

MANAGEMENT OF MENTORING TO IMPROVE THE QUALITY OF LEARNING AT SMP NEGERI 3 MAGELANG CITY

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Abstrak. This study aims to explore and examine the management of mentoring to improve the quality of learning at SMPN 3 Magelang. The method used in this study was a qualitative descriptive method. The focus was on the implementation of mentoring carried out so that it could contribute to improving the quality of learning at SMPN 3 Magelang in 2024. In this study, the author also used interview and documentation techniques to obtain data regarding the implementation of mentoring. Based on the available data, the author attempted to explore and examine the implementation of mentoring at SMPN 3 Magelang. The results of the study showed that supervisors (educational unit mentors) assisted SMPN 3 Magelang in improving the quality of learning through a flow consisting of four stages, namely mentoring planning up to the determination of mentoring methods and strategies, mentoring for the planning of educational unit work programs up to budgeting, mentoring for the implementation of educational unit work programs with periodic feedback, and the preparation of mentoring reports. During the implementation of mentoring, the principles applied were professionalism, planned and strategic approaches, gradual and independent processes, collaboration, asymmetry, equality, and evaluation-based approaches.

Kata Kunci: management, mentoring, mentoring flow, mentoring principles, quality of learning

I. INTRODUCTION

Background of the Study

Junior high schools in Magelang City consist of 13 public junior high schools and 7 private junior high schools. Based on the 2024 education report card, nine junior high schools obtained a moderate category in the learning quality component. Therefore, improving their quality has become a priority. The process of improving the quality of learning in schools is the responsibility of stakeholders, namely students, teachers, principals, educational administrative staff, school committees, students' parents, the surrounding community, business and industrial sectors (DUDI), as well as the Education and Culture Office. The forms of support provided by the Education and Culture Office toward improving the quality of learning include policies, guidance, regulation, and mentoring. The component within the Education and Culture Office responsible for guidance and mentoring activities is the School Supervisor.

Since the issuance of Ministerial Regulation of Administrative and Bureaucratic Reform No. 21 of 2024, teachers who previously held the Functional Position of School Supervisor and the Functional Position of Inspector have received assignments as Educational Unit Mentors. The role of supervisors or Educational Unit Mentors has been regulated in Director General of Teachers and Education Personnel Regulation No. 4831/B/HK.03.01/2023. Mentoring for schools is carried out based on the principles of professionalism, planning, strategy, gradual implementation, independence, collaboration, asymmetry, equality, and evaluation-based approaches. In practice, mentoring tasks are implemented through a mentoring cycle flow.

The implementation of school programs aimed at improving the quality of learning in schools requires mentoring. The mentoring process implemented requires appropriate management so that mentoring produces maximum output. The author is interested in conducting research entitled Management of Mentoring to Improve the Quality of Learning in Junior High Schools in Magelang City.

II. METHOD

Type of Research

This study used a qualitative descriptive approach based on the philosophy of post-positivism. Data were collected through triangulation techniques (interviews, observations, and documentation).

Time and Place of Research

The study was conducted from March 3, 2024, to March 20, 2025, in Magelang City.

Research Subjects

The research subjects were the principal, teachers, and representatives of students at SMPN 3 Magelang City.

Procedure

The research procedures included:

1. Preparation: preparation of the research design, selection of the research location, management of research permits, selection of informants, and preparation of instruments.
2. Implementation: data collection through interviews, observations, and documentation studies.
3. Analysis: data processing through reduction, followed by data presentation and conclusion drawing.
4. Report preparation: systematic writing of research results from the beginning to the end of the activities.

Instruments and Data

The data obtained were in the form of interview results using prepared instruments.

Data Analysis Technique

The interview data were identified based on the mentoring flow. They were then adjusted to the results of direct observations, followed by a review together with the principal of the 2025 education report card issued by the Ministry of Education and Culture.

III. RESULTS AND DISCUSSION

The quality of learning is the level of effectiveness of the learning process in achieving learning objectives. Learning activities programmed by teachers are integrative activities between educators and students. Methodologically, learning activities originate from educators, namely teachers, while pedagogically, learning activities occur within students. The creation of a collaborative climate that supports student-centered learning is essential. This collaboration is not only between teachers and students, but also among educators, educational staff, educational partners, and the community. The paradigm shift in the role of school supervisors, who were previously perceived as superiors to principals resulting in distance in building meaningful conversations, into mentors or learning partners for principals is something that needs to be realized immediately. Thus, meaningful collaboration can be established and gradually become a culture.

Referring to the guideline book published by the Directorate of Principals, School Supervisors, and Educational Personnel, mentoring by Educational Unit Mentors or School Supervisors is implemented through a specific cycle.

The mentoring cycle is a concept describing a series of school supervisors' workflows in accompanying principals continuously. It is called a flow because each stage is designed from upstream to downstream, and then returns upstream repeatedly. There are four stages in the cycle, namely: (1) planning educational unit mentoring, (2) mentoring the planning of educational unit work programs, (3) mentoring the implementation of educational unit work programs, and (4) reporting the results of educational unit mentoring.

When supervisors assist principals in improving the quality of learning, the process begins with mapping the commitment to change among the assisted principals. This is followed by determining appropriate strategies and methods in providing support, giving accurate feedback while accompanying principals from preparing data-based planning, implementing work programs, to evaluating and reflecting on the implementation of school programs so that they align with the expected vision of change. Referring to this mentoring cycle, the work of school supervisors and principals becomes more planned, strategic, systematic, and objective. Without a deep understanding of the needs and potential of principals during the planning stage, mentoring plans may not provide appropriate support (Hanifah et al., 2024).

The next mentoring stage is mentoring during the implementation of school programs. At the organizing and implementation stage, the tendency to use uniform strategies and methods for all supervised schools is certainly inadequate to meet the unique needs and challenges faced by each principal (Hanafiah et al., 2023). In line with the transformation of school supervisors, supervisors adhere to the principles of professionalism, planned and strategic

approaches, gradual and independent implementation, collaboration, asymmetry, equality, and evaluation-based approaches during mentoring implementation. Mentoring in the implementation of educational unit programs is a continuous effort by supervisors to ensure that the education provided meets quality standards and corresponds to students' needs (Melati Kasih Sukma et al., 2024).

Mentoring Planning Stage

At this stage, supervisors implemented three steps, namely: (1) mapping commitment to change, (2) determining mentoring strategies and methods, and (3) preparing mentoring planning documents. In mapping commitment to change, supervisors asked questions to the principal of SMPN 3 Magelang to identify the principal's level of awareness in conducting reflection and the principal's capacity to lead change. From the interview results, it was found that the principal of SMPN 3 Magelang was in the process of leading change and was empowered in conducting reflection. Therefore, the strategy used by the supervisor in mentoring was gradual change. Since the principal of SMPN 3 Magelang was categorized as implementing gradual change, the most appropriate mentoring method was a combination mentoring method, two-way communication, with semi-intensive frequency.

Mentoring Stage for Educational Unit Program Planning

Referring to the 2024 education report card, the root problem in the learning quality component at SMPN 3 Magelang was that learning methods still tended to be monotonous, with minimal interaction and student participation processes. The utilization of learning support facilities in schools such as libraries, laboratories, and outdoor learning spaces was still not optimal. The school's potential was that it possessed adequate supporting facilities. The program idea that emerged was the implementation of the PINTAR SPENAGA application (*Pintu Belajar SMP Negeri 3*) to improve the quality of learning. Supervisors provided mentoring up to the budgeting preparation stage.

Mentoring Stage for the Implementation of Educational Unit Work Programs

In mentoring activities for program implementation, supervisors applied mentoring methods by conducting discussions and providing periodic feedback to monitor the implementation and progress of the PINTAR SPENAGA program, as well as preparing periodic reports on the implementation of the program.

Mentoring Reporting Stage

At this stage, supervisors prepared mentoring reports, reported mentoring results to the Education and Culture Office, established communication with the Education and Culture Office for follow-up actions regarding the mentoring reports, and reflected on the mentoring results.

At the beginning of March 2025, the education report card could be downloaded and reanalyzed by the school. SMPN 3 Magelang experienced a significant improvement, moving from the moderate category to the good category. The report card poster is as follows:



Figure 1. Image (poster) of SMPN 3 Magelang Education Report Card for 2024

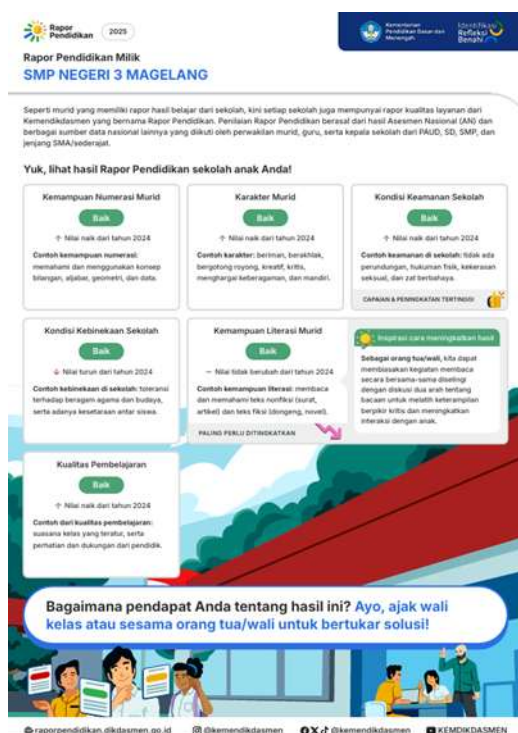


Figure 2. Image (poster) of SMPN 3 Magelang Education Report Card for 2025

From the interview results with the principal, teacher representatives, and student representatives, it was found that mentoring with a flow consisting of four stages, namely mentoring planning, mentoring for educational unit work program planning, mentoring for educational unit work program implementation, and mentoring report preparation with mentoring principles, played a role in improving the quality of learning.

IV. CONCLUSION

Mentoring with a flow consisting of four stages, namely mentoring planning, mentoring for educational unit work program planning, mentoring for educational unit work program implementation, and mentoring report preparation, with mentoring principles including professionalism, planned and strategic approaches, gradual and independent implementation, collaboration, asymmetry, equality, and evaluation-based approaches, has a role in improving the quality of learning at SMPN 3 Magelang.

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