

Research Article

The impact of supervisory management and service-learning pedagogy on the development strategy of junior high schools

Talabudin Umkabu

Institut Agama Islam Negeri (IAIN) Fattahul Muluk Papua, Indonesia (ORCID: 0000-0002-6653-6866)

The objective of the study was to investigate the impact of supervision management and service-learning on learning development. The study location is Jayapura Junior High School, Papua Province, Indonesia. This case-study qualitative research method was used. Data were collected through observing and interviewing 11 participants. The first theme reveals that academic supervision management conducted by the principal has an impact on the quality of learning conducted by teachers in the classroom. The second theme shows that the impact of service-learning can increase students' interest in learning, fostering positive student attitudes and behaviors both in the class and in their community. The theoretical implications relate to the content of these outcomes for the development of learning theories and education management studies. The relevant practical implications relate to its potential contribution to the development of education in Indonesia as a form of effort to make Indonesian society prosperous. The central government is expected to provide more training programs and closely monitored funding to ensure equity and educational development for the younger generation in the Land of Papua.

Keywords: Supervisory management; Service-learning pedagogy; Development strategy; Junior high schools

Article History: Submitted 24 August 2023; Revised 20 October 2023; Published online 7 November 2023

1. Introduction

Education contributes significantly to the development of personality, social behavior, and valuable life experiences. Clearly, the impact of education is highly dependent on indicators of the quality of the school itself (Moran & Baghrarian, 2022). This is in alignment with the goals of education, which is to progress the intellectual and emotional development of the self. Education is able to shape a positive character and attitude towards the surrounding environment. The development of education in Indonesia continues to be improved in order to educate the nation's life. This is in accordance with the mandate contained in the 1945 Constitution (UUD) and Pancasila. The implementation of education is carried out by upholding the values of human rights, religious values, cultural values, and national plurality with a systematic unity through an open and multi-dimensional system (Dewantara et al., 2019). Likewise, the development of education at the Junior High School level, where its implementation must be in the process of

Address of Corresponding Author

Talabudin Umkabu, PhD, Jalan Merah Putih Jl. Buper Waena, Waena, Kec. Heram, Kota Jayapura, Papua 99351, Indonesia.

✉ talabudiniainfmpapua@gmail.com

How to cite: Umkabu, T. (2023). The impact of supervisory management and service-learning pedagogy on the development strategy of junior high schools. *Journal of Pedagogical Research*, 7(5), 223-236. <https://doi.org/10.33902/JPR.202323857>

acculturation and empowerment of students by providing role models, building willingness, and developing the creativity of students in the learning process (Mulang & Putra, 2023).

The current literature reveals that the development of education in Indonesia has been lifelong (Hikmah, 2022). The way to do this is by setting an example, building positive motivation and developing students' creativity in the learning process. This is done by schools throughout Indonesia. It's just that the application of the learning model and curriculum may adjust to the conditions of existing facilities and teachers. As a result, education in Indonesia is uneven. There are still many children at the primary school level who cannot continue to the next level of education and drop out of secondary school due to various factors. For example, poverty, illiteracy, and family. It is understood that many of the current central administration's programs are still not on target. Indeed, the development of education must be carried out by inviting all components of society through participation in the organizing and controlling the quality of education (Niyi & Chinwuba, 2022; Mughal et al., 2019; Shahidul & Karim, 2015).

The initial observation revealed that Papua Province is one of the regions in Indonesia that is categorized as a backward and underdeveloped area with an illiteracy rate of 21.9 percent. The Papua region has a proportion of millennial generation of productive age of around 1.37 million and generation Z of around 1.30 million. The province's Human Development Index [HDI] in 2021 was recorded with a score of 60.62, which is in the poor category throughout Indonesia. The Central Government through the Ministry of Education and Culture is moving the Affirmation Program for Secondary Education [ADEM] in 2023 as one of the efforts to equalize education for Papuan children. In the 2022/2023 school year, the highest number of ADEM recipients in Papua and West Papua was recorded at 1241 students. However, the program has not been able to make Papua out of the 3T (frontier, outermost, and underdeveloped) zone.

An empirical review shows that the condition of education in some remote areas of Papua is inadequate, including the performance of school principals, teachers, and school facilities (Werang et al., 2022). The development of education, particularly in junior high schools in Papua, has not been maximized. However, there is evidence of a number of junior high schools in Papua Province that have applied innovative interactive learning model strategies (Rismawati et al., 2022). The study describes a number of factors that contribute to the low level of education development in Papua. These include conflict-prone areas, poor monitoring and evaluation of scholarship holders, curriculum development, teacher equity, teacher quality standards, travel costs, and school infrastructure that still lags behind other major cities in Indonesia (Dabamona & Cater, 2019; Mollet, 2007; Simoncini et al., 2021; Werang et al., 2019).

Literature reviews reveal that principals who are able to develop Supervisory Management well are able to have a positive impact on the implementation of education (Salim & Hasanah, 2021). Several studies have observed that supervision management by school principals has boosted teachers' productivity and motivated them to make better use of information technology (Nafisatun, 2022; Nurwati et al., 2021; Wahyu, 2020). Unfortunately, not all educational institutions have the availability of qualified learning technology. Public Secondary Schools in Nigeria are alleged to have low management supervision during the Covid-19 pandemic period (Ategwu et al., 2022). However, there is also evidence that academic management supervision has no significant effect on the quality of teacher competence. This is due to the failure of school principals to carry out their function as academic supervisors for teachers in schools.

Marcus et al. (2020) found systematic evidence that in the era of digitalization, the use of technology in distance learning and hybrid learning models is increasing. In the midst of this phenomenon, service-learning offers a learning model that attracts the attention of today's millennial generation to engage in technology-based service learning courses. Findings support the utilization of service-learning by focusing on the development of student learning outcomes in community, family, and civic environments (Marco-Gardoqui et al., 2020). Other findings differ that service-learning not only influences students' academic achievement but can also support the education of pre-service teachers who are exposed to diverse groups in their schools and

communities. Teachers can grow professionally when practicing student-centered pedagogy through project-based service-learning (Dunbar & Yadav, 2022; Márquez-García et al., 2020; Resch & Schrittmesser, 2023). This research shows its novelty by investigating these two themes in relation to the institutionalization and practice aspects of the discipline of education at the Junior High School level, which is in fact the second level to achieve higher education in order to overcome ignorance and poverty in Indonesia.

1.1. Education Development

Educational development is an effort made to upgrade teaching, curriculum, organization, and several aspects of educational development (Land, 2004). There are three educational development strategies put forward by previous findings, including; (1) developing teacher competency both in the teaching and learning process; (2) the role of parents in shaping the characteristics of students in the family environment; (3) student involvement in creating an effective teaching and learning process (Amundsen & Wilson, 2012). The dimensions of the findings reveal that educational development has a wide-ranging impact with six focal points: student satisfaction, confidence in the learning process, teacher performance, student perceptions of teacher and academic staff performance, and the impact on the institutional culture of the educational institution. Clearly, evaluating the impact of educational development should be in line with the intervention strategies used to realize a greater positive impact on education (Kreber et al., 2001). Educational development can be carried out by improving learning materials through the role of school principals to encourage teacher performance and professionalism. Learning materials listed in the curriculum need to be supplemented with other actual materials or sources. So that students are motivated to learn the subject matter provided by the teacher (Warisno & Hidayah, 2022). The utilization of learning styles has been shown to produce the best educational results. The appropriate teaching approach is one that is used or used in accordance with the subject and the teaching and learning process. The educator's method must constantly be goal-oriented, not tied to a single teaching method but combining several methods (Pashler et al., 2008). For schools to achieve student academic accomplishment, the availability of facilities is of particular relevance. From the standpoint of school facilities, it is necessary to pay attention to efforts such as: (1) efforts to understand the function of educational media in depth; (2) understanding the use of appropriate educational media for teaching and learning interactions; (3) understanding in making practical media; and (4) understanding in choosing the right media in accordance with the learning curriculum objectives and the content of the material being taught (Ilomo et al., 2018). Further studies reveal that ineffective education development strategies can occur due to poor policy implementation, principal management systems, budget limitations, and political inference and corrupt practices (Hussain et al., 2012).

1.2. Supervisory Management

Supervisory management is the act of supervising a team and providing guidance on day-to-day business operations. Managers and supervisors serve as the link between the workers and the leadership team. Managers conduct interviews, set productivity requirements, monitor employee progress, and assist in the establishment of business objectives. Managers may assist their employees feel more confident in their jobs while also improving communication between them and senior management (Mosley et al., 2014). According to the findings of the study, leaders play a role in enhancing employee retention in terms of keeping individuals in the firm. Such an impact is possible as long as supervision management is capable of actively supporting personnel. Supervisory management has demonstrated a wide range of work cultures. This work culture will influence the environment that determines whether or not people stay with their team. Regardless, the principal's role as a supervisor is fluid. It is determined by the school's culture and the complexity of each role (Goulden, 1995). According to the literature, the principal's role in teaching and leadership is vital to educational progress. Skills in supervision management will foster responsible leadership, encourage teacher performance and professionalism, prepare instructional

materials and curriculum, and develop qualified technical skills (Yunus et al., 2012). The principal's supervision in the form of assistance offered to teachers and school workers strives to increase their abilities to develop better teaching and learning conditions. Principals can identify performance issues, provide comments, and provide direction and assistance to teachers and educational personnel in order to attain an ideal level of productivity through attentive supervision (Noor et al., 2020; Putra & Hariri, 2023; Yousaf et al., 2018). Further research found that the principal's job as a supervisor plays a vital part in ensuring that teachers and employees follow school policies, procedures, and rules. As a result, a thorough supervision management role may ensure that work norms and ethics are followed in order to establish a quality, professional, and productive workplace (Agih, 2015).

1.3. Service-Learning

Service learning is a teaching and learning method that integrates positive and meaningful community engagement through academic learning, personal development, and civic responsibility (Schröten & Nährlich, 2011). Service-learning has been shown to connect students, academics, and the community when all are involved in one overall service learning program (Aramburuzabala et al., 2019). Service-learning strategies in education can help students become human beings who assist the larger community while also favorably impacting academic progress and future jobs. In the sense of serving others to increase the sense of caring and the creation of a culture of community involvement. Students who have participated in service-learning opportunities through higher education should develop a sense of service (Dunbar & Yadav, 2022). Service learning encourages students to apply what they have learned in class to serve the community. As a result, insights into the service learning system must be tailored to the community's status and requirements. The first step is to create a learning design based on specified objectives and evaluation criteria. The process is subsequently aimed toward examining site selection, identifying learners' roles and responsibilities in the project, and determining the form of application from the learners' perspective. The goal is for students to exhibit what they've learnt. Learners are invited to create a learning design in the form of service learning at this stage (Astin et al., 2000). Service learning involves almost any helping activity that refers to direct service to individuals, indirect service to the community, and advocacy work. Teachers should be aware of the philanthropic impulse as well as the challenges that students may face during such learning (Speck, 1996). Direct service can include tutoring, meal preparation, patient care, and assisting displaced families. Indirect service is any activity done indirectly to improve the environment, such as fundraising events, working in stores, collecting money, and planting trees. Learners can advocate by writing letters to government officials, marching on picket lines, and educating others about potential policy changes (Bringle & Hatcher, 1996).

Based on the research problem's background, two problem formulations are obtained that aid in determining the direction of research and clarifying the goals and objectives of this research, namely:

RQ 1) What is the impact of supervisory management on learning development strategies in junior high schools?

RQ 2) What is the impact of service-learning pedagogy on learning development strategies in junior high schools in Jayapura?

2. Method

2.1. Research Design

The intent of this research is to obtain in-depth knowledge about the implementation of the Supervision Management and Service-Learning Pedagogy functions carried out by school principals for students. The steps for conducting qualitative case study research begin with selecting cases that focus on educational phenomena in the 3T (underdeveloped, frontier, and outermost) areas. The second step is to conduct a review of the most up to date literature to further

sharpen the formulation of the research problem. The third step is to formulate the focus and research problem and then collect detailed data. The collected data is refined by checking all the data and then processing it based on categories. And encoding or coding is carried out and correcting interview answers that are considered unclear to help the data analysis process. The data analysis process was carried out carefully, supported by theoretical insights and expert guidance in the field of education. The final step in case study design is to make a conclusion containing the synthesis described previously regarding the facts in the field that are in accordance with the problem formulation. The primary topic of this study is supervisory management and service-learning in the Jayapura Junior High School Development Strategy. To accomplish these goals, the study employed a case study research design using a qualitative-descriptive technique. This study was driven by Mohr (1999) qualitative effect analysis method, which depends on human observation. This research strategy is ideal for usage since it may provide a picture of the activities, the reality of the educational world, social life, and the perceptions of the research targets in order to establish cause-and-effect links as the study objectives.

2.2. Participants

Junior high school teachers from Jayapura, Papua Province, took part in this study. There were a total of 11 participants, with 5 ladies and 6 men. Participants included a principal, a deputy principal, two teachers of Religious Education and Ethics, two teachers of Citizenship Education subjects, one teacher of Social Science, one teacher of Mathematics subjects, one teacher of Indonesian Language subjects, and two academic staff.

Table 1

Demographical characteristics

<i>Variable</i>	<i>Frequency</i>	<i>Percentage</i>
Gender		
Female	5	45.45
Male	6	54.55
Category		
Headmaster	1	9.09
Vice of Headmaster	1	9.09
Teachers	7	63.63
Academic Staff	2	18.18
Age		
25 - 35 years	4	36.36
36 - 45 years	4	36.36
46 - 50 years	2	18.18
50 years and above	1	9.09
Total	11	100

2.3. Instrument

The impact of management supervision can be seen in the improvement of teacher teaching quality, the growth of the teaching profession, which involves the provision of facilities to support the smooth teaching and learning process, the improvement of teacher knowledge and skills, the provision of guidance and coaching in terms of implementing the learning curriculum, selecting and using teaching methods, learning tools, and teaching evaluation. Service learning has an impact on learning growth in several ways, including knowledge, comprehension, skills, appreciation, emotional, social interactions, physical, ethical or moral, and student attitudes. Students' behavior has changed as a result of what they have learned.

2.4. Data Collection

Data were collected through observation techniques and semi-structured participant interviews. First, direct observation where researchers observed learning activities for one semester in the even semester academic year 2022/2023. Second, the interview technique was carried out by asking questions that allowed participants to provide broad answers. Questions were directed at revealing their lives, concepts, perceptions, roles, and educational development activities at the School. During the researcher's fieldwork, interviews were performed. Each participant was interviewed for 20-45 minutes in their workplace. The questionnaire was created using educational development theory and was validated by two education and curriculum development academics. It was believed that by using a tape recorder and a notebook, the data gathered might be correctly and comprehensively recorded.

2.5. Data Analysis

There are six stages in the qualitative data analysis technique which were then modified into four stages based on the research conducted Baškarada (2014). The first stage involves collecting data and validating all information obtained based on the research theme, including; Supervisory Management; Service-Learning Pedagogy; Development Strategy. Researchers take field notes and select important data to support points in the research report to then form initial codes. The next step is to minimize and categorize data based on research objectives. At this stage the researcher classified the data into theme codes. Data were organized into groups depending on date, participant characteristics, and study responses. Researchers use their expertise to evaluate the data to ensure that the data is not miscategorized. The third stage involves describing the data in narrative form after conducting a descriptive analysis. At this stage the researcher presents an in-depth description of the impact of supervision management of learning pedagogy services on educational practices in junior high schools. Data categories to answer the first research formulation with codes: RQ1_1,2, and 3.. The data categories for the answers to the second research formulation are coded: RQ2_4,5,6, and 7. The final stage is drawing conclusions that contain information relevant to the research objectives. The conclusion is stated simply so that the reader can understand it.

3. Results and Discussion

3.1. Impact of the Headmaster's Academic Supervisory Management on Learning Development Strategies

The first theme explains the learning development strategy by applying the academic management supervision function carried out by the principal to the teachers. The findings reveal that the direct impact of supervision management is felt by the teachers at school. Teachers are motivated to develop quality teaching and learning situations. The principal does not only overcome the difficulties experienced by the school materially. For example, repairing school buildings, adding classrooms, and adding equipment. The principal also functions for the smooth management of learning in the school. This is what is revealed in the first findings regarding appropriate strategies for supervision management to improve learning in junior high schools. The principal has assisted teachers in developing their competence through training programs. Although it has not been running optimally because it is constrained by the cost of travel accommodation and inadequate facilities. Therefore, not all teachers have received competency training, especially in the capital city. The concept of supervision management focuses on the principal's assistance in overcoming problems faced by teachers so that the quality of their performance improves. Observations made of the principal's and teachers' activities at school are shown in data (1).

(1) "In curriculum development, principals developed the concept of teachers' working groups and guided classroom action research (PTK). Teachers reported that they received guidance from the principal to foster a climate for improving students' learning processes and outcomes. Some teachers have also received competency training to improve their professional academic skills."

Data (1) explains that principals have a strategic role in improving the quality of teachers in the teaching and learning process at school. This finding provides empirical evidence of the principal's leadership in carrying out the supervision function as shown in the previous literature using a quantitative research approach. Kaufman (1976) explains that school principals assess the need to instill, promote, and improve mental, moral, physical, and artistic development. The planning in question is the process of determining the goals to be achieved as efficiently and effectively as possible by selecting programs for educational management purposes. Mental development is developing teachers' attitudes and behavior regarding teachers' obligations based on their respective duties. In order to improve performance as a manager in junior high schools, school principals are responsible for planning, coordinating, controlling and implementing school programs well. School principals can provide facilities and opportunities for teachers to carry out professional development activities (Zaid et al., 2022). Opportunities to improve teacher competency are provided through teacher training activities in the school environment and outside the school. In this research, teacher training activities focused on the use of technology. Evidence reveals that digitalization-based teaching competencies have been proven to have a positive effect on student learning in the classroom (Lin et al., 2023). It can be understood that teacher training is not only to improve skills, but also to shape teachers to be accustomed to thinking critically and providing solutions to face education that is adapting to current technological advances.

In this case, to carry out the function of academic supervision, school principals attend competency learner training organized by the Directorate General of Teachers and Education Personnel, Ministry of Education and Culture of the Republic of Indonesia. In the training, principals are given a learner principal module which contains planning academic supervision, implementing academic supervision, analyzing results, providing feedback, and following up on the results of academic supervision, as well as preparing reports on the results of academic supervision. Four of the seven principles have been implemented quite well, namely the principle of practice where academic supervision is carried out in accordance with the situation and conditions. Functional which means it functions as a source. Relevance where academic supervision is carried out in accordance with and supports the applicable implementation. Scientific, which means that academic supervision is programmed and continuous, objective, and uses valid instruments. The other three principles, namely academic supervision with a democratic spirit, cooperative or working well together, and constructive and creative, are still being pursued, given the teachers' opinions that school principals sometimes apply leadership that is less democratic, constructive, and creative. More in-depth results of interviews with participants as data (2).

(2) "There are several techniques of academic supervision conducted by principals, namely; conducting classroom visits, classroom observations, individual meetings between principals and teachers, non-classroom visits, and self-assessment. Principals also implement the principles of academic supervision."

From data (2), it can be understood that the management supervision function carried out by the principal is relatively ordinary and still simple. The teachers argue that the practice of supervision needs to be carefully planned by the principal so that the expected positive impact on learning development can be maximized. By improving the quality of teacher performance, the impact of the implementation of this academic management supervision will be even greater. This is evident from the interviews with the participants, who are teachers who have received competency training and guidance from the principal regarding the curriculum and the teaching and learning process in the classroom. It's just that there is more implementation in the classroom. Some teachers expect more direct methods outside the classroom on an ongoing basis. Especially guidance related to the use of information technology and the internet. Because some teachers do not have the competence to use IT as a method that supports the teaching and learning process.

These findings also explain that school principals carry out soft skills training activities to improve their functions. The principal guides and directs teachers to carry out educational procedures to support progress in the world of education. Success as a supervisor will greatly depend on the principal's ability to provide supervision and control to improve teacher performance. This is a preventive measure to prevent teachers from committing deviations and being more careful in carrying out their duties (Amelia et al., 2022). To find out the extent to which teachers are able to carry out learning in the classroom, the principal periodically carries out supervision activities, namely by observing the learning process directly, especially in the selection and use of learning methods (Zohriah et al., 2022). In this way, the school principal will know the teacher's strengths and weaknesses in the learning process and find the best possible solution. Previous findings explain that providing coaching and follow-up to correct teacher deficiencies and maintain their excellence will have a positive effect on the student learning process.

Appropriate services for teachers in the form of assistance, encouragement or guidance from the principal to help teachers to carry out their duties as well as possible. This supervision function is also an effort to help teachers solve the obstacles faced in the teaching and learning process. So it is expected that it will have a positive impact on student learning outcomes. Interview results about academic supervision in data (3).

(3) "School principals should be competent in carrying out supervision, according to the regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning School/madrasah Principal Standards, which includes several stages as follows: (a) planning academic supervision programs in the context of professional development of teachers; (b) implementing academic supervision of teachers using appropriate approaches."

The first finding has revealed that the impact of carrying out supervision management gradually encourages educational development through efforts to motivate teachers in the teaching and learning process of students. Basically, the ability of academic supervision is expected to improve the principal's ability to manage the curriculum and improve the quality of learning. However, it depends on the ability of the school principal to carry out this function. What is clear, to realize a broader impact on the development of education through academic supervision, it is necessary to carry out the roles and functions of educators in achieving the vision, mission and goals of national education. The findings explain that the principal's leadership has a direct impact on improving teacher performance (Hartinah et al., 2020). Previous studies explain that when teachers feel comfortable with the principal's leadership and feel less pressure, they have confidence in their own abilities and determination in teaching (Barni et al., 2019).

In the opinion of Snae et al. (2016) school principals play a strategic role in improving educational quality, particularly in school development efforts and as implementers of eight national education standards, which include: (1) content standards related to curriculum development and implementation; (2) process standards related to the learning process carried out at school; and (3) educational assessment standards related to student learning assessment, analysis, and evaluation; (4) graduate competency standards related to achieving standards and learning outcomes; (5) educator and education personnel standards related to educator qualifications and competencies; (6) management standards related to management that must be carried out for all elements in educational institutions; (7) education financing standards related to school budgets; and (8) facilities and infrastructure standards related to infrastructure contained in education institutions. In relation to these eight national standards of education, observations made at junior high schools in Jayapura found a number of limitations in the development of education, especially in relation to standards 5, 7 and 8. Not all educators have visionary leadership that is good enough to pay attention to improving education. When teachers in certain courses are unavailable, other teachers, particularly those in religion and ethics, will teach these subjects. As a result, the material provided must be less than optimal because it does not master the learning curriculum. The availability of supporting facilities and infrastructure is still lacking.

There are still a limited quantity of school textbooks available. Similarly, computers are used to aid in the advancement of information technology.

These eight national education standards are also benchmarks in the implementation of education for school accreditation. So it is clear that the function of supervision is very important in supporting the development of education in junior secondary schools. Such an important role in building a quality school climate has an impact on the quality of student learning outcomes which in turn is influenced by the self-competence of the principal. of course, it is supported by various policies, programs, and activities to improve competence.

3.2. Impact of Service-Learning Pedagogy on Learning Development Strategies

The second theme explains the learning development strategy by implementing service-learning. The findings reveal that the real impact of this strategy can be seen in the attitude and behavior of learners both in the family, community and classroom environment. Service-learning produces a positive impact in improving the understanding of academic subject matter only if students can discuss with teachers about their service experience. The parents appreciated the teachers for the change in their children's behavior, who have a sense of confidence and serve their parents in a unique way. Similarly, in the neighborhood, some students are very happy to participate in social service activities. In the classroom, students are quite active in discussions and are motivated to gain added value from a topic given by the teacher. Service-learning focuses on the process of changing behavior in the form of knowledge, attitudes and skills existing in students and overall student behavior (Astin et al., 2000). This change is permanent in behavior that occurs as a result of training or experience that occurs during classroom learning which is then simply practiced in the surrounding environment. Interview results as data (4).

(4) "The learning process using the service-learning concept is individualized and contextualized, meaning that the learning process occurs within the individual according to their development and environment. The learning process focuses on the interaction between children and their environment, both among learners, learners with learning resources, and learners with their teachers."

Based on data (4), it can be understood that the concept of service-learning in Junior High School focuses on interactions between individuals and the environment. The observation found that several learning methods were also carried out, including discussion learning method, lecture method, and tour work method. The discussion learning method prioritizes students' discussion activities in learning to solve problems. This method is carried out by forming discussion groups to discuss a problem. This method is for use in grade IX, and is usually interesting and makes students more focused on the subject matter provided by the teacher. The lecture method accompanied by questions and answers, assignments, and discussions is practiced for classes VII to IX. The field trip method utilizes the environment or certain places in Jayapura as a source of knowledge for students. This tour activity is carried out once a year.

The concept of service-learning at this junior high school in Jayapura is still relatively new. The reason is due to the limited number of teachers who understand how this concept is carried out in the learning curriculum. The service-learning concept is intended to provide service to others. This service activity is designed in a very simple way considering that it is practiced in Junior High School. So that the results are in accordance with the learning objectives. The findings as data (5).

(5) "In practice, there are several choices of people who become service-learning objects, including; (1) family; (2) close neighbors; and (3) friends of students who are not in the same class. These criteria are then adjusted to the materials and values taught in the classroom."

From data (5), it can be understood that the positive impact of service-learning learning is also felt by the parents. They give appreciation to the teachers for the learning strategy that has been done. As a result, the learners were quite enthusiastic and liked the subject using the service-learning method compared to the conventional method. Students were motivated and willing to learn to understand how to serve others and their parents at home. Even some parents are very

sharing student reporters telling homeroom teachers that their children have care and serve parents quite well. For example, by making their father a cup of coffee, helping to clean the house, and helping to look after their younger siblings with affection. Previous findings reveal that service learning has provided concrete evidence that allows students to overcome various problems they encounter while carrying out community service through the academic teaching process. Such practices have effectively increased engagement and motivated students. Uniquely, no adverse effects were found from service learning. In fact, this learning has encouraged students who initially did not respond well to traditional teaching methods (Filges et al., 2022). The interview was then conducted to find out how the stages of learning using the concept as explained in data (6).

(6) "Students are not expected to create a strategy based on the requirements of the community during the preparation stage. Instead, the teacher assigns a task related to the themes taught, notably religious education and ethics. Learners discuss this assignment in groups, then create a plan that includes: (1) steps on how the information and values in the material can be used to provide services to others, and (2) who will be the target and why that person was chosen."

In summary, data (6) has explained the stages of service-learning practice in schools. There are various methods to perform service activities, including physically assisting people and entertaining others. This assignment is designed to boost kids' self-esteem. There are also possibilities for pupils to help others together in the area by practicing mutual cooperation in order to impart the idea that working together yields better results than working alone.

The impact of the service-learning concept on learning development provides real evidence for students' attitudes and behaviors. Because the scope of learning is expanded into learning in the classroom and outside the classroom. It's just that there are limitations rather than the competence of teachers and principals who are not sufficient enough to develop this concept maximally in the school learning curriculum. The service-learning learning model at the junior high school level is still very simple. Therefore, this learning method has not been able to maximize the sense of responsibility, appreciation of diversity, and stewardship (Catete et al., 2022). This is because the students' abilities are not yet qualified for more complex local and global service-learning activities such as at the senior high school and college levels. Data (7) interview results about service-learning that creates caring citizens.

(7) "The school emphasizes service learning and a commitment to community service as an important part of the curriculum. This element of learning is expected to help students develop critical thinking skills, positive community relationships, and a sense of empathy and compassion for themselves and others."

Thus, from data 7, it can be explained that the concept of service-learning is relevant to be practiced in junior high schools. Thus, students can become global citizens who have broad horizons, noble ethics, and are also intelligent. The school also requires students to participate in tutoring and social service activities. Students learn to feel comfortable in a new environment. To find things in common with others who may be different, and students learn to make a positive difference in their school and neighborhood. This learning concept is very interesting because it not only refers to the place of learning which is carried out in different places but also carries out activities to serve others and the community by referring to religious and ethical learning materials. This means that this concept is able to have a positive impact not only on students but also on their families and the environment around them.

Previous studies revealed the advantages of service-learning, namely making students achieve learning objectives, have self-satisfaction with learning outcomes, learn while working in a fun way, and can motivate students to care about the environment around them. If the previous findings reveal that in Higher Education the practice of service-learning has an impact on the results of the course during one semester (Eyler et al., 1997). Comprehensive empirical evidence using a qualitative approach on the impact of supervisory management conducted by principals and service learning implemented by teachers was not included. Filges et al. (2022) discovered

through a comprehensive assessment of bibliographic databases that service-learning had a significant impact on improving learning outcomes and student academic attainment. Furthermore, published and unpublished material in 2020 discovered that the service-learning model had no negative impact on students' academic achievement. Curricular-based service-learning, on the other hand, can integrate classroom instruction with community service. Previous studies have lacked a thorough literature evaluation that reflects the methodology of utilizing the supervisor function of management and service-learning. Previous studies have concentrated on medical and nursing, languages and environmental sciences, computer science and information systems, social research, business and economics, and so on (Salam et al., 2019).

The novelty of this research conclusion is that the influence is larger in Junior High School, including kids' sense of duty and concern for their school environment, family, and community. Other studies highlight the benefits of service-learning as follows: (1) students are more motivated to study than when they are merely in class; (2) students learn subject and social concerns via direct experience; and (3) students create interpersonal bonds in learning. This study shows its novelty by showing empirical evidence that the impact of service-learning not only increases students' interest in learning but also the ethical behavior shown in the community and family. The findings explain that there is a considerable impact on the students' perspective. From the application of supervision management and service-learning for the development of education that is directly practiced by students from the classroom to the community environment. The findings provide strong support for the idea of educational development through supervision and service-learning management. Literature studies have revealed the importance of head managerial competence in the administration of education for improving the quality of education in junior high schools. Managerial implementation must have a clear program formulation, optimal supervision, quality facilities and culture as well as a sufficient school budget (Argaeni et al., 2023). Likewise, using a service-learning approach is successful for all students (Mahoney et al., 2021; Resch & Schrittester, 2023). In contrast to studies conducted by school progress and teacher development is very dependent on the managerial abilities of the school principal. However, this managerial leadership varies widely and does not directly impact teachers' professional learning (Lipscombe et al., 2023). This research has discovered new knowledge about the most important factors in improving students' service experiences and academic understanding are the principal's leadership in facilitating teachers' understanding of academic material and the teacher's role in encouraging class discussions. The government needs to encourage the quantity and quality of training for principals and teachers in junior secondary schools, especially in the 3T areas.

4. Conclusion

These findings reveal two important things. First, that supervision management has had a fairly optimal impact on the SMP development strategy. This educational strategy focuses on improving the quality of teachers so that student learning outcomes increase. Actions taken by the school principal are carried out to achieve educational goals by accommodating all school capabilities. The second finding, the impact of service learning has encouraged the development of strategies in junior high schools that focus on increasing students' interest in learning, fostering positive attitudes and behavior in students, especially caring for others. It can be concluded that supervision management and service-learning in junior high schools in Jayapura need to be improved. Headmasters who carry out the function of academic supervision well will help them in carrying out supervision activities well too. This encourages teachers to improve their skills continuously and is expected to have a positive impact on students' academic and career later. The limitations of this study are related to the research approach used. Future studies need to consider the factors that influence education development using more sophisticated research methods and data analysis. A legal review can strengthen the direction of policy development in education at a higher level. The government needs to support policies related to improving the quality of school

principals in implementing the eight national standards of education which are expected to have a positive impact on the development of education in Papua.

Funding information: No funding source is reported for this study.

Declaration of interest: No conflict of interest is declared by the author.

References

- Agih, A. (2015). Effective school management and supervision: Imperative for quality education service delivery. *African Research Review*, 9(3), 62-74. <https://doi.org/10.4314/afrev.v9i3.6>
- Amelia, C., Aprilianto, A., Supriatna, D., Rusydi, I., & Zahari, N. E. (2022). The principal's role as education supervisor in improving teacher professionalism. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(1), 144-155. <https://doi.org/10.31538/ndh.v7i1.2075>
- Amundsen, C., & Wilson, M. (2012). Are we asking the right questions?: A conceptual review of the educational development literature in higher education. *Review of Educational Research*, 82(1), 90-126. <https://doi.org/10.3102/0034654312438409>
- Aramburuzabala, P., McIlrath, L., & Opazo, H. (2019). *Embedding service learning in European higher education: Developing a culture of civic engagement*. Routledge, Taylor & Francis Group.
- Argaeni, N., Wasliman, I., & Sulastini, R. (2023). Supervision management in improving the managerial competence of madrasah heads (A descriptive study of the Depok city supervisor working group, MTs Al Kautsar, and MTsN Kota Depok). *Baltic Journal Of Law & Politics*, 16(3), 2817-2833.
- Astin, A., Vogelgesang, L., Ikeda, E., & Yee, J. (2000). How service learning affects students. *Higher Education*, 14(10), 144. <http://digitalcommons.unomaha.edu/slcehighered/144/>
- Ategwu, P. O., Kenn-Aklah, F. U., Fanan, A. G., & Uzoigwe, M. C. (2022). Availability and utilization of instructional technologies in supervision in public secondary schools during COVID-19 era in cross river state, Nigeria. *Global Journal of Educational Research*, 21, 175-181. <https://doi.org/10.4314/gjedr.v21i2.11>
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self-efficacy: The role of personal values and motivations for teaching. *Frontiers in Psychology*, 10, 1645. <https://doi.org/10.3389/fpsyg.2019.01645>
- Baškarada, S. (2014). Qualitative case study guidelines. *The Qualitative Report*, 19, 1-18. <https://doi.org/10.46743/2160-3715/2014.1008>
- Bringle, R. G., & Hatcher, J. A. (1996). Implementing service learning in higher education. *Journal of Higher Education*, 67(2), 221-239. <https://doi.org/10.1080/00221546.1996.11780257>
- Catete, V., Isvik, A., & Hill, M. (2022). A framework for socially-relevant service-learning internship experiences for high school students. *SIGCSE 2022 - Proceedings of the 53rd ACM Technical Symposium on Computer Science Education*, 1, 815-821. <https://doi.org/10.1145/3478431.3499355>
- Dabamona, S. A., & Cater, C. (2019). Understanding students' learning experience on a cultural school trip: Findings from Eastern Indonesia. *Journal of Teaching in Travel and Tourism*, 19(3), 216-233. <https://doi.org/10.1080/15313220.2018.1561349>
- Dewantara, J. A., Suhendar, I. F., Rosyid, R., & Atmaja, T. S. (2019). Pancasila as ideology and characteristics civic education in Indonesia. *International Journal for Educational and Vocational Studies*, 1(5), 400-405. <https://doi.org/10.29103/ijevs.v1i5.1617>
- Dunbar, K., & Yadav, A. (2022). Shifting to student-centered learning: Influences of teaching a summer service learning program. *Teaching and Teacher Education*, 110, 103578. <https://doi.org/10.1016/j.tate.2021.103578>
- Eyler, J., Giles, Dwight E., J., & Braxton, J. (1997). The impact of service-learning on college students. *Michigan Journal of Community Service Learning*, 4(2), 5-15. <https://eric.ed.gov/?id=EJ581993>
- Filges, T., Dietrichson, J., Viinholt, B. C. A., & Dalgaard, N. T. (2022). Service learning for improving academic success in students in grade K to 12: A systematic review. *Campbell Systematic Reviews*, 18, e1210. <https://doi.org/10.1002/cl2.1210>
- Goulden, C. (1995). Supervisory management and quality circle performance: An empirical study. *Journal of Management Development*, 14(7), 15-27. <https://doi.org/10.1108/02621719510097334>
- Hartinah, S., Suharso, P., Umam, R., Syazali, M., Lestari, B. D., Roslina, R., & Jermisittiparsert, K. (2020). Teacher's performance management: The role of principal's leadership, work environment and motivation in Tegal City, Indonesia. *Management Science Letters*, 10(2), 235-246. <https://doi.org/10.5267/j.msl.2019.7.038>

- Hikmah, H. (2022). National standards of education. *Indonesian Journal of Education (INJOE)*, 3(2), 226–234. <https://doi.org/10.54443/injoe.v3i2.28>
- Hussain, I., Ahmed, M., Ahmad, S., Suleman, Q., & Khalid, N. (2012). A study to investigate the availability of educational facilities at the secondary school level in District Karak. *Language in India*, 12(10), 234–250.
- Iloilo, O., Mlavi, B., & Ed, M. A. (2018). The availability of teaching and learning facilities and their effects on academic performance in ward secondary schools in Muheza. *International Journal of Contemporary Applied Researches*, 5(12), 61–72.
- Kaufman, R. A. (1976). *Needs assessment: A guide to improve school district management*. American Association of School Administrators.
- Kreber, C., Brook, P., & Policy, E. (2001). Impact evaluation of educational development programmes. *International Journal for Academic Development*, 6(2), 96–108. <https://doi.org/10.1080/13601440110090749>
- Land, R. (2004). *Educational development: Discourse, identity and practice*. McGraw-Hill Education.
- Lin, R., Yang, J., Jiang, F., & Li, J. (2023). Does teacher's data literacy and digital teaching competence influence empowering students in the classroom? Evidence from China. *Education and Information Technologies*, 28(3), 2845–2867. <https://doi.org/10.1007/s10639-022-11274-3>
- Lipscombe, K., Tindall-Ford, S., & Lamanna, J. (2023). School middle leadership: A systematic review. *Educational Management Administration and Leadership*, 51(2), 270–288. <https://doi.org/10.1177/1741143220983328>
- Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., Schlinger, M., Schlund, J., Shriver, T. P., VanAusdal, K., & Yoder, N. (2021). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. *American Psychologist*, 76(7), 1128–1142. <https://doi.org/10.1037/amp0000701>
- Marco-Gardoqui, M., Eizaguirre, A., & García-Feijoo, M. (2020). The impact of service-learning methodology on business schools' students worldwide: A systematic literature review. *PLoS ONE*, 15(12), 1–21. <https://doi.org/10.1371/journal.pone.0244389>
- Marcus, V. B., Atan, N. A., Yusof, S. M., & Tahir, L. (2020). A systematic review of e-service learning in higher education. *International Journal of Interactive Mobile Technologies*, 14(6), 4–14. <https://doi.org/10.3991/IJIM.V14I06.13395>
- Márquez-García, M. J., Kirsch, W., & Leite-Mendez, A. (2020). Learning and collaboration in pre-service teacher education: Narrative analysis in a service learning experience at Andalusian public schools. *Teaching and Teacher Education*, 96, 103187. <https://doi.org/10.1016/j.tate.2020.103187>
- Mohr, L. B. (1999). The qualitative method of impact analysis. *The American Journal of Evaluation*, 20(1), 69–84. [https://doi.org/https://doi.org/10.1016/S1098-2140\(99\)80109-X](https://doi.org/https://doi.org/10.1016/S1098-2140(99)80109-X)
- Mollet, J. A. (2007). Educational investment in conflict areas of Indonesia: The case of West Papua Province. *International Education Journal*, 8(2), 155–166.
- Moran, D., & Baghrmian, M. (2022). Research approaches to improving the educational system. *International Journal of Philosophical Studies*, 2(3), 225–229. <https://doi.org/10.1080/09672559408570779>
- Mosley, D. C., Mosley Jr, D. C., & Pietri, P. H. (2014). *Supervisory management*. Cengage Learning Publisher.
- Mughal, A. W., Aldridge, J., & Monaghan, M. (2019). Perspectives of dropped-out children on their dropping out from public secondary schools in rural Pakistan. *International Journal of Educational Development*, 66, 52–61. <https://doi.org/10.1016/j.ijedudev.2019.02.004>
- Mulang, H., & Putra, A. H. P. K. (2023). Exploring the implementation of ethical and spiritual values in high school education: A case study in Makassar, Indonesia. *Golden Ratio of Social Science and Education*, 3(1), 1–13. <https://doi.org/10.52970/grsse.v3i1.105>
- Nafisatun, S. (2022). Implementation of learning supervision in improving educator performance. *EDUKASI: Jurnal Pendidikan Islam*, 10(2), 143–153. <https://doi.org/10.54956/edukasi.v10i2.312>
- Nek Kamal Yeop Yunus, Jamal Nordin Yunus, & Salomawati Ishak. (2012). The school principals' roles in teaching supervision in selected school in Central Perak, Malaysia. *Asian Journal of Business and Management Sciences*, 1(2), 50–55.
- Niyi, J. O., & Chinwuba, M. A. (2022). An analysis of factors responsible for high out of school children in Nigeria and way forward. *International Journal on Integrated Education*, 5(6), 194–202.
- Noor, I. H. M., Herlinawati, & Sofyaningrum, E. (2020). The academic supervision of the school principal: A case in Indonesia. *Journal of Educational and Social Research*, 10(4), 81–93. <https://doi.org/10.36941/JESR-2020-0067>

- Nurwati, Kaharuddin, Erwatul, E., & Masruddin. (2021). Implementation of school supervisory academic supervision as an effort to increase teacher performance in junior high school. *Journal of Indonesia Islamic Studies*, 1(1), 28–37.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105-119. <https://doi.org/10.1111/j.1539-6053.2009.01038.x>
- Resch, K., & Schrittmesser, I. (2023). Using the service-learning approach to bridge the gap between theory and practice in teacher education. *International Journal of Inclusive Education*, 27(10), 1118–1132. <https://doi.org/10.1080/13603116.2021.1882053>
- Rismawati, N., Hanafi, I., & Zulaikha, S. Z. (2022). The strategy of Implemented limited face-to-face learning policy in junior high school during the Covid-19 pandemic. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 8(1), 190-198. <https://doi.org/10.33394/jk.v8i1.4838>
- Salam, M., Awang Iskandar, D. N., Ibrahim, D. H. A., & Farooq, M. S. (2019). Service learning in higher education: a systematic literature review. *Asia Pacific Education Review*, 20(4), 573–593. <https://doi.org/10.1007/s12564-019-09580-6>
- Salim, S., & Hasanah, E. (2021). Principal leadership in developing Al-Qur'an learning management. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 5(1), 83–94. <https://doi.org/10.33650/al-tanzim.v5i1.1673>
- Schröten, J., & Nährlich, S. (2011). Service-learning. *New Directions for Teaching and Learning*, 128(4), 75–84.
- Shahidul, S. M., & Karim, A. H. M. Z. (2015). Factors contributing to school dropout among the girls: A review of literature. *European Journal of Research and Reflection in Educational Sciences*, 3(2), 25–36.
- Simoncini, K., Pamphilon, B., & Smith, H. (2021). Learning from teachers like us: Using video to move beyond 'secret knowledge' in Papua New Guinea elementary teacher professional development. *Teachers and Teaching: Theory and Practice*, 27(1–4), 48–63. <https://doi.org/10.1080/13540602.2021.1920908>
- Snae, Y. D. I., Budiati, A. C., & Heriati, T. (2016). *Supervisi akademik: Program kepala sekolah pembelajaran tahun 2016 in Jakarta* (Academic supervision: Learning principal program 2016 in Jakarta). Directorate General of Teachers and Education Personnel, Ministry of Education and Culture.
- Speck, B. W. (1996). Why Service Learning? *Journal of Interior Design*, 22(2), 4. <https://doi.org/10.1111/j.1939-1668.1996.tb00230.x>
- Surya Purnama Putra, & Hariri, H. (2023). The effect of principal supervision on teacher performance: literature review. *Journal of Humanities and Education Sciences*, 2(2), 63–70. <https://doi.org/10.35912/jahidik.v2i2.1648>
- Wahyu. (2020). Concept of supervision of learning process in increasing the quality of education results in Madrasah. *International Journal of Nusantara Islam*, 8(1), 67–77.
- Warisno, A., & Hidayah, N. (2022). Investigating principals' leadership to develop teachers' professionalism at madrasah. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(1), 603–616. <https://doi.org/10.33650/al-tanzim.v6i2.3570>
- Werang, B. R., Agung, A. A. G., & Hurit, A. A. (2019). Increasing teacher attendance in Indonesia: A longitudinal study in the remote elementary schools of Southern Papua. *International Journal of Management in Education*, 13(2), 133–155. <https://doi.org/10.1504/IJMIE.2019.098188>
- Werang, B. R., Wea, D., & Wolomasi, A. K. (2022). Working conditions of Indonesian remote elementary school teachers: A qualitative case study in Southern Papua. *Qualitative Report*, 27(11), 2446–2468. <https://doi.org/10.46743/2160-3715/2022.5834>
- Yousaf, S. U., Usman, B., & Islam, T. (2018). Effects of supervision practices of principals on work performance and growth of primary school teachers effects of supervision practices of principals on WP and growth of PST 286. *Bulletin of Education and Research*, 40(1), 285–298.
- Zaid, Z., Pettalongi, S. S., & Nurdin, N. (2022). Implementation of school-based management in improving the quality of State Islamic Junior High School. *International Journal of Social Science and Human Research*, 5(8), 3448–3455. <https://doi.org/10.47191/ijsshr/v5-i8-12>
- Zohriah, A., Fauzi, A., & Pandini, I. R. (2022). The impact of managerial and principal academic supervision on teacher performance. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(3), 434–449. <https://doi.org/10.31538/ndh.v7i3.2607>