

Academic Supervision and Principal Leadership's Influence on Teacher Performance

Ida Farida

SMA Negeri 2 Kayuagung, Indonesia
e-mail: idafarida83.smandaka@gmail.com

Maaz Ud Din

Ilma University Karachi, Pakistan
e-mail: maazyousafzai12@gmail.com

OURO BITASSE Eralakaza

Université de Kara, Togo
e-mail: ourobitasse2001@yahoo.fr

Novianty Djafri

Universitas Negeri Gorontalo, Indonesia
e-mail: noviantydjafri@ung.ac.id

Article History: Received on 2 March 2022, Revised on 10 June 2022, Published on 13 July 2022

Abstract

The goal of this study was to see how academic supervision and principal leadership affected teacher performance. The quantitative descriptive approach is used in this investigation. The population study were all instructors from SMA Negeri 2 Kayuagung. Academic supervision and the principal's leadership have a favorable and substantial link and impact on teacher performance at SMA Negeri 2 Kayuagung, both partially and concurrently, according to the findings of this study. In general, this study has not been widely conducted, particularly when it comes to associating the factors of academic supervision and principal leadership at the same time with teacher performance in senior high schools. This study is likely to benefit principals in particular, as enhancing teacher performance may begin with academic monitoring and the implementation of effective leadership.

Keywords: Academic Supervision; Principal's Leadership; Teacher Performance

A. Introduction

The Indonesian people frequently encounter the challenge of poor educational quality at all levels, from primary school to secondary school. The government has taken several steps to improve educational quality, including training and increasing teacher credentials, as well as building educational facilities. Instructors are

members of the educational staff who play a vital role in determining the achievement of educational goals since only teachers have direct contact with students and may provide advice and direction in student performance. The teaching and learning process cannot function without the role of the teacher; hence, education management and teacher performance must be enhanced in order to achieve success and compete in the era of disruption (Suparman and Macariola, 2022).

To meet the disruptive period, a trained and qualified workforce in numerous domains is required, one of which is education. Many factors contribute to educational excellence, one of which is the principal's capacity to manage the school he leads and ensure that learning is implemented appropriately. As a result, school principals must have educational credentials and be capable of performing management and leadership duties (Yulizar et al., 2020).

The principal has a duty as a member of functional staff to be a leader in a school where a process of learning activities is carried out or a space for interaction between instructors and pupils who get lessons from their teachers (Wahjosumidjo, 2020). As a result, a school administrator must have the necessary personality, conduct, talents, and skills to manage a school.

"The leader is the individual who generates the most effective improvement in group performance," writes (Wahyosumidjo 2016). According to Andang (2014), "leadership is a process carried out to encourage a person or group of people to work together without coercion in attaining an organization's goals."

Leadership is critical in educational institutions, according to Kristiawan et al (2017). Leadership in educational institutions is concerned with how principals may boost teacher performance by being friendly, close, caring, and courteous to instructors both individually and in groups. Leadership is also a managerial role that is critical to achieving the organization's or school's goals effectively and efficiently.

According to Ahmad (2016), leadership is the capacity to influence a group and steer it to achieve certain goals. Leadership as a social influence process in which the leader seeks the voluntary engagement of employees in order to accomplish corporate goals.

The competence of the principal to manage each component of the school has a considerable impact on the success or failure of education and learning in schools (who is behind the school). The principal's ability is primarily related to their knowledge and understanding of management and leadership, as well as the tasks assigned to them; thus, failures in education and the learning process in schools and educational institutions are not uncommon due to the principal's lack of understanding of the tasks that must be completed. This demonstrates that the success or failure of a school in reaching its goals and fulfilling its vision and purpose is dependent on the principal's administration and leadership (Mulyasa, 2012).

Principals and education supervisors play critical roles in the administration of educational services in educational institutions. As a result, the governance of supervisors and principals should be renewed on a regular basis to meet the needs of change and modern difficulties. When it comes to coaching education workers, Effendy believes that we now require a new paradigm and fresh concepts. As a result, these two parts must be modified to meet the needs of change and modern difficulties.

In order to build effective schools with quality management, principals must have strong management and leadership skills, as evidenced by several indicators, including (1) high learning and learning effectiveness; (2) strong and democratic leadership; (3) effective and professional management of education personnel; (4) the development of a quality culture; and (5) a smart, compact, and dynamic work team (Mulyasa, 2013b).

Recognizing this, the administrator is supposed to motivate instructors by demonstrating friendliness, intimacy, and regard for teachers. A good administrator can direct, inspire, and motivate all school members to collaborate in order to realize the school's vision, purpose, and goals.

According to observations made by researchers while on the job, there are still instructors who are less disciplined and less skilled in their profession. Some professors continue to arrive late, leave class early, or fail to appear without explanation. There are also instructors who have not gathered learning tools for the current school year; the equipment will be collected when the supervisor arrives. This demonstrates that the teacher's performance is still subpar.

Academic supervision, principal leadership, salary, motivation, punishment, and other factors all have an impact on teacher effectiveness. The location of research, population, sample, and theory employed by prior researchers and present researchers are the differences in their work. Hardono et al. (2017) performed study at public high schools in Sragen Regency in the city of Bima. This study focuses on instructors at SMA Negeri 2 Kayuagung.

We did preliminary observations by interviewing numerous teachers to gain an understanding of the elements that influence teacher performance at SMA Negeri 2 Kayuagung. Initial observations revealed that academic supervision and principal leadership had the greatest effect on teachers' performance, according to them.

B. Methods

This study was carried out at SMA Negeri 2 Kayuagung. A quantitative descriptive method is used in this investigation. A descriptive quantitative research approach is used to study a specific population or sample using statistical data analysis to evaluate an established hypothesis. Ex-post facto research includes this form of study. This study's demographic and sample size were 31 instructors. Techniques for

collecting data include surveys, recordkeeping, and observation. The data analysis approach was statistically performed by testing partially (t-test) and concurrently (f-test).

C. Results and Discussion

Academic Supervision's Influence on Teacher Performance

The hypothesis test findings show that academic supervision is one of the elements that impact teacher performance. If the teacher has strong academic supervision, he will be able to provide his all for the advancement of his organization at school.

The findings of the multiple linear regression analysis between academic supervision (X1) and teacher performance reveal a significance level of 0.000, which is less than 0.05, indicating that academic supervision (X1) has a substantial effect on teacher performance of 0.893. This demonstrates that academic supervision has a major impact on teacher performance. Academic supervision characterized by creativity, attention to detail, goal orientation, individual orientation, team orientation, aggression, and stability might increase teacher effectiveness. In this study, academic supervision on indicators of innovation and risk taking at the point of creativity, namely teachers, is encouraged by school principals to increase creativity so that work can be completed quickly, with examples of creativity here being the creation of learning media such as power points, posters, and teaching aids.

According to Ester Manik and Kamal Bustomi (2017), the influence of principal leadership, academic supervision, and work motivation on teacher performance at SMP Negeri 3 Rancaekek, academic supervision has a substantial influence on teacher performance at SMP Negeri 3 Rancaekek. Ester Manik (2017) found that academic supervision had a substantial impact on employee performance in her study titled "The Effect of Academic Supervision, Work Design, and Quality of Supervision." The study's findings show that the stronger the academic supervision, the better the employee's performance. When compared to the other factors evaluated in this study, the academic supervision variable had the greatest influence on employee performance. Other research findings that corroborate this study include Haryono and Arafat (2017)'s discovery that there is a favorable and substantial association between academic supervision and teacher performance.

According to the findings of the field data and the data analysis indicated above, the academic supervision variable has an impact on the dependent variable, namely teacher performance. This suggests that academic supervision has an effect on teacher performance in this research.

Principal Leadership's Impact on Teacher Performance

According to the study's findings, the principal's leadership, which comprises indicators of educator, manager, administrator, supervisor, leader, innovator, and

motivator in general, is good. As a result, it is possible to conclude that the principal's leadership has a considerable impact on teacher performance (Indriati and Perrodin, 2022).

Meanwhile, the R^2 value is $0.720 = 72.0$ percent, indicating that the magnitude of the X_2 variable's effect on Y is 72.0 percent and the size of other variables outside the principal's leadership that affect the performance of SMA Negeri 2 teachers Kayuagung is 28.0 percent.

According to Baihaqi's (2018) study, "The Influence of Principal's Leadership Style and Work Motivation on Teacher Performance in Ma Ma'arif Selorejo Blitar," the principal's leadership has a substantial effect on teacher performance. In another study, Manik and Bustomi (2017) found that Principal Leadership had a substantial influence on teacher performance at SMP Negeri 3 Rancaekek in their research named "The Effect of Principal Leadership, Academic Supervision, and Work Motivation."

According to the findings of the data in the field as well as the data analysis indicated above, the principal's leadership variable has an influence on the dependent variable, namely educator performance. This shows that the principal's leadership has an impact on the performance of teachers at SMA Negeri 2 Kayuagung in this research.

According to Mulyasa (2013a), principal leadership is the process of leading and directing subordinates carried out by the principal to achieve the educational goals that have been set by making decisions, supervising, directing, influencing, and other ways that can be done so that subordinates continue to carry out their duties and responsibilities based on the indicators of the principal's leadership.

The principal has carried out his responsibilities as principal of his school. This is seen by the relationship between the principal's leadership and teacher performance. There is a strong and positive impact on teacher performance, which indicates that the better the principal's leadership, the better the teacher's performance, or vice versa.

Academic Supervision and Principal Leadership's Influence on Teacher Performance

Based on the findings of the simultaneous significance test, it is possible to conclude that H_a is accepted and H_o is rejected since the calculation result of F is 49.921 and the probability (Sig.) is 0.000. As a result, it is possible to conclude that academic supervision and principal leadership have an impact on teacher performance at SMA Negeri 2 Kayuagung.

The coefficient of determination R^2 , namely R Square of 0.720 or 72.0 percent, can be seen as the results of the analysis of the strength of the relationship simultaneously

to find out how much the independent variable explains the dependent variable, while the remaining 28 percent is influenced by other variables that the researcher did not include in this study. The figure of 72.0 percent illustrates how academic supervision and the principal's leadership impact the teacher's performance variable.

According to the findings of primary data processing from 31 respondents (teachers at SMA Negeri 2 Kayuagung), academic supervision has a significant impact on teacher performance. This circumstance demonstrates how administrators might encourage academic monitoring in order to impact teacher performance in carrying out their tasks and obligations. Instructors require facilitation to ensure closeness among coworkers, and indications of stability show that few teachers have goals to seek positions with acceptable pay. The expected stability is the school's appreciation, the presence of kinship among school members, and comfortable, healthy, and pleasant settings. Meanwhile, the influence of the principal's leadership on teacher performance has a significant impact on teacher performance success. The principal's level of leadership in the school will have a significant impact on teacher performance. The greater the strength of the principal's leadership, the better the teacher's performance in carrying out their tasks and obligations; conversely, if the principal's leadership lacks professional competence at work, the teacher's performance will suffer.

The regression test findings indicate that the principal's leadership has a significant impact on teacher performance. The dynamics of ups and downs in performance will be determined by the principal's leadership. The stronger the principal's leadership, the better the teacher's performance; conversely, if the principal's leadership where the principal's leadership works shows a drop (poor), the teacher's performance will also fall. In this instance, the principal, as well as teachers and other school personnel, play a vital role in demonstrating management ability. The greater of the teacher's compliance and awareness in carrying out the tasks demonstrated by the teacher, or the discipline of the teacher as demonstrated by the teacher performance indicators, the more productive and creative the teacher will be in carrying out his duties and responsibilities, ultimately improving the teacher's performance and the quality of the school. The principal must more often encourage good academic supervision of instructors by preserving the solidity and cohesion of teachers in achieving school values and decreasing gaps that may arise among teachers by paying attention to the weakest indication, awareness of carrying out assignments (Agustina and Saxena, 2022).

Academic supervision and principal leadership are two aspects that influence teacher success. Teacher performance is essentially academic supervision, and principal's leadership is the interaction of these various factors, including academic supervision and principal's leadership, with the findings of this study indicating that academic supervision of the principal's leadership provides an effective contribution of 72.0 percent (Sari and Boussanlègue, 2022).

Arifin (2018) did study in Surabaya that supports this research, stating that the factors of academic supervision, principal leadership, and motivation on teacher performance. The academic supervision variable has a direct influence on educator performance of 29.7 percent. While the direct influence of motivation on educator effectiveness is 20%. The indirect effect of the academic supervision variable on educator performance at SMPN 2 Panciran is 15.2 percent.

Based on these data, it is clear that academic supervision and principal leadership have a good and significant impact. This supports the proposed concept and is consistent with theory and past study findings. Thus, academic monitoring and principal leadership have an impact on teacher performance. The greater the principal's academic supervision and leadership, the better the performance of instructors at SMA Negeri 2 Kayuagung (Dewi and Singh, 2022).

D. Conclusion

Based on the findings and discussions, it is possible to infer that academic supervision has a positive and substantial influence on teacher performance and principals' leadership has a positive and significant effect on teacher performance at SMA Negeri 2 Kayuagung.

E. Acknowledgement

We say thanks to SMA Negeri 2 Kayuagung, Indonesia and Rector Ilma University Karachi, Pakistan who gave us the support to do this wonderful project.

References

- Agustina, Y., & Saxena, R. (2022). Teacher Professionalism and Principal Supervision's Impact on Teacher Performance. *PPSDP International Journal of Education*, 1(1), 157-167.
- Ahmad, S. (2016). *Ketahanmalangan Kepemimpinan Kepala Sekolah [Principal's Leadership Misfortune]*. Deepublish.
- Andang. (2014). *Manajemen dan Kepemimpinan Kepala Sekolah [Principal Management and Leadership]*. Ar-Ruzz Media.
- Arifin, M. (2018). Pengaruh Supervisi akademik, Kepemimpinan Kepala Sekolah dan Kinerja Pendidik di SMPN 2 Panciran [The Effect of Academic Supervision, Principal Leadership and Educator Performance at SMPN 2 Panciran]. *Pendidikan*, 8(2), 1-12.
- Baihaqi, M. (2018). Pengaruh Gaya Kepemimpinan Kepala Sekolah dan Motivasi Kerja terhadap Kinerja Guru di Ma'arif Selorejo Blitar [Principal's Leadership Style and Work Motivation on Teacher Performance at Ma'arif Selorejo Blitar]. *Manajemen dan Supervisi Pendidikan*, 12(1), 22-32.
- Dewi, R., & Singh, P. (2022). The Effect of Academic Supervision and Teacher Professional Competence on Teacher Performance. *PPSDP International Journal of Education*, 1(1), 122-131.

- Hardono, Haryono, A. Y. (2017). Kepemimpinan Kepala Sekolah, Supervisi Akademik, dan Motivasi Kerja dalam Meningkatkan Kinerja Guru [Principal Leadership, Academic Supervision, and Work Motivation in Improving Teacher Performance]. In *Jurnal unnes*.
- Haryono, S., & Arafat, Y. (2017). Effects of Organizational Culture and Work Motivation on Job Performance Among the Private Universities Full-time Faculties in South Sumatera. *Information at International Interdisciplinary Journal*, 20(8), 5563–5575. <https://ejournal.unisbablitar.ac.id/index.php/konstruktivisme/article/view/1>
- Indriati, Y., & Perrodin, D. D. (2022). Certification Allowances as a Means of Improving Teacher Performance. *PPSDP International Journal of Education*, 1(1), 145-156.
- Kristiawan, M. (2017). *Manajemen Pendidikan [Management of Education]*. Deepublish.
- Manik, E. (2017). Pengaruh Supervisi akademik, Desain Kerja Dan Kualitas Supervisi Terhadap Kinerja Pegawai [The Influence of Academic Supervision, Work Design and Quality of Supervision on Employee Performance]. *Bisnis dan Iptek*, 10(2), 150–159.
- Manik, E., & Bustomi, K. (2017). Pengaruh Kepemimpinan Kepala Sekolah, Budaya Organisasi Dan Motivasi Kerja Terhadap Kinerja Guru Pada SMP Negeri 3 Rancaekek [The Influence of Principal Leadership, Organizational Culture and Work Motivation on Teacher Performance at SMP Negeri 3 Rancaekek]. *Jurnal Ekonomi, Bisnis & Entrepreneurship*, 5(2), 97–107.
- Mulyasa. (2013a). Pengembangan dan Implementasi Kurikulum 2013 [Curriculum 2013 Development and Implementation]. *Bandung: Remaja Rosdakarya*.
- Mulyasa. (2013b). Uji Kompetensi dan Penilaian Kinerja Guru [Competency Test and Teacher Performance Assessment]. In *uji kompetensi dan penilaian kinerja guru*.
- Mulyasa, E. (2012). *Manajemen Pendidikan Karakter [Management of Educational Character]*. Bumi Aksara.
- Sari, T. N., & Boussanlègue, T. C. H. A. B. L. E. (2022). Supervision Efforts to Improve the Performance of Social Studies Subject Teachers During the Covid 19 Pandemic. *PPSDP International Journal of Education*, 1(1), 132-144.
- Suparman, A., & Macariola, J. S. (2022). Problem Solving Management of Principal in Improving School's Quality. *PPSDP International Journal of Education*, 1(1), 56-73.
- Wahjosumidjo. (2016). *Organisasi, Kepemimpinan & Prilaku Administrasi [Organization, Leadership & Administrative Behavior]*. Gunung Agung.
- Wahjosumidjo. (2020). *Kepemimpinan Kepala Sekolah, Tinjauan Teoritik dan Permasalahannya [Principal Leadership, Theoretical Review and Problems]*. Raja Grafindo Persada.
- Yulizar., Arafat, Y., & Rohana. (2020). Pengaruh Budaya Organisasi dan Kepemimpinan Kepala Sekolah terhadap Kinerja Guru di SMA Negeri Kecamatan Tanjung Raja [The Influence of Organizational Culture and Principal Leadership on Teacher Performance at SMA Negeri Tanjung Raja District]. *Intelektualita*, 3(2).