision must be comprehensive, encompassing academic and non-academic programs, school administration, facilities, and infrastructure, as well as the behavior of school personnel. Supervision is not only formal but also encompasses coaching so that each member of the school community works according to their primary duties and functions. Furthermore, effective supervision requires the development of clear supervision instruments, routine and ongoing supervision, documentation of supervision results as a basis for

decision-making, and the provision of follow-up actions in the form of guidance, direction, rewards, or sanctions based on supervisory findings.

Based on research at SMP Negeri 1 Masama, supervision conducted by the principal encompasses several important activities, but does not fully align with the supervisory management principles outlined by Siagian (2006), Terry (2006), and those mandated by National Education Regulation No. 13 of 2007.

In theory, principal supervision should ideally be conducted routinely, systematically, and comprehensively across all school activities, including academic, non-academic, administrative, and infrastructure. Supervision should serve as a control tool to ensure that school program implementation aligns with established plans and quality standards. Furthermore, the results of supervision should be well documented and used as a basis for corrective action through measurable coaching and guidance.

1. Field Findings

The results of the research show that the implementation of supervision by the principal at SMP Negeri 1 Masama has been carried out, but in the field it shows that there is a gap between theory and practice, it has not been implemented optimally and sustainably. The school principal carries out supervision in the form of class visits, checking teacher administration equipment, and monitoring school activities. However, this supervision has not been carried out optimally and systematically, there has not been a set schedule, class visits/observations have only been carried out on a few teachers, inspections of teachers' equipment have not been carried out regularly because they have only been carried out on a few teachers and efforts for improvement and follow-up/improvement have not been carried out, while monitoring of school activities is only carried out when major activities are about to occur, or ahead of competitions and important activities such as accreditation.

Furthermore, the results of the supervision carried out have not been well documented. There are no formal reports or systematic notes that can be used as a basis for carrying out follow-up or coaching. Follow-up supervision carried out by school principals is mostly verbal and incidental, without referring to data or the results of structured supervision analysis. This has implications for the suboptimal function of supervision as a tool for controlling quality and achieving school goals. Apart from that, supervision carried out by school principals focuses more on academic aspects, while other aspects such as management of infrastructure, rules and student activities receive equal attention in supervision activities.

2. Data Interpretation

Based on data collected through interviews and observations, it appears that school principals understand the role of supervisors in improving the quality of learning and educational services in schools. Academic supervision of teachers is generally carried out at certain times, such as before semester exams or when the internal supervision program is running. However, this activity has not been carried out comprehensively for all teachers and does not have a standard schedule that is consistently adhered to. Feedback given to teachers after supervision tends to be general in nature and is not always accompanied by concrete follow-up plans.

Evaluation of the performance of educational staff, such as administrative staff and cleaning staff, is based more on direct observation and activity reports, rather than on standardized work indicator-based assessment instruments. In terms of coaching and professional development, activities such as workshops, training or group discussions have been carried out, but have not yet become part of a systematic and sustainable planned coaching program.

3. *Supporting Quotes*

To support these findings, the principal stated:

"We have supervised teachers, but not all of them can be supervised in one semester due to time constraints. After supervision, I usually provide direct feedback verbally, and there is no specific format" (interview with the principal, June 2, 2025).

Regarding the assessment of teaching staff, the principal added:

"We assess teaching staff based on observations and work reports, but there is no specific format that is used routinely. That is what we are working on going forward." (Interview with the principal, June 2, 2025)

4. *Discussion*

From the field findings and quotes from informants, it can be concluded that the supervisory function within the principal's managerial competency has begun to be implemented, but its implementation is still partial and not optimally structured. Academic supervision of teachers is an important form of supervision for improving the quality of learning. However, if its implementation is not comprehensive and not based on a fixed schedule, its effectiveness will be limited. Undocumented feedback also makes it difficult for teachers to reflect on and follow up on learning improvements.

Evaluation of educational staff performance should be conducted using clear and measurable indicators so that the results can serve as a basis for their coaching and professional development. In reality, coaching and professional development activities for teachers and other educational staff are still conducted sporadically and are not yet part of a well-planned work program.

In fact, according to Minister of Education and Culture Regulation No. 6 of 2018 concerning the Assignment of Teachers as School Principals, one of the managerial competencies that school principals must possess is the ability to conduct systematic and planned supervision to improve the quality of education. This gap between ideal conditions and actual practice demonstrates the need to improve the capacity of school principals to develop, implement, and evaluate supervision and coaching programs in a more professional and sustainable manner.

5. *Gap Analysis*

To gain a deeper understanding of the extent to which the principal's supervision meets managerial competency standards, a gap analysis is necessary between the ideal conditions established in the policy and actual practices in the field. This analysis aims to identify areas of suboptimal performance and aspects that need improvement in the implementation of academic supervision, staff performance assessment, and professional development.

The following is a gap analysis of the implementation of the principal's managerial functions in the supervisory function. See Table 4.

Table 4. Gap Analysis of the Principal's Managerial Function Implementation in the Supervisory Aspect

No.	Theoretical / Ideal Standards	Field Findings	Gap
1	Academic supervision is carried out in a scheduled, systematic and documented manner, and provides constructive feedback.	Academic supervision is carried out but is not scheduled regularly, is not systematic, and feedback is mostly delivered	There is no fixed supervision schedule, supervision documentation is lacking, and feedback has not been written down.

No.	Theoretical / Ideal Standards	Field Findings	Gap
		verbally without documentation.	
2	Assessment of educational staff performance uses clear, objective and measurable work indicators.	Assessments are carried out, but work indicators are not yet clear and instruments are not yet standardized.	The assessment is not yet based on measurable indicators so the results are less objective.
3	Professional development and coaching programs are designed and implemented in a comprehensive, continuous and planned manner.	The new coaching program has only been partially implemented, is incidental, and is not yet comprehensive and sustainable.	There is no systematic and sustainable professional development program.

Table 4, a gap analysis, shows a comparison between the ideal conditions for principal supervision based on theory and the actual implementation at SMP Negeri 1 Masama.

1. Theoretically, academic supervision should be carried out in a scheduled, systematic, and documented manner, with constructive feedback that can be used to improve the quality of learning. However, findings in the field indicate that academic supervision is indeed carried out, but it is not routine and well-scheduled. Supervision activities tend to be conducted incidentally, usually prior to important events such as accreditation or the appointment of district supervisors. The principal's feedback is largely verbal, resulting in a lack of formal documentation for evaluation and follow-up. This results in the supervision function as a control and development tool not functioning optimally.
2. Assessment of Education Personnel Performance. According to managerial theory, assessment of education personnel performance must be based on clear, objective, and measurable performance indicators so that the results can be used as a basis for coaching and rewards. However, at SMP Negeri 1 Masama, performance assessments have begun, but the assessment indicators have not been clearly and standardized. Assessments are based more on general observations or subjective assessments by the principal, so the results are not entirely accurate and difficult to use as a basis for performance improvement or appreciation.
3. Professional Development and Coaching Program. Ideally, the principal should develop and implement a professional development and coaching program for educators and education personnel in a systematic, comprehensive, and sustainable manner. However, findings in the field indicate that the coaching program is only partially implemented and is incidental. The program has not become a planned annual or semester activity. This results in efforts to develop the capacity of teachers and education personnel not being optimal in supporting improvements in the quality of education at the school.

Based on this gap analysis, it appears that the implementation of principal supervision at SMP Negeri 1 Masama does not fully align with theoretical standards. Efforts are still needed to improve the planning, implementation, and follow-up of academic supervision, performance assessment, and professional development so that the supervisory function can function more effectively as a tool for controlling educational quality.

CONCLUSION

Based on the research results and discussion regarding the implementation of the principal's managerial functions in managing work programs at SMP Negeri 1 Masama, Banggai Regency, the following conclusions can be drawn: Planning function: The research results indicate that the principal has prepared a School Work Plan (RKS) and a School Activity and Budget Plan (RKAS) as guidelines for implementing school programs. In this process, the principal has also attempted to establish priority programs. However, the implementation of this planning is not yet fully systematic and structured. The preparation of the RKS and RKAS remains a formality in some documents and is not fully based on an in-depth needs analysis. This finding is inconsistent with the managerial planning theory according to Siagian (2006) and the mandate of Minister of National Education Regulation Number 13 of 2007, which states that planning must be prepared systematically, participatory, and based on real school needs to serve as a guideline for effective program implementation. Organizing function: The research results indicate that the principal has developed a school organizational structure and delegated tasks to teachers and education staff. The principal also formed work teams, such as a quality assurance team and a school development team. However, the implementation of this organization has not been fully optimal. The organizational structure that has been created is not fully understood by all school members. The tasks and responsibilities within the work teams are also not always carried out consistently because coordination between team members is not yet effective. This indicates a gap with the organizing theory according to Terry (2006), which emphasizes the importance of clear structure, effective coordination, and delegation of tasks based on competence.

Minister of National Education Regulation Number 13 of 2007 also emphasizes the importance of continuous development of work teams. Implementation Function; based on the results of the study, it can be concluded that the managerial competence of the principal in the aspect of work program implementation has met most of the expected competency indicators, but there is still a gap between the actual condition and the ideal condition, especially in the aspect of coordination and participation of all school members. Therefore, improving the quality of coordination, strengthening a collaborative work culture, and implementing a more structured monitoring/oversight system is necessary to optimize the implementation of work programs and support the improvement of the quality of school management at SMP Negeri 1 Masama. Supervisory Function; The results of the study indicate that school principals have implemented several activities such as academic supervision, staff performance assessments, and professional development. Academic supervision has been carried out through learning observations and teacher administrative audits, but has not been systematically scheduled and documented. Staff performance assessments have been conducted, but not yet fully based on clear and measurable work indicators. Professional coaching and development programs have begun to be implemented, but only partially and incidentally, not yet a sustainable program. This condition is not fully in line with the supervision theory according to Terry (2006) and the Minister of National Education Regulation No. 13 of 2007, which requires supervision to be carried out continuously, objectively, based on standards, and accompanied by planned follow-up. Overall, school principals have demonstrated awareness and efforts in implementing managerial competencies, but there is still a gap between field practice and the ideal competency standards stipulated in the Minister of Education and Culture Regulation No. 6 of 2018.

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