



Accelerating Educational Administrative Services through School Principal Supervision in Secondary Education

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ABSTRACT

The transformation of educational administrative services has become a crucial aspect in developing a responsive, efficient, and professional education system in the digital era. This study aims to describe the role of the school principal in accelerating educational administrative services through Sergiovanni's Five Forces supervision model at SMA Negeri 15 Takengon. A descriptive qualitative approach was employed, using data collection techniques such as in-depth interviews, participatory observations, and documentation. The findings indicate that the principal implements all five supervisory forces in a synergistic manner: technical force through the use of digital applications and standardized operating procedures; human force through empathetic and participatory communication; educational force through staff training and competency development; symbolic force through exemplary leadership and the embodiment of ethical values; and cultural force through the reinforcement of a collaborative and values-based work culture. The implementation of these five forces not only enhances the efficiency of administrative services but also fosters a reflective, loyal, and character-driven organizational culture. The main contribution of this study lies in offering a contextual and applicable principal supervision model to accelerate the quality of administrative services in secondary schools, particularly in regions with limited resources.

Keywords: Educational Administration, Sergiovanni's Five Forces, Principal Supervision.

ABSTRAK

Transformasi layanan administrasi pendidikan menjadi salah satu aspek krusial dalam membangun sistem pendidikan yang responsif, efisien, dan profesional di era digital. Penelitian ini bertujuan untuk mendeskripsikan peran kepala sekolah dalam akselerasi layanan administrasi pendidikan melalui model supervisi Five Forces dari Sergiovanni di SMA Negeri 15 Takengon. Pendekatan yang digunakan adalah kualitatif deskriptif, dengan teknik pengumpulan data berupa wawancara mendalam, observasi partisipatif, dan dokumentasi. Hasil penelitian menunjukkan bahwa kepala sekolah menerapkan kelima dimensi kekuatan supervisi secara sinergis: kekuatan teknis melalui penggunaan aplikasi digital dan SOP kerja yang terstandarisasi; kekuatan manusiawi melalui komunikasi empatik dan partisipatif; kekuatan edukasional melalui pelatihan dan pembinaan kompetensi staf; kekuatan simbolik melalui keteladanan dan penyematan nilai-nilai etis; serta kekuatan kultural melalui penguatan budaya kerja kolaboratif dan berbasis nilai. Penerapan kelima kekuatan ini tidak hanya meningkatkan efisiensi layanan administrasi, tetapi juga membentuk budaya organisasi yang reflektif, loyal, dan berkarakter. Kontribusi utama penelitian ini adalah menawarkan model supervisi kepala sekolah yang kontekstual dan aplikatif untuk mempercepat mutu layanan administrasi di sekolah-sekolah menengah, khususnya di daerah dengan keterbatasan sumber daya.

Kata Kunci: Administrasi Pendidikan, Five Forces Sergiovanni, Supervisi Kepala Sekolah.

INTRODUCTION

The transformation of education in the digital era has demanded educational administration systems to become more adaptive, fast, and efficient in responding to the needs of students, educators, and the wider community.¹ Digitalization has revolutionized higher education management by accelerating administrative processes, enhancing efficiency, and promoting data-driven decision-making. It has also strengthened communication and collaboration, thereby fostering a more responsive and professional educational environment.² However, at the national level particularly in non-metropolitan areas the reality on the ground shows that educational administrative services still face various challenges, such as low technological integration, weak managerial supervision, and limited professional development for administrative staff.

This condition indicates a clear gap between the demands for technology-based services and professional work ethics, and the actual situation that reflects stagnation in supervisory systems and administrative services. In this context, the role of the school principal as an institutional manager and the primary actor in supervision becomes crucial in bridging this gap.³ School principal supervision can no longer be understood merely as a form of technocratic oversight, but rather as a comprehensive process of transformative leadership oriented toward the development of a reflective, collaborative, and moral work culture.

One conceptual model that is relevant for explaining the complexity of this role is Sergiovanni's Five Forces theory. This model identifies five dimensions of school leadership technical, human, educational, symbolic, and cultural forces which, when applied synergistically, can foster a healthy and productive work community.⁴ The technical force involves the efficiency of work systems; the human force emphasizes interpersonal relationships; the educational force focuses on the development of professional capacity; the symbolic force reinforces values and exemplary behavior; and the cultural force establishes norms and the collective identity of the educational institution.⁵

¹ Hijrawati Usman et al., "Towards Industry 4.0: Innovation of Digital-Based Academic Administration System in Islamic Religious Universities," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 1 (2024): 179–93, <https://doi.org/10.35445/alishlah.v16i1.4168>.

² Ma Guohui and Jeric A. De Vera, "Application of Digitalization in Higher Education Management," *International Journal of Science and Engineering Applications* 13, no. 4 (2024), <https://doi.org/10.7753/IJSEA1304.1001>.

³ Fera Yuliana et al., "Supervision in Improving the Quality of Educational Administration at SMAN 2 Rejang Lebong," *Al-Idarah: Jurnal Kependidikan Islam* 12, no. 1 (2022): 9–16, <https://doi.org/10.24042/alidarah.v12i1.11973>; Nurmawan Srimawati, "Implementation of Educational Supervision in Improving Teacher's Competency," *PPSDP International Journal of Education* 3, no. 2 (2024): 337–53, <https://doi.org/10.59175/pijed.v3i2.251>.

⁴ Thomas J. Sergiovanni, "Moral Leadership," *NASSP Bulletin* 76, no. 547 (1992): 121–121, <https://doi.org/10.1177/019263659207654719>; Paul Sparks and M. Dale Baughman, "Improving the Quality of Junior High Schools," *The Bulletin of the National Association of Secondary School Principals* 49, no. 303 (1965): 97–102, <https://doi.org/10.1177/019263656504930316>.

⁵ Renato Jr Felipe, "Stimulating the Commitment Level of Teachers through Sergiovanni's Leadership Forces," *SSRN Electronic Journal*, ahead of print, 2023, <https://doi.org/10.2139/ssrn.4497760>; Yue Yang, "The Characteristics of University Principal Leadership and the Path of Improvement—Based on Sergiovanni's 'Five Forces Model' Leadership Theory," *Academic Journal of Humanities & Social Sciences* 6, no. 12 (2023), <https://doi.org/10.25236/AJHSS.2023.061206>.

In the context of educational administration, the Five Forces-based supervision approach offers a comprehensive framework to elaborate how school principals can accelerate and improve the quality of administrative services in schools. The implementation of the technical force can be realized through the use of digital systems and standardized operating procedures (SOPs); the human force is reflected in effective communication and an empathetic approach toward staff; the educational force is manifested in continuous training and competency development; the symbolic force plays a role in shaping exemplary behavior and work motivation; and the cultural force strengthens the structure of collective work values and norms.⁶

Previous studies have demonstrated the significant contribution of principal supervision to teacher performance and the strengthening of organizational culture.⁷ However, most existing studies remain focused on the instructional aspect, with few explicitly exploring how principal supervision impacts the acceleration of educational administrative services especially through the theoretical lens of Sergiovanni. Therefore, this study aims to fill that gap while also expanding the theoretical and practical insights into educational supervision.

The main contribution of this article lies in two key aspects: first, it expands the theoretical discourse on the application of Sergiovanni's Five Forces to the field of educational administration, which has been relatively overlooked; and second, it offers a conceptual model of principal supervision that is both contextual and practical, particularly in regions with limited infrastructure and human resources. The novelty of this study also lies in its integration of moral, symbolic, and cultural approaches into the practice of educational supervision, which directly contributes to the acceleration and improvement of administrative service quality at the secondary school level. Thus, this article not only contributes to the academic literature in the fields of educational management and school leadership supervision, but also serves as a practical reference for policymakers, school principals, and education administrators in building adaptive, value-based, and character-driven supervisory systems.

METHOD

This study employed a descriptive qualitative approach with the aim of exploring in depth how principal supervision practices based on Sergiovanni's Five Forces model can

⁶ Yudhie Suchyadi et al., "Basic Concepts Of Educational Supervision Along With Related Administrative Studies," *Jhs (Journal Of Humanities And Social Studies)* 6, no. 3 (2023): 406–10, <https://doi.org/10.33751/jhss.v6i3.7506>; Nabila Zakiya et al., "Informational Supervision Approach as an Effort to Improve the Quality of Learning in Schools," *International Journal of Educational Dynamics* 5, no. 2 (2023): 186–88, <https://doi.org/10.24036/ijeds.v5i2.408>.

⁷ M. Fadly Habibie et al., "Improving the Professionalism of Education Personnel in Jambi Province Through Principal's Supervision Skills," *Journal of Social Work and Science Education* 4, no. 3 (2023): 911–25, <https://doi.org/10.52690/jswse.v4i3.489>; Fitri Susanti et al., "Principal Supervision and Its Impact on Educational Administration Services at MAN 1 Kepahiang: A Descriptive Qualitative Analysis," *MANAGERIA: Jurnal Manajemen Pendidikan Islam* 9, no. 1 (2024): 21–32, <https://doi.org/10.14421/manageria.2024.91-02>; Ari Mariani et al., "Principal Supervision in Improving the Quality of Learning Administration Services at the State Islamic Elementary School," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 3, no. 2 (2025): 135–48, <https://doi.org/10.59373/kharisma.v3i2.53>.

accelerate educational administrative services at SMA Negeri 15 Takengon. This approach was chosen for its ability to portray the social realities and organizational dynamics of the school in a comprehensive and meaningful manner, as well as to allow the researcher to capture the experiences, perceptions, and actions of educational actors holistically.⁸ The research subjects consisted of the principal, the vice principal for curriculum and facilities, the head of administration, and administrative staff. Informants were selected using purposive sampling, considering their direct involvement in supervisory activities and administrative services.

Data were collected using three main techniques: (1) in-depth interviews, (2) participatory observation, and (3) documentation. Interviews were used to explore informants' understanding of the implementation of the five dimensions of school leadership and their impact on the acceleration of administrative services. Observation was employed to examine supervisory behavior, staff communication, and the use of digital systems. Documentation included administrative SOPs, supervision agendas, and records of administrative staff performance evaluations. A triangulation of techniques approach was applied to enhance data validity. Data were analyzed using Miles and Huberman's interactive model, which consists of three main stages: data reduction, data display, and conclusion drawing/verification.⁹ To ensure credibility and dependability, source, technique, and time triangulation strategies were employed. Validation of the findings was carried out through member checking with key informants and peer debriefing with professional colleagues in the field of educational administration.

RESULTS AND DISCUSSION

Implementation of the Technical Force in Principal Supervision

Preliminary findings indicate that the principal of SMA Negeri 15 Takengon plays a central role in enhancing the efficiency of educational administrative services through the reinforcement of the technical force in supervisory practices. This approach is consistently demonstrated through systematic policies and actions, ranging from regular evaluations of administrative staff performance to the utilization of digital technologies based on school information systems. The principal actively establishes clear work standards in managing academic documents, preparing reports, and making data-driven decisions, as part of efforts to accelerate administrative processes in a faster and more accurate manner.

In practice, the principal mandates the use of integrated data management applications for students and teachers to accelerate processes such as grade recapitulation, attendance monitoring, and the distribution of academic information. Field observations show that administrative staff have become accustomed to using digital tools and system-based procedures for managing student data, personnel services, and correspondence. This approach is reinforced through internal training sessions and technical assistance directly facilitated by the principal. An interview with the head of administration revealed that such training such as managing digital archive applications and document validation has

⁸ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, 4th Edition (SAGE Publications, Inc., 2018).

⁹ Matthew B. Miles et al., *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (SAGE Publications, 2014).

significantly contributed to improved work efficiency; for instance, the processing time for outgoing letters was reduced from three days to just one day.

The effectiveness of this technical supervision not only impacts service speed but also helps shape a work culture that is more disciplined and responsive to system changes. The principal regularly conducts evaluations based on clear indicators such as report accuracy and task completion time and provides structured feedback for continuous improvement. These measures directly strengthen a standardized and measurable administrative work structure, in alignment with the theoretical framework proposed by Sergiovanni, who states that the technical force serves as the operational foundation of educational leadership. In this context, the principal functions not only as a director of technical operations but also as a facilitator of systemic change, capable of building a tradition of professional and efficient performance.

This finding is supported by several previous studies. Srimawati's research has shown that the implementation of technical supervision by school principals through the utilization of digital systems can enhance efficiency and accountability in school administrative management.¹⁰ Furthermore, Susanti et al, emphasize the importance of a collaborative approach and the use of technology in administrative supervision.¹¹ Meanwhile, Mariani et al, underline that the success of improving administrative services is largely determined by the principal's leadership role in supervision and decision-making based on evaluation results.¹² This finding is also in line with the views of Widyawati, who emphasize the importance of consistent implementation of technical policies in the educational service process,¹³ as well as the findings of Habibie et al, which indicate that systematic technical supervision has a direct impact on improving the professionalism of school administrative personnel.¹⁴

In a broader dimension, this practice reflects the technical force within Sergiovanni's Five Forces framework, which includes the establishment of standard operating procedures (SOPs), the utilization of information technology, and quality control in administrative services. The technical approach implemented at SMA Negeri 15 Takengon also reinforces the theory that the technical force is inseparable from a system-based management structure that responds to the demands for efficiency and effectiveness in public service delivery within the education sector.¹⁵ Moreover, according to Yang, the technical force is a fundamental dimension of principal leadership quality, particularly in data-driven decision-making.¹⁶

¹⁰ Srimawati, "Implementation of Educational Supervision in Improving Teacher's Competency."

¹¹ Susanti et al., "Principal Supervision and Its Impact on Educational Administration Services at MAN 1 Kepahiang: A Descriptive Qualitative Analysis."

¹² Mariani et al., "Principal Supervision in Improving the Quality of Learning Administration Services at the State Islamic Elementary School."

¹³ Dinar Widyawati, "Implementation of Academic Supervision in Improving the Quality of Learning at SMA N 2 Batang, Batang Regency," *Rivayat: Educational Journal of History and Humanities* 7, no. 4 (2024): 2962–70, <https://doi.org/10.24815/jr.v7i4.41920>.

¹⁴ Habibie et al., "Improving the Professionalism of Education Personnel in Jambi Province Through Principal's Supervision Skills."

¹⁵ Suchyadi et al., "Basic Concepts Of Educational Supervision Along With Related Administrative Studies."

¹⁶ Yang, "The Characteristics of University Principal Leadership and the Path of Improvement—Based on Sergiovanni's 'Five Forces Model' Leadership Theory."

Furthermore, this technical practice demonstrates that supervision functions not merely as a mechanistic control mechanism, but also as part of the principal's moral responsibility to ensure the quality of public services. Sergiovanni asserts that technical competence in leadership is not merely a matter of procedural expertise, but also reflects a professional and ethical commitment to improving the quality of educational services. The principal's commitment at SMA Negeri 15 Takengon to internalize these values is evident in the increased satisfaction of school stakeholders with the improved quality of administrative services. This achievement serves as concrete evidence that the technical force in supervision significantly contributes to the acceleration, accuracy, and professionalism of educational administrative services.

Principal Supervision in the Human Dimension

Principal supervision within the human dimension is a crucial element in strengthening educational administrative services, particularly through the development of healthy interpersonal relationships and the application of participatory leadership. At SMA Negeri 15 Takengon, this dimension is manifested through the principal's active involvement in fostering open communication, two-way dialogue, and the engagement of administrative staff in decision-making processes. The principal functions not only as a structural manager but also as a leader who humanizes colleagues by providing recognition, emotional support, and consistent personal guidance.

Based on observations and interviews, it was found that the principal applies a humanistic leadership approach by placing interpersonal communication at the heart of supervision. Regular deliberations, dialogical performance evaluations, and informal feedback sessions are part of the strategy to build trust and openness. The principal even holds weekly appreciation meetings, during which the positive performance of administrative staff is publicly acknowledged as a means of strengthening intrinsic motivation. One staff member stated that this safe communication space makes it easier for them to express ideas, complaints, and suggestions for improvement without fear or pressure.

This supervision model aligns with Sergiovanni moral leadership approach, which views human relationships as the ethical foundation of school organizations. Within the human dimension of the Five Forces theory, this force refers to the importance of mutual trust, recognition, and respect for individual dignity as key elements in fostering a conducive work culture.¹⁷ These findings are supported by Zakiya et al, who emphasize that collaborative, information-based supervision has been proven to improve the quality of relationships between leaders and staff, as well as to enhance a sense of ownership over institutional responsibilities.¹⁸ A similar conclusion is presented in the study by Akbar et al, which asserts that healthy interpersonal relationships between principals and educational personnel have a direct impact on overall institutional performance, including in administrative functions.¹⁹

¹⁷ Sergiovanni, "Moral Leadership."

¹⁸ Zakiya et al., "Informational Supervision Approach as an Effort to Improve the Quality of Learning in Schools."

¹⁹ Faisal Akbar et al., "Hubungan Supervisi Akademik Kepala Sekolah, Komunikasi Interpersonal, Dan Etos Kerja Dengan Kinerja Guru Di SDN Kecamatan Banjarbaru Utara," *Journal Of Administration and Educational Management (ALIGNMENT)* 7, no. 1 (2024): 460–73, <https://doi.org/10.31539/alignment.v7i1.8908>.

The principal of SMA Negeri 15 Takengon demonstrates a strong commitment to staff development through mentoring and personal coaching approaches. The principal occasionally schedules one-on-one discussions to address the professional growth and work-related challenges faced by administrative staff. In several cases, the principal has flexibly adjusted staff workloads for those dealing with personal issues, without compromising the principle of accountability. This approach reflects a prioritization of human values within the educational organization, as stated by Felipe, who argues that supervision that upholds individual dignity fosters a healthy and low-conflict work climate.²⁰

The human force applied in supervision also has a significant impact on the development of a positive work climate and increased staff loyalty. In the study by Subagio et al, a collaborative supervision approach based on participatory communication was proven to foster stronger work commitment among teachers and staff.²¹ This finding is supported by an internal survey conducted at SMA Negeri 15 Takengon, which revealed that the majority of administrative staff feel valued and have healthy working relationships with their direct supervisors. This indicates that a supervision approach grounded in empathy and trust plays a crucial role in creating a harmonious and productive work ecosystem.

From a theoretical perspective, this is also in line with the view of Kilminster et al, who argue that interpersonal relationships grounded in empathy, recognition, and trust enhance the effectiveness of supervision and facilitate managerial processes within educational organizations.²² Similarly, Yang, states that interpersonal strength is one of the most critical elements in the effectiveness of principal leadership, particularly in creating a coherent work system with minimal resistance to change.²³ Within this framework, the principal of SMA Negeri 15 Takengon has successfully integrated technical and human supervision in a synergistic manner, shaping an adaptive and meaningful organizational structure.

Thus, principal supervision within the human dimension not only supports the improvement of administrative performance but also strengthens the collective identity of the school organization. This approach fosters collaborative values, enhances job satisfaction, and cultivates loyalty and active participation among all members of the school community. In line with the perspective of Sergiovanni & Starratt, true leadership in education must not rely solely on technical and structural aspects, but must also be grounded in authentic, empathetic, and moral human relationships.²⁴

Implementation of the Educational Force in Principal Supervision

The educational dimension of principal supervision emphasizes the role of the principal as an instructional leader who is responsible not only for the quality of teaching and

²⁰ Felipe, "Stimulating the Commitment Level of Teachers through Sergiovanni's Leadership Forces."

²¹ Agus Subagio et al., "Collaborative Academic Supervision as an Effort to Optimize Teacher Performance in the Independent Curriculum," *Rivayat: Educational Journal of History and Humanities* 7, no. 4 (2024): 2740–53, <https://doi.org/10.24815/jr.v7i4.41505>.

²² Sue Kilminster et al., "AMEE Guide No. 27: Effective Educational and Clinical Supervision," *Medical Teacher* 29, no. 1 (2007): 2–19, <https://doi.org/10.1080/01421590701210907>.

²³ Yang, "The Characteristics of University Principal Leadership and the Path of Improvement—Based on Sergiovanni's 'Five Forces Model' Leadership Theory."

²⁴ Thomas J. Sergiovanni and R. J. Starratt, *Supervision: A Redefinition*, 7th Edition (McGraw-Hill, 2002).

learning among teachers and students but also for the professional development of administrative staff. At SMA Negeri 15 Takengon, this educational force is systematically implemented through ongoing coaching, technical training, reflective activities, and field-based mentoring tailored to actual operational needs.

Findings from activity documentation and interviews indicate that the principal actively organizes various capacity-building programs for administrative staff, such as in-house training on school information systems, digital archive management, academic report preparation, and public service communication. In the past year alone, at least two training sessions have been facilitated by the principal in collaboration with external speakers. In addition, peer learning sessions and case discussion forums have been implemented to enable staff to share experiences and seek context specific administrative solutions. This approach aligns with the principles of a learning organization and professional learning communities as proposed by Sergiovanni.

One notable innovation is the implementation of role rotation among administrative staff. This policy aims to enhance comprehensive understanding across various work lines, strengthen adaptability, and reduce dependency on a single function. Evaluation results indicate that staff have experienced significant improvements in competence, particularly in mastering a digital code-based document tracking system, which has accelerated archive retrieval processes. The principal also promotes a culture of reflection and self-evaluation. Each month, administrative staff conduct self-assessments using a competency checklist developed collaboratively. The results are discussed in personal coaching sessions, where the principal acts as a coach to help formulate individual development plans. This practice represents the principal's role as a change agent and learning facilitator oriented toward continuous growth, as emphasized by Sergiovanni & Starratt, who assert that principals must be able to create learning conditions that support the development of all members of the organization.

This educational approach has proven effective not only qualitatively but also through empirical findings. Felipe found that the educational approach can strengthen staff engagement with the school's vision.²⁵ Maulani showed that continuous academic training and supervision have a significant impact on accelerating the responsiveness of administrative services in educational institutions.²⁶ Meanwhile, Yuliana, emphasized that training-based coaching in digital skills and public communication enhances the professionalism of administrative staff in secondary schools.²⁷

Furthermore, Srimawati and Susanti et al, assert that the principal's role in educational supervision is a critical determinant of the overall effectiveness of educational services.²⁸

²⁵ Felipe, "Stimulating the Commitment Level of Teachers through Sergiovanni's Leadership Forces."

²⁶ Lora Purnama Maulani, "Legal Consequences and Supervision of Violations of the Notary Code of Ethics in Promotion of Positions on Social Media," *Rivayat: Educational Journal of History and Humanities* 8, no. 1 (2025): 811–18, <https://doi.org/10.24815/jr.v8i1.44454>.

²⁷ Yuliana et al., "Supervision in Improving the Quality of Educational Administration at SMAN 2 Rejang Lebong."

²⁸ Srimawati, "Implementation of Educational Supervision in Improving Teacher's Competency"; Susanti et al., "Principal Supervision and Its Impact on Educational Administration Services at MAN 1 Kepahiang: A Descriptive Qualitative Analysis."

Within Sergiovanni's Five Forces framework, the educational force positions the principal as a true educator responsible for building the professional capacity of all school members.²⁹ This implies that the principal not only manages but also inspires and empowers staff as strategic partners in the educational process.

Field data from SMA Negeri 15 Takengon supports this assertion. Educational supervision is applied contextually and strategically, based on performance evaluation results and stakeholder input. For instance, training is prioritized on skills that have a direct impact on work efficiency, such as digital archiving and email management. At the same time, this approach fosters an organizational culture oriented toward continuous learning and ongoing quality improvement. Thus, principal supervision in the educational dimension serves as a key pillar in accelerating educational administrative services. When the principal assumes the role of mentor, guide, and learning partner for administrative staff, there is a significant improvement in the efficiency, accuracy, and professionalism of service delivery.

The Application of the Symbolic Force in Principal Supervision

The symbolic force in principal supervision plays a vital role in shaping an organizational culture grounded in institutional values, norms, and ethics. At SMA Negeri 15 Takengon, this force is manifested through the principal's exemplary conduct in daily work routines, public communication, and representative actions that reflect a strong commitment to professionalism and high-quality service. The principal serves not only as an administrative policymaker but also as a living embodiment of the vision and values that form the foundation of the school's work culture.

Sergiovanni emphasizes that the symbolic force represents a form of leadership that positions the principal as a symbol of shared institutional values.³⁰ Exemplary behavior demonstrated through punctuality, discipline in dress code, adherence to administrative SOPs, and direct involvement in routine activities such as assisting with mail distribution or receiving school visitors constitutes a concrete manifestation of these symbolic values. These actions exert a strong influence on administrative staff perceptions regarding the importance of work ethics and a sense of responsibility toward their duties.

Based on observations and interviews, the principal consistently demonstrates attitudes reflecting integrity and responsibility. He is often the first to arrive at the office, warmly greeting school members, and regularly conveys ethical messages during staff meetings and formal occasions such as flag ceremonies. Moreover, the principal periodically writes motivational messages on the administrative office's bulletin board, such as the quote, "serving with heart." These symbolic actions reinforce the service identity as a moral mission rather than merely an administrative duty. As Sergiovanni and Starratt assert, the symbolization of values is more effective in influencing organizational culture than verbal instructions alone.

These findings align with Tanner study, which emphasizes that the principal plays a symbolic role in shaping the work spirit and morale of the entire school community.³¹ When

²⁹ Suchyadi et al., "Basic Concepts Of Educational Supervision Along With Related Administrative Studies."

³⁰ Sergiovanni and Starratt, *Supervision: A Redefinition*.

³¹ H. Jeanne Tanner, "The High-School Teacher Looks to the Principal," *The School Review* 63, no. 2 (1955): 96–97, <https://doi.org/10.1086/442187>.

the principal consistently demonstrates professional behavior, staff tend to emulate and internalize these standards as part of their work practices. In interviews with administrative staff at SMA Negeri 15 Takengon, it was revealed that the principal's willingness to assist with light tasks during staff shortages had a strong emotional impact, fostering loyalty and reinforcing a sense of collective responsibility.

Furthermore, research by Wardi found that principals' behaviors emphasizing values such as integrity, dedication, and active involvement in school activities create a symbolic world within the school environment.³² These values are interpreted by teachers and staff as representations of a shared work system, thereby fostering loyalty and collective engagement (shared followership) toward the school's values. This is reinforced by the study of Wahidah, which concluded that symbolic leadership emphasizing work ethics, social responsibility, and discipline positively impacts the improvement of educational service quality and the integrity of the school organization.³³

Within the framework of Sergiovanni's Five Forces theory, the symbolic force reflects a leader's capacity to embody organizational values and drive institutional cultural change. The principal not only provides direction but also lives as a behavioral model that inspires and serves as a reference for the entire school community. Suchyadi emphasize that within this framework, the principal is not merely a holder of structural authority but also a moral actor who creates meaningful institutional narratives.³⁴

Thus, principal supervision in the symbolic dimension at SMA Negeri 15 Takengon not only serves to strengthen the work system but also shapes an organizational culture identity that is ethical, disciplined, and oriented toward quality public service. This model exemplifies the transformation from bureaucratic leadership toward moral leadership based on moral authority, as proposed by Sergiovanni, which is more effective in building a resilient, meaningful, and sustainable school organization.

Strengthening the Cultural Force in Principal Supervision

The cultural force is one of the key pillars in Sergiovanni's Five Forces framework, emphasizing that a strong and competitive organizational culture can only be built through the consistent internalization of collective values practiced by its leaders. At SMA Negeri 15 Takengon, the principal demonstrates a strong commitment to shaping and strengthening a collaborative work culture based on values of togetherness, discipline, responsibility, and excellent service in the realm of educational administration.

Field findings show that the principal not only instills a work culture through formal regulations but also actively creates spaces to reinforce collective values. This practice is evident in involving administrative staff in drafting the vision and mission of the service unit, work deliberation forums, and open spaces for expressing aspirations and ideas to improve service systems. Such involvement fosters a sense of ownership and strengthens the

³² Moh Wardi et al., "Pesantren-Based Principal Leadership Symbolic Interactionism Perspective in Schools," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (2023): 665–77, <https://doi.org/10.33650/al-tanzim.v7i2.5510>.

³³ Asni Wahidah et al., "Peran Supervisi Akademik Kepala Sekolah Dalam Optimalisasi Implementasi Kurikulum Merdeka Di Sekolah," *Nidhomiyyah: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2024), <https://doi.org/https://doi.org/10.38073/nidhomiyyah.v5i2.1851>.

³⁴ Suchyadi et al., "Basic Concepts Of Educational Supervision Along With Related Administrative Studies."

understanding that administrative staff are not merely technical executors but also strategic actors in the development of educational quality. This aligns with the principle of Sergiovanni and Starratt that a strong work culture emerges from the engagement of all organizational members in the process of forming shared values.

In addition to formal forums, the principal occasionally facilitates informal gatherings such as communal breakfasts, morning prayers, and value briefings that highlight themes of work ethic, honesty, and a spirit of service. This culture not only strengthens social relationships but also reinforces a shared understanding of the core work values upheld collectively. These findings are consistent with Yue Yang's assertion that the formation of educational organizational culture is significantly influenced by the principal's role as a moral leader and value guide.³⁵

The principal also implements a cross-functional collaboration policy, whereby administrative staff flexibly assist other departments during workload surges. This scheme not only enhances efficiency but also fosters solidarity and mutual trust. This principle aligns with Teng & Zhang view that a healthy school culture results from the conscious and participatory internalization of collective work values cultivated by the school leader.³⁶

From the staff's perspective, value-based cultural supervision creates a strong emotional bond with their work and the organization. The principal regularly delivers inspiring narratives about service as a form of worship, fostering a transcendent and meaningful work climate. This narrative functions as an ideological medium in building the institution's collective identity that goes beyond mere formal technical regulations.

In the theoretical framework, Sergiovanni asserts that the cultural force creates organizational cohesion that reduces dependence on structural supervision because work values have become ingrained in individual and collective behaviors. This is evidenced at SMA Negeri 15 Takengon, where staff demonstrate high work initiative and accountability even in situations without direct oversight.

These findings are reinforced by the research of Subagio et al, which demonstrates that a collaborative culture formed through participative and inspirational supervision is a key prerequisite for the success of academic and administrative supervision in Indonesian schools.³⁷ Similarly, Zakiya et al, note that a cultural approach in supervision can strengthen staff's emotional engagement and loyalty to the institution,³⁸ while Mariani et al, emphasize that the internalization of values through a collaborative work culture enhances administrative performance effectiveness.

Thus, the principal of SMA Negeri 15 Takengon demonstrates a deep understanding and strategic implementation of the cultural force in supervision. Through a collaborative, inspirational, and value-based approach, the principal is able to create an inclusive, reflective,

³⁵ Yang, "The Characteristics of University Principal Leadership and the Path of Improvement—Based on Sergiovanni's 'Five Forces Model' Leadership Theory."

³⁶ Antonia K. W. Teng and Yenming Zhang, *School Culture* (2019), 169–82, https://doi.org/10.1007/978-3-319-74746-0_10.

³⁷ Subagio et al., "Collaborative Academic Supervision as an Effort to Optimize Teacher Performance in the Independent Curriculum."

³⁸ Zakiya et al., "Informational Supervision Approach as an Effort to Improve the Quality of Learning in Schools."

and transformative work ecosystem. This approach not only fosters a healthy and adaptive work environment but also serves as a strong foundation for the sustainable acceleration of quality educational administration services.

CONCLUSION

This study confirms that the implementation of the principal supervision model based on Sergiovanni's Five Forces can accelerate and improve the quality of educational administration services at the secondary school level. The five leadership forces technical, humanistic, educational, symbolic, and cultural can be applied synergistically to establish a work system that is efficient, responsive, and value-based. The principal acts not only as an administrative supervisor but also as a moral leader and facilitator of organizational change.

The technical force contributes to procedural efficiency through digitization and enforcement of work standards; the humanistic force strengthens interpersonal relationships and participative communication; the educational force enhances staff competence through continuous training; the symbolic force builds work ethos through exemplary leadership; and the cultural force creates institutional cohesion through the internalization of collective values. This supervision model has proven relevant and applicable in the context of resource-limited schools and holds potential to be replicated as an adaptive leadership strategy to strengthen educational administration governance more broadly.

However, this study is not without limitations. First, the research was conducted in a single educational institution, which may limit the generalizability of the findings to other contexts with different organizational cultures and resource conditions. Second, the study employed a qualitative approach, which focuses on in-depth understanding but does not provide measurable quantitative evidence of the effectiveness of the supervision model. Therefore, future research is recommended to involve a broader range of schools with diverse characteristics and to apply mixed-method or quantitative approaches in order to measure the impact of Sergiovanni's Five Forces supervision model more comprehensively. Further studies may also explore the integration of this model with digital leadership frameworks or examine its long-term effects on institutional performance and service quality.

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