

Correlation of Managerial Competence and The Success of Principal Academic Supervision: A Study of Program Evaluation Based on Logic Model

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ABSTRACT

The Prospective School Principal Training Program (BCKS) is a government initiative to prepare prospective school principals who meet national competency standards. The purpose of this study is to evaluate the BCKS Training Program using the Logic Model approach by assessing its resources, activities, outputs, and short-term outcomes. Managerial competencies and academic supervision were identified as the short-term outcomes to be evaluated. The study employed a program evaluation design using a quantitative approach. Data were collected from the training documents of 146 participants in the BCKS Training Program, facilitator assessment results, and LMS data. Descriptive data analysis was conducted to evaluate the resources, activities, and outputs components and to describe the achievement of managerial and academic supervision competencies. Furthermore, the relationship between the two short-term outcomes was examined using Pearson's product-moment correlation. The evaluation results indicated that the resources, activities, and outputs components were implemented in accordance with the program design. Both competencies demonstrated relatively high levels of achievement, with an average managerial competency score of 92.91 and an average academic supervision competency score of 95.23. The correlation results showed a positive and statistically significant relationship between the two ($r = 0.505$; $p < 0.001$). These findings indicate that in the BCKS Training Program, there is a correlation between the two short-term outcomes. To ensure the sustainability of the program's results in school leadership practices, further evaluation is needed at the intermediate and long-term outcome stages.

ABSTRAK

Program Pelatihan Bakal Calon Kepala Sekolah (BCKS) merupakan upaya pemerintah untuk mempersiapkan calon kepala sekolah yang memenuhi kompetensi nasional. Tujuan penelitian ini untuk mengevaluasi Program Pelatihan BCKS dengan menggunakan pendekatan Logic Model dengan

Kata Kunci:

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mengevaluasi komponen resources, aktivitas, output dan short-term outcome. Kompetensi manajerial dan supervisi akademik ditempatkan sebagai short-term outcome yang dievaluasi. Penelitian menggunakan desain evaluasi program dengan pendekatan kuantitatif. Data dikumpulkan dari dokumen pelatihan 146 peserta Program Pelatihan BCKS, hasil penilaian fasilitator, dan data LMS. Analisis data dilakukan secara deskriptif untuk mengevaluasi komponen resources, aktivitas, dan output dan menggambarkan capaian kompetensi manajerial dan supervisi akademik. Selanjutnya, hubungan antara kedua short-term outcome dipelajari dengan menggunakan korelasi Pearson Product-Moment. Hasil evaluasi menunjukkan bahwa komponen resources, aktivitas, dan output telah dilaksanakan sesuai dengan desain program. Kedua kompetensi memiliki capaian yang relatif tinggi, dengan rata-rata kompetensi manajerial sebesar 92,91 sedangkan kompetensi supervisi akademik sebesar 95,23. Hasil korelasi menunjukkan hubungan positif dan signifikan secara statistik antara keduanya ($r = 0,505$; $p < 0,001$). Temuan tersebut menunjukkan bahwa dalam Program Pelatihan BCKS, ada keterkaitan antara kedua short-term outcome. Untuk memastikan keberlanjutan hasil program dalam praktik kepemimpinan sekolah, evaluasi lanjutan diperlukan pada tahap intermediate outcome dan long-term outcome.

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INTRODUCTION

School principals play a very important role in leading schools, managing school resources, and supporting the improvement of the learning process. To be able to carry out this important role, it is necessary to have more experience, but it also needs to be thoroughly trained to have the knowledge, skills, attitudes, and principles needed to carry out school leadership. The policy set by the Ministry of Primary and Secondary Education in Indonesia includes the assignment and preparation of school principals, starting from the selection of prospective principals and training procedures. The policy is applied in the form of Training for Prospective Principals (BCKS) which is intended to prepare prospective principals to be able to manage schools well by having the competencies needed to carry out their roles¹. The BCKS Training Program must be systematically

¹ Ministry of Education and Education, "Decree of the Minister of Primary and Secondary Education of the Republic of Indonesia Number 129/P/2025 concerning the Selection of the

evaluated as part of the national policy in preparing prospective principals. This is done to find out whether the implementation is in accordance with the program design and whether the targeted initial results have been achieved.

The learning process in the BCKS Training Program does not only consist of classroom learning, but also includes various resources, learning activities, practical experiences, mentoring, and learning products. Learning Management System (LMS), face-to-face learning, case study analysis and school data, school program preparation, field practice (shadowing), learning observation, academic supervision practices, coaching and mentoring, reflection, and development of various school leadership products are designed to equip participants with the competencies needed by prospective principals. The complex structure of the program shows that evaluation is very important to be carried out to find out the extent to which the program has successfully achieved the desired results. Evaluation is not only carried out to ensure whether participants follow the activities that have been designed, but also to ensure whether program resources and activities produce the expected outputs and contribute to the participants' initial achievements. According to a number of studies, systematic program evaluation can be used to understand the relationship between program design, activity implementation, and program outcomes. The use of the Logic Model approach in the evaluation of education and professional development programs is one example².

Developing the competencies necessary for school leadership is the main goal of the BCKS Training Program. Managerial competence and academic supervision competence are two domains of competence developed through a series of training activities. Managerial competence is related to the ability to plan and manage school programs and resources, while academic supervision competence is related to the ability to support the improvement of the quality of learning and professional development of teachers. According to some studies, managerial competence is essential for school management and the improvement of the quality of education, and academic supervision competence is essential to support the improvement of the quality of learning and the professional

Substance of Prospective School Principals, Training of Prospective Principals, and the Mechanism for Assigning Teachers as School Principals," Pub. L. No. NUMBER 129/P/2025 (2025).

² Indah Etika and Ambiyar, "From Input to Impact: Evaluation of Logic Model-Based Teacher Development Programs in Modern Islamic Boarding Schools," *JEM: Journal of Edumatika* 2, no. 2 (2026): 197–208; Victoria C Scott, Elizabeth Chagnon, and Abraham Wandersman, "The Technical Assistance (TA) Effectiveness Logic Model: A Tool for Systematically Planning, Delivering, and Evaluating TA," *Evaluation & the Health Professions* 47, no. 4 (2024): 369–85, <https://doi.org/10.1177/01632787241285561>; Riza Yuliawati et al., "Evaluation of the Competency Improvement Program of Posyandu Cadres in Nganjuk Regency Using a Logic Model," *Journal Health & Science: Gorontalo Journal Health and Science Community* 10, no. 2 (2026): 123–36.

development of teachers³. However, in this study, the two competencies are not considered as stand-alone research objects. Instead, they are considered as competencies built through training and as short-term outcomes that are evaluated after participants participate in the program.

Previous research has shown that leadership training and professional development can enhance competencies through practical experiences, mentoring, reflection, and structured learning. Research on professional learning emphasizes the importance of combining learning opportunities with contexts of practice, collaboration, and coaching⁴. However, program evaluation research suggests that Logic Models can be used to organize correlations between resources, activities, outputs, and program outcomes⁵. Logic Model-based evaluations have been used in educational contexts to evaluate program implementation and outcomes in a variety of contexts with diverse analytical focuses⁶. In contrast, research on managerial competencies and academic supervision looks more at the two competencies separately in relation to school management, teacher professionalism, or learning outcomes than as two short-term outcomes that are related to each other in a prospective principal training program.

³ Denni Puspita Sari, Yovitha Juliejantiningih, and Maryanto, "The Influence of Principals' Managerial Competence, Teachers' Commitment, and the Role of School Committees on Improving the Quality of Education in Public Elementary Schools," *Journal of Learning Innovation in Schools* 5, no. 2 (2024): 438–47, <https://doi.org/10.51874/jips.v5i2.234>; Kris Setyaningsih, "Evaluation of Managerial Competence of Principals at SMA Negeri 6 Prabumulih," *PUSTAKA: Journal of Language and Education* 2, no. 4 (2022): 222–31; Susanto, Sitti Hartinah, and Hanung Sudibyo, "The Influence of Principal Academic Supervision and KKG Activities on the Professionalism of Elementary School Teachers," *Journal of Education Research* 5, no. 3 (2024): 3083–94.

⁴ Y Huang et al., "Blended Learning as an Optimal Strategy for Teacher Professional Development: A Systematic Literature Review," *Educational Administration: Theory and Practice* 29, no. 2 (2023), <https://doi.org/10.17762/kuvey.v29i2.701>; Sarah van der Linden, Hans van der Meij, and Susan McKenney, "Teacher Video Coaching, From Design Features to Student Impacts: A Systematic Literature Review," *Review of Educational Research* 92, no. 1 (2022): 114–65, <https://doi.org/10.3102/00346543211069455>; Odysseas M Ventista and Chris Brown, "Teachers' Professional Learning and Its Impact on Students' Learning Outcomes: Findings from a Systematic Review," *Social Sciences & Humanities Open* 8, no. 1 (2023): 100565, <https://doi.org/10.1016/j.ssaho.2023.100565>.

⁵ Amanda D Ali, "Developing a Program Theory to Guide Program Evaluation Developing a Program Theory to Guide Program Evaluation," *The Journal of Extension* 63, no. 3 (2025): 1–4; Scott, Chagnon, and Wandersman, "The Technical Assistance (TA) Effectiveness Logic Model: A Tool for Systematically Planning, Delivering, and Evaluating TA."

⁶ Ethics and Ambiyar, "From Input to Impact: Evaluation of Logic Model-Based Teacher Development Programs in Modern Islamic Boarding Schools"; Iskandar Tsani and Sufirmansyah, "Evaluation of Islamic Values Learning in Elementary Schools Plus Rahmat Kediri Logic Model Perspective," *Belajea Journal of Islamic Education* 9, no. 2 (2024): 119–42, <https://doi.org/10.29240/belajea.v9i2.9189>; Yuliawati et al., "Evaluation of the Competency Improvement Program of Posyandu Cadres in Nganjuk Regency Using a Logic Model."

This condition indicates a lack of research on how to evaluate government-run training programs for prospective principals by linking the success of the program to targeted short-term competencies. Previous research has typically emphasized specific competencies, professional development activities, or program components separately. In contrast, research that evaluates training programs for prospective principals by placing managerial competencies and academic supervision competencies simultaneously is still limited and does not look at how the two competencies relate to each other. This gap is particularly important because the BCKS Training Program is part of a national policy on the preparation of prospective principals, and to support the development and refinement of the program in a sustainable manner, empirical evidence is needed.

Based on these gaps, this study evaluates the Training Program for Prospective Principals (BCKS) using an evaluation framework based on the Logic Model. This study presents empirical evidence by examining the implementation of the program through resources, activities, outputs, and short-term outcomes. The short-term outcomes evaluated in the study are managerial competence and academic supervision competence. In addition to describing the implementation of program components and the achievements of the two competencies, this study also analyzes the relationship between managerial competence and academic supervision competence to obtain an integrated understanding of the two competencies developed through the training program. The findings of this research are expected to contribute to the development of the design, implementation, and evaluation of the BCKS Training Program using a logic model and become a consideration for organizers and policymakers in strengthening the development of the competencies of prospective principals.

Methods

This study uses a program evaluation design with a quantitative approach to evaluate the Prospective Principal Training Program (BCKS) using the Logic Model as an evaluation framework. The evaluation is carried out after the entire training series is completed and is directed to identify the implementation of the program components and the achievement of short-term outcomes set out in the research. In the evaluation framework, the research focuses on the four components of the Logic Model: resources, activities, outputs, and short-term outcomes. The components of resources, activities, and outputs are evaluated descriptively using program documents and LMS data. For short-term outcomes, descriptive statistics and Pearson Product-Moment correlations are used. In this study, managerial competence and academic supervision are considered as short-term outcomes of the BCKS Training Program, namely the results evaluated after participants participate in the training program. The focus of this analysis is to determine the direction and strength of the statistical linear relationship between these two short-term outcomes. Pearson's correlation was chosen because both variables are quantitative data, and the purpose of the analysis was not to test the

cause-and-effect relationship, but to find the relationship between variations in academic supervisory competency achievement and variations in managerial competency achievements. While the correlation coefficient (r) indicates the direction and strength of the relationship, the significance value (p -value) is determined at the level of 5% ($\alpha = 0.05$) through a two-way test. (two-tailed).

Before correlation analysis is performed, the data is examined to ensure that Pearson correlation can be used. This is mainly done by examining the linearity of the relationship and the possibility of extreme outliers or outliers. Using a scatterplot, the relationship pattern between Y1 and Y2 is examined to ensure that the relationship between the two variables generally shows a linear pattern and that there are no extreme deviations that unnaturally affect the correlation coefficient. Data analysis was performed using the IBM SPSS 27 statistical program.

To organize the logical relationship between the resources used, the activities performed, the products produced, and the short-term outcomes, the Logic Model was used as a framework for program evaluation. In this study, the Logic Model was not used as a statistical analysis technique. Operationally, the following four components were used to evaluate the BCKS Training Program.

Table 1. Evaluation Scope of BCKS Training Program

Logic Model Components	Evaluation Focus	Data Source	Analytical Techniques
Resources	Organizing committee, facilitators, mentors principals, participants, LMS, modules and teaching materials, practice schools, training facilities (training venues), and training time.	Program Documents	<i>Descriptive</i>
Activities	Independent learning in LMS, face-to-face learning, school data analysis, school program preparation, shadowing, learning observation, academic supervision practice, coaching and mentoring, presentation and reflection, and follow up action plan preparation.	Program and LMS Documents	<i>Descriptive</i>
Outputs	School visioning, data-based rkt/rkas, resource management analysis, monitoring and evaluation instruments, learning analysis, supervision reflection, supervision simulation, school leadership transformation design, pretest and posttest assesment results.	LMS	<i>Descriptive</i>
Short-term Outcome	Managerial competence (Y1) and academic supervision competence (Y2).	Competency assessment data in the LMS	<i>Descriptive statistics and Pearson correlation analysis</i>

Thus, this study uses the following evaluation framework:

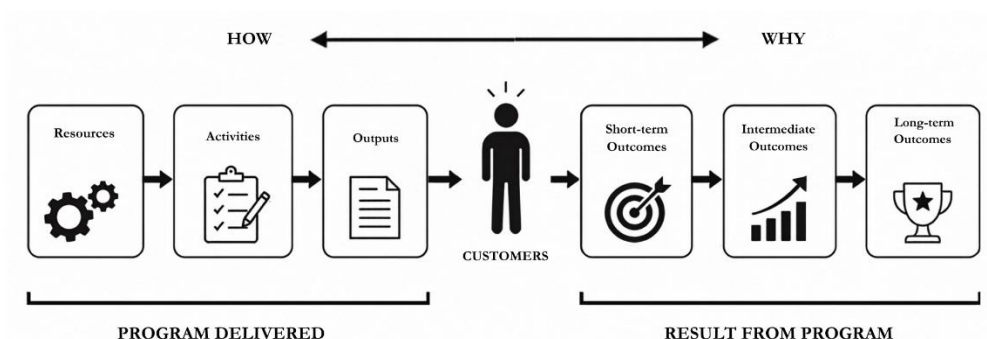


Figure 1. Logic Model⁷

The relationship is not a statistical relationship that is tested as a whole, but is a logical flow of the program. In this study, statistical analysis is used only for the short-term outcome component, to explain competency achievement and analyze the relationship between management competence and academic supervision competence.

This study collects data from participants of the Prospective Principal Training Program (BCKS) organized in East Nusa Tenggara Province (NTT) by the Teachers and Education Personnel Center (BGTK) of NTT Province. This program is part of the national program and has training designs, learning tools, assessment instruments, and main program resources created and determined by the central government. This study involves all participants of the BCKS Training Program who have complete data in the LMS system, namely 146 participants in the implementation of the program in NTT Province. The focus of the research evaluation is the implementation of the BCKS Training Program organized by the NTT Provincial BGTK. Therefore, the results of the study show that the implementation of the program on a regional scale and do not aim to directly generalize the results for the entire implementation of the BCKS Training Program in Indonesia.

Because all BCKS Training participants at BGTK NTT Province meet the data completeness criteria, this study uses total sampling. The data criteria used are as follows: (1) participants participate in the BCKS Training Program; (2) have post-test scores on the LMS; (3) have assignment values or learning products that demonstrate managerial competence; and (4) have assignment values or learning products that demonstrate academic supervision competence. The research data is sourced from program implementation documents, facilitator assessment results, post-test scores, participant assignments, and learning products made during the BCKS training program. Data is collected by extracting data from documents recorded in the LMS. Then, the data is grouped based on the logic model component. Data on resources, activities, and outputs are used

⁷ Joseph S Wholey, Harry P Hatry, and Kathryn E Newcomer, *Handbook of Practical Program Evaluation*, Second Edi (Jossey-Bass, 2004).

to explain the implementation of the BCKS Training Program. Meanwhile, competency assessment data is used to evaluate the short-term outcome of the program.

Assignment scores and learning products that represent managerial competencies are used to measure the managerial competencies (Y1) possessed by participants while participating in the BCKS Training Program. These products are related to, among others: (1) school visioning; (2) data-based program planning; (3) school resource management; and (4) program monitoring and evaluation. Furthermore, academic supervision competencies (Y2) are measured using assignment scores and learning products that show participants' ability to apply these competencies. The data includes: (1) in-depth learning analysis; and (2) designing and implementing academic supervision simulations. The BCKS Training Program uses assessment instruments created by the program development team at the central level and used in the implementation of programs in the regions. Competency indicators set in the design of the BCKS Training Program, such as managerial competence and academic supervision competence, are the basis for the development of this instrument. This instrument is used by the NTT Provincial BGTK as a program organizer to assess participants during the implementation of the program in East Nusa Tenggara Province. The assessment rubric in the program platform is used by the facilitator to assess all participants. The results of the assessment are used as data to evaluate the short-term outcome of participants.

In the Logic Model evaluation, managerial competence and academic supervision competence are short-term outcomes of the BCKS Training Program. These two competencies are built through various training activities, such as independent learning, face-to-face learning, field/shadowing practices, academic supervision practices, coaching and mentoring, and reflection activities. Therefore, the achievement of participants' competencies after participating in various training activities is considered a short-term outcome that must be evaluated to determine the program achievements of the participants. To measure these two short-term outcomes, the assessment instrument used in this study is a standard instrument of the BCKS Training Program developed by the program development team at the central level and used in the implementation of the program nationally. The instrument is prepared based on learning outcomes and competency indicators set in the design of the BCKS Training Program. In the implementation of the program in NTT Province, the instrument is used by the NTT Provincial BGTK as the organizer, with the assessment carried out by the facilitator using the rubric that has been determined in the program tool. This study uses secondary data generated through the assessment process so that it does not develop or test the validity and reliability of the instruments. Furthermore, the results of the assessment of managerial competence and academic supervision competence are used to evaluate the short-term outcomes of the BCKS Training Program.

The data from the program assessment results, in this case, the posttest scores in this study are used to describe the participants' achievements at the end of the training. The data is analyzed descriptively and is not used as a predictor variable for regression analysis. Meanwhile, managerial competence and academic supervision competence are positioned as short-term outcomes of the BCKS Training Program. Therefore, regression analysis is intended to determine the statistical relationship between the two competency achievements as part of the short-term outcome evaluation. Managerial competence (Y1) is positioned as a predictor and academic supervision competence (Y2) is positioned as a bound variable.

Based on the Logic Model framework, data analysis was carried out in three stages. First, the resources/inputs, activities, and outputs components were analyzed descriptively using program documents, LMS data, and participant learning products. The purpose of this analysis was to show the implementation of the program in accordance with the set design. Second, short-term outcomes, which included managerial competence and academic supervision, were analyzed using descriptive statistics such as N, minimum, maximum, mean, and standard deviation. The goal was to show how well participants achieved their competencies after participating in the training. Third, to evaluate the relationship between managerial competence (Y1) and academic supervision competence (Y2), with the model $Y2 = a + bY1 + e$, simple linear regression was used. This analysis included R, R², Adjusted R², F, regression coefficients (B), t, and p-value. Before regression was performed, linearity, residual normality, and heteroscedasticity tests were performed on the model. Regression analysis was used to identify statistical relationships between the two short-term outcomes and was not intended to draw causal conclusions about the relationship between competencies or the impact of the BCKS Training Program on participants' competencies. The linear relationship between managerial competence and academic supervision competence as two short-term outcomes of the BCKS Training Program was identified using simple linear regression. The interpretation of regression coefficients focused on the direction, strength, and significance of the statistical relationship between the two competency achievements.

RESULT

The results of the evaluation of the Prospective Principal Training Program (BCKS) are presented based on the Logic Model component, namely resources, activities, outputs and short-term outcomes. The evaluation of resources, activities, and outputs is carried out descriptively using program documents, LMS data, and participant learning products, while short-term outcomes are analyzed using descriptive statistics and analyzing the relationship between management competence and academic supervision competence.

Resources

The results of the evaluation showed that the BCKS Training Program in NTT Province was implemented with sufficient resources, including regulations,

human resources, learning resources, Learning Management System (LMS), facilities and infrastructure, and the timing of program implementation. For the human resource aspect, the implementation of the program involved 146 participants, 10 facilitators, 25 mentor school principals, and 15 committee or program implementers. The NTT Provincial Teachers and Education Personnel Center (BGTK) is responsible for the implementation of the program at the provincial level. At the central level, the program developer is responsible for the design of the training and the main resources of the program, including supporting regulations.

The BCKS Training Program is supported by central regulations regulated in the Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia Number 7 of 2025⁸ concerning the Placement of Teachers as Principals and the Decree of the Minister of Primary and Secondary Education of the Republic of Indonesia Number 129/P/2025 concerning the Selection of Materials for Prospective Principals, Training for Prospective Principals, and the mechanism for assigning teachers as school principals⁹. The regulatory support then becomes the basis for the organizers to provide and/or use other support resources such as funding, organizing committees, facilitators who meet the requirements of the task, Principal Mentors, Learning Management Systems, teaching modules and materials, practical schools, infrastructure facilities, and determining the timing of the training. It can be said that this training has strong resources in its implementation. As the UPT of the Ministry of Primary and Secondary Education, the NTT Provincial BGTK has strong resources for the implementation of this program. This is in line with the perspective of program evaluation where policy support and funding are the main prerequisites for the initial input stage or foundation of the program that will determine the sustainability of the program.

Furthermore, in terms of learning resources, the program provides learning resources that can be used by participants throughout the training. In addition, the LMS serves as a platform to support learning. The platform allows users to access content, conduct learning activities, complete assignments, upload products, and record participant activities during the training process. One of the sources of research data is LMS data, which is used to identify the implementation of participant activities and the utilization of learning resources by participants.

⁸ Ministry of Primary and Secondary Education, "Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia Number 7 of 2025 concerning the Assignment of Teachers as School Principals" (2025), <https://jdih.kemendikdasmen.go.id/produk-hukum/peraturan-perundang-undangan/peraturan-menteri-pendidikan-dasar-dan-menengah-nomor-7-tahun-2025-tentang-penugasan-guru-sebagai-kepala-sekolah>.

⁹ Ministry of Education and Education, Decree of the Minister of Primary and Secondary Education of the Republic of Indonesia Number 129/P/2025 concerning the Selection of the Substance of Prospective School Principal Candidates, Training of Prospective School Principals, and the Mechanism for Assigning Teachers as School Principals.

The program also provides mentor handbooks as well as broadcast materials for facilitators.

In addition, the program is supported by facilitators and mentor principals who are involved in the learning process and mentoring of participants. Facilitators support independent learning activities in LMS and face-to-face at the training site, while mentor principals accompany participants in practical experience and mentoring processes in accordance with the training design. In addition, the facilities and infrastructure used during the program support the implementation of the program. Participants are facilitated during the training in a proper training room with all the necessary needs such as projectors/videotrons, smooth internet connections, adequate electricity networks and ATK needed for the learning process. The training was carried out for a total of 110 JP (learning hours), with details of 18 JP of independent learning in LMS, 10 days of face-to-face training consisting of 67 JP at the training site with the facilitator and 25 JP of learning carried out at the school with the principal of the mentor. Thus, the resource components in the BCKS Training Program in NTT Province are the committee of participants, organizers, facilitators, mentor principals, teaching materials, mentor handbooks, LMS, infrastructure facilities and sufficient implementation time to carry out program activities.

Activities

The results of the evaluation of the activity components show that the Prospective Principal Training Program (BCKS) is carried out through various learning activities that combine independent learning, face-to-face learning, field practice (shadowing), mentoring, and assessment. These activities are designed to provide participants with material understanding, analysis of school problems, and application of knowledge in the context of school leadership, including managerial competence and academic supervision competence as short-term outcome programs.

Activities designed to develop managerial competencies in this training are visioning educational units, data-based planning, school resource management, and monitoring and evaluation of school programs. These training activities allow participants to apply school leadership and management materials to solve problems faced by schools. Meanwhile, academic supervision competencies are developed through activities that include case studies of the implementation of academic supervision in educational units, in-depth learning, and strengthening the results of studies on the implementation of supervision in educational units. Participants have the opportunity to identify learning elements that need improvement, make observations on the learning process, and use coaching and mentoring methods to provide feedback to teachers. Thus, training activities not only provide conceptual understanding but also provide relevant practical experience. Presentations, reflections, feedback, preparation of school leadership transformation plans, and assessments are part of the next program activities. In the evaluation of output components, various activities produce

learning experiences and products. On the other hand, the achievement of management competencies and academic supervision is used to describe the short-term results of the BCKS Training Program.

Output

The results of the evaluation of the output components show that the activities in the Prospective Principal Training Program (BCKS) produce various learning products related to the management and development of educational units. These products come from learning activities, case analysis, practices, and assignments carried out during the program. Participants produce educational unit visioning documents, data-based Annual Work Plans (RKT)/School Activity Plans and Budgets (RKAS), monitoring and evaluation instruments, and school management analysis documents. These documents represent the output of activities carried out by participants in analyzing school conditions, planning programs based on data, and identifying the management of necessary resources. Furthermore, in aspects related to academic supervision competencies, the products that become training outputs are in-depth learning analysis documents and academic supervision simulation documentation. Overall, these various learning products show that the activities carried out by the BCKS Training Program produce outputs that are in accordance with the training activity plan. The outputs of this research are considered as a direct result of the program. The output in this study is the direct output of the program and is different from the short-term outcome, which in the next evaluation is illustrated by the achievement of managerial competence and academic supervision competence.

Short-Term Outcome

The Training Program for Prospective Principals (BCKS) trains various competencies needed to carry out school leadership responsibilities. The focus of this study is on two competencies, namely managerial competence and academic supervision competence. The number of participants (N), minimum score, maximum score, mean, and standard deviation were used to analyze the achievements of the two competencies, which can be analyzed in this study. The selection of the two domains is based on their position as leadership competencies developed through a series of training activities and the availability of achievement data that can be analyzed.

Table 2. Descriptive Statistics of Short-Term Outcomes of BCKS Program

Variabel	N	Minimum	Maximum	Mean	SD
Posttest Score	146	3,33	93,33	72,51	11,97
Managerial Competence	146	82,50	98,96	92,91	6,04

Variabel	N	Minimum	Maximum	Mean	SD
Academic Supervision Competencies	146	86,25	100,00	95,23	3,43

Table 2 shows that the average posttest score of participants was 72.51 with a minimum score of 3.33 and a maximum score of 93.33, as well as a standard deviation of 11.97. The average management competence was 92.91, with a score range of 82.50–98.96 and a standard deviation of 6.04. The average academic supervision competency was 95.23, with a score range of 86.25–100.00 and a standard deviation of 3.43. In the short-term outcomes component, this study also used simple linear regression to examine the relationship between managerial competence (Y1) and academic supervision competence (Y2). The statistical linear relationship between the two competency achievements and the direction and magnitude of the relationship were determined through this analysis.

Table 3. Pearson Correlation between Short-Term Outcomes

Short-Term Outcomes	Y1: Managerial Competence	Y2: Academic Supervision Competence
Y1: Managerial Competence	1.000	0.505**
Y2: Academic Supervision Competence	0.505**	1.000
N	146	146
Sig. (2-tailed)	—	< 0.001

Note.

P < 0.01 (2-tailed)

** correlation is significant at the 0.01 level (2-tailed)

The results of the Pearson Product-Moment correlation analysis showed a positive and statistically significant relationship between managerial competence (Y1) and academic supervision competence (Y2) ($r = 0.505$; $p < 0.001$; $n = 146$). The correlation coefficient showed a positive relationship with moderate strength between the two short-term outcomes. These findings show that the two competency domains are related in the context of short-term outcomes of the BCKS Training Program.

DISCUSSION

The results of the evaluation show that the Prospective Principal Training Program (BCKS) is supported by human resources, learning resources, facilities and infrastructure, program implementation time, and human resources. This is shown by the availability of facilitators, mentor principals, participants, LMS, learning materials, and a practical environment. The program has the necessary supporting elements to provide a series of learning and practical experiences for prospective principals. According to the logic model, these resources are very important for the implementation of program activities because they provide the basis for operationalizing the training design. However, the success of the program is not itself indicated by the availability of resources, the success of the program needs to be seen also in the activities carried out and the products (outputs) produced.

The BCKS Training Program combines independent learning through LMS, face-to-face learning, and field practice through various learning observation activities, coaching and mentoring, academic supervision practices, case study data analysis, and presentation, reflection, and assessment activities. These activities show that the program not only focuses on disseminating information, but also provides participants with the opportunity to use their knowledge and skills in the context of school leadership. Educational unit visioning, data-based planning, school resource management, and school program monitoring and evaluation are all activities related to managerial competency development. On the other hand, case studies of the implementation of academic supervision in the education unit, in-depth learning, and strengthening the results of the study of the implementation of supervision in the education unit are all experiences relevant to the development of academic supervision competencies. Therefore, there is a relationship between the design of program activities and competencies that are the focus of the evaluation of the short-term results of this study.

Each activity carried out produces various learning products which in this study are positioned as outputs in the logic model. In the logic model framework, output is a direct result of the program activity that shows that the designed activity has produced observable products. However, the resulting product cannot be directly equated with the participant's competence. In this study, managerial competence and academic supervision competencies are placed at the short-term outcome level, which is evaluated through the participants' competency achievements. Overall, the linkage between resources, activities, and outputs shows that the BCKS Training Program has a structured series of implementations, ranging from the provision of resources to the implementation of activities to producing learning products. These results show that the program implementation component is in accordance with the Logic Model flow. However, this relationship is considered as a linkage in the structure and implementation of the program, not as evidence of a causal relationship to

competency achievement. To provide an overview of the short-term outcome of the program in the competency domain that is the focus of the research, the short-term outcome will be analyzed separately.

The results of the evaluation showed that the participants of the BCKS Training Program achieved a relatively high level of achievement in the two competency domains that were the focus of this short-term outcome evaluation research, namely managerial competence and academic supervision competence. These findings show that the program has achieved competence in the studied domains at the short-term outcome stage. These two competencies are not positioned as all the abilities developed in the BCKS Training Program, but as two domains chosen in this study to describe the short-term outcome of the program.

Participants' achievements in these two domains can be understood in relation to training activities or activities that are held in stages through a combination of independent learning through a learning management system (LMS), face-to-face learning that contains case study analysis, school data analysis, data-based school program preparation, shadowing, learning observation, academic supervision practices, training and mentoring, presentation of results, reflection, assessment, and preparation of a Follow-up Plan (RTL). This series of activities reflects the characteristics of effective professional development because it integrates theoretical learning, authentic practices in schools, collaboration, mentoring, and reflection on an ongoing basis to support the achievement of participants' professional competencies.¹⁰

Participants' achievements in managerial competence can be understood from their relation to the activities of participants in the BCKS Training Program where participants are given the opportunity to connect leadership knowledge with school management practices. These findings are then in line with previous research that shows the importance of managerial competence development in supporting the implementation of the principal's leadership function¹¹. Meanwhile, the achievement of academic supervision competencies as a domain related to learning leadership can be related to the series of activities carried out during the training. The series of activities carried out related to this domain allows participants to understand and carry out the academic supervision function. These findings are in line with previous studies that show that the

¹⁰ Ventista and Brown, "Teachers' Professional Learning and Its Impact on Students' Learning Outcomes: Findings from a Systematic Review"; Huang et al., "Blended Learning as an Optimal Strategy for Teacher Professional Development: A Systematic Literature Review"; van der Linden, van der Meij, and McKenney, "Teacher Video Coaching, From Design Features to Student Impacts: A Systematic Literature Review."

¹¹ Sari, Juliejantiningasih, and Maryanto, "The Influence of Principals' Managerial Competence, Teachers' Commitment and the Role of School Committees on Improving the Quality of Education in Public Elementary Schools"; Muhammad Sapril Siregar, "Managerial Competence of School Principals in Improving the Quality of Learning," *Curere* 6, no. 1 (2022): 104–12, <https://doi.org/10.36764/jc.v6i1.718>.

academic supervision of principals is related to the quality of learning and the development of teacher professionalism¹². When viewed in the framework of the Logic Model, the achievements of the two competency domains provide information about the short-term outcomes produced by participants after carrying out various activities. These outcomes involve the creation of different learning products in the program. However, these achievements need to be understood as the results of evaluation at the short-term outcome stage and cannot be used to conclude the long-term success of the program in improving the performance of the principal. After participants carry out leadership tasks in the educational unit, their performance can be assessed through follow-up evaluation. Therefore, the findings related to the achievement of managerial competence and academic supervision competence provide empirical evidence about the short-term outcomes of the two competency domains that are the focus of the research. These findings provide an overview of the participants' initial achievements after participating in the BCKS Training Program.

Overall, these findings show that the short-term outcomes of the BCKS Training Program have been well achieved, characterized by high achievement of managerial competence and academic supervision competence. However, although academic supervision competence and managerial competence show relatively high results, these findings must be interpreted proportionally. This study does not use an experimental design and does not test long-term changes in competencies. Thus, follow-up evaluation at the intermediate and long-term outcome stages is needed to find out how the skills learned during the training are applied and maintained while participants carry out their responsibilities as principals.

From the perspective of the logic model, short-term outcomes show that a series of resources, activities, and outputs from the BCKS Training Program have supported the achievement of the program's initial goals, namely strengthening the managerial competence and academic supervision competence of the participants. The availability of adequate resources, the gradual implementation of learning through LMS, face-to-face learning, field practice, training and mentoring simulations, and the preparation of various learning products provide opportunities for participants to integrate knowledge, skills, and practical experience into the context of school leadership. This condition is reflected in the high achievement of managerial competence and academic supervision competencies obtained by participants at the end of the training. Thus, the results of this evaluation show that the transformation mechanism in

¹² Nani Mediatati and Dionisius Heckie Puspoko Jati, "Principal Supervision: Improving the Quality of Teacher Learning and Student Learning Outcomes" 6, no. 3 (2022): 422–31; Susanto, Hartinah, and Sudibyo, "The Influence of Principal Academic Supervision and KKG Activities on the Professionalism of Elementary School Teachers"; Eni Rita Noviyana, Tri Yuni Hendrowati, and Siswoyo, "The Effect of Principal Academic Supervision on Motivation," *Education Management* 20, no. 1 (2025): 96–115.

the logic model, starting from resources to output, has produced short-term outcomes that are in accordance with the objectives of the Training Program for Prospective Principals.

Although both competencies show high achievement, the evaluation results need to be interpreted taking into account the characteristics of the program participants. All participants had met the selection requirements set before participating in the training so that they had relatively good initial competencies. Therefore, the short-term outcomes in this study had more to do with the achievement of competencies according to the standards set by the program than with the magnitude of the change in participants' competencies during the training. In addition, the greater variation in post-test scores compared to the variation in competency scores showed that participants' cognitive abilities were still diverse, while competency assessments through products and practices resulted in more consistent results. This suggests that training designs that integrate conceptual learning, field practice, training, and mentoring can help participants achieve relatively even competency standards.

In addition to the characteristics of the participants, the achievement of high competencies is also supported by a training design that integrates independent learning through LMS, face-to-face learning, case study analysis, field practice, shadowing, coaching, mentoring, and reflection. The integration of these various activities provides an opportunity for participants to connect conceptual knowledge with practical experience so that learning is not only oriented to mastery of the material, but also to the application of competencies in the real context of school leadership. The relatively small variation in competency scores compared to posttest scores can also be influenced by the characteristics of the assessments used. Managerial competence and academic supervision competencies are assessed through the accumulation of various learning products, field practices, observations, and facilitator assessments, while posttests focus more on mastery of leadership knowledge. Therefore, performance-based assessments tend to provide a more comprehensive picture of participants' ability to apply competencies during training. The compatibility between program objectives, learning activities, participants-produced products, and competency achievement shows that there is consistency between components within the logic model framework. This shows that the program design has supported the achievement of short-term outcomes that are the target of the evaluation.

Although the descriptive statistical results show that the two competencies achieve high achievements, the descriptive analysis has not been able to explain whether managerial competence is related to academic supervision competence. Therefore, to analyze the relationship between the two abilities as a short-term outcome of the BCKS Training Program, a Pearson Product-Moment correlation analysis was conducted. Table 3 shows that there is a positive and statistically significant relationship between managerial competence and academic supervision competence, according to the results of the Pearson Product-

Moment correlation analysis of 146 participants ($r = 0.505$; $p < 0.001$). The relationship between the two competencies is at a moderate level, according to the magnitude of the correlation coefficient. These findings provide information about the relationship between the two short-term outcomes used in the evaluation of the BCKS Training Program.

This relationship can be understood in the context of the BCKS Training Program, which is designed to develop leadership competencies integratively. In this study, the two short-term outcomes of the Logic Model are management competencies and academic supervision competencies. The positive correlation found shows that participants who participate in the same program tend to develop in tandem in the two competencies. Therefore, these findings suggest that although each competency represents a different field, there is a correlation between the program's competency achievements.

By integrating learning through LMS, case analysis, school data analysis, field practice, shadowing, coaching, mentoring, and reflection, the relationship can be understood. This set of activities provides a learning environment that combines elements of school management with learning leadership techniques. The experiences experienced by participants as they analyze school conditions, plan programs, manage resources, make observations, and conduct academic supervision practices can provide an environment that allows for the improvement of various leadership skills. As a result, the relationships found can be considered part of the competency interconnectedness developed through the various activities carried out in the program.

School principals are required to be able to carry out the learning leadership function with the function of managing educational units. Managerial competence includes abilities in planning, decision-making, resource management, and monitoring of school programs, while academic supervision competencies are related to maintaining the quality of learning. Although the two domains are in the same context of school leadership, they have different applications. There is a statistical correlation between the two domains in program participants, as shown by the positive relationship found in this study. These findings enrich the evaluation of the short-term outcomes component from the perspective of the Logic Model. The evaluation is not limited to showing the achievements of each competency, but also provides information on the relationship between the two outcomes chosen to be studied. Therefore, to provide a more comprehensive picture of the participants' competencies, correlation analysis is used as an additional analysis on the short-term outcome component. This is done without changing the focus of the research from the evaluation of the BCKS Training Program to correlational research.

This study provides several implications for the evaluation of the Training Program for Prospective Principals (BCKS). First, the implementation of the resources, activities, and outputs that have been evaluated shows how important it is to ensure that the resources, learning activities, practical experiences,

mentoring, and products created by the participants are coherent. Because the series provides learning experiences that are relevant to the school's leadership responsibilities, they can be an important part of the program implementation. Therefore, the results of the evaluation can be used as a basis for maintaining the part of the program that has been running and to find elements that need to be improved during the next implementation. Second, that the relationship between the two competencies studied needs to be considered in understanding the short-term outcomes of the BCKS Training Program. The findings show a statistical relationship between managerial competence and academic supervision competence, but are not intended as evidence of a cause-and-effect relationship. Furthermore, in the short-term outcome, results showing that academic supervision and leadership competencies are relatively high, indicating that both are worth maintaining as part of the outcomes evaluated in the program. In addition, the fact that there is a positive and significant relationship between the two competencies suggests that the development of leadership competencies does not need to be considered a completely separate domain. In the BCKS Training Program, participants can gain a better understanding of the role of school principals in improving the quality of learning and managing schools. Materials and activities related to school management and academic supervision experiences can be integrated so that participants gain an integrated understanding of the role of school principals in managing schools while supporting the quality of learning.

From the perspective of the logic model, the findings of the study also show that continuous evaluation is needed. In the next stage, the evaluation can be focused on medium- and long-term results to find out how the skills gained from the training can be applied in leadership practices after the participant holds the position of principal. This evaluation is important to get a more complete picture of the sustainability of the program results and as an empirical basis for improving the design of the BCKS Training Program in the next period.

The evaluation results show that the BCKS Training Program must continue to maintain the integration of resources, learning activities, practical experiences, mentoring, and learning products that support the implementation of the program. The integration between academic supervision and managerial competency development must be maintained as both show a positive correlation in the evaluation results. In addition, it is recommended that program evaluations be conducted at the intermediate and long-term stages. The results of this evaluation can show how the participant's competencies are applied after becoming a school principal. Follow-up evaluations can also consider other aspects that are potentially related to competency achievement. Thus, the data obtained from this evaluation can be used to effectively improve the BCKS training program.

CONCLUSION

This study shows that the Prospective Principal Training Program (BCKS) has structured program components, ranging from resources, activities, to outputs. These components help carry out the training process. In the framework of the Logic Model, managerial competence and academic supervision competence are considered short-term outcomes used to describe the achievement of participants' competencies after participating in the program. The results of the evaluation show that both have a high level of achievement. The results of the Pearson correlation test showed a significant, positive, and moderate/moderate relationship between the two competencies tested ($r = 0.505$; $p < 0.001$). This shows that the higher the managerial competence, the higher the academic supervision competence also tends to be.

The findings of the study suggest that the logic model can be used as a systematic framework to evaluate the relationship between the program implementation component and the short-term outcome of the BCKS Training Program. The relationship between the two competencies provides additional information in understanding short-term outcomes, but cannot be considered a cause-and-effect relationship. Short-term outcomes do not provide a sufficient picture of the sustainability of the BCKS Training Program outcomes in leadership practice after participants hold the position of principal. Therefore, medium- and long-term evaluations are needed to obtain a more comprehensive picture of the sustainability of program outcomes.

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