The Influence of Teacher Competence and Academic Supervision by Principals on Teacher Performance

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Article History: Received on 20 March 2022, Revised on 25 July 2022, Published on 21 August 2022

Abstract

The purpose of this study is to explain and assess if teacher competency and principal academic supervision effect teacher performance at High School PGRI 2 Palembang. This study employed a quantitative methodology. This study's demographic and sample consisted of 64 teachers of High School PGRI 2 Palembang. Data collection methods such as surveys and document studies. The survey results demonstrate that teacher competency and academic supervision from the principal have a substantial influence on teacher performance at High School PGRI 2 Palembang, both separately and together. This study is still in its early stages since it looks at teacher competency and academic supervision as it relates to teacher performance, particularly at the high school level. It is believed that this research would help schools, particularly school administrators, enhance teacher performance by boosting competency and executing appropriate academic supervision.

Keywords: Academic Supervision; Teacher Competence; Teacher Performance.

A. Introduction

Teachers, school principals, and administrative personnel are among the extant teaching and education employees. Teachers are one of the most important variables in determining a school's effectiveness in meeting its objectives. A teacher's learning is the transfer of varied information. Teachers are also the primary factor directly involved in the educational and learning processes in schools. Teachers have a critical role in the advancement of education; thus, they must be serious, accountable, and deliver quality and optimal performance.
Individual successes accomplished in conformity with the norms and standards established by the organization might be considered as achievement (in this case the school). The definition of the term accomplishment is derived from the word achievement. Supardi et al. (2018) defines "performance" as having three meanings. (2) "Performance" in the context or phrase "folk dance performance" (3) "Duty performance" in the context or term "Duty performance." In addition to monitoring, skill education in institutions is required. That is, the organizationally owned and applied behaviors or standards.

These practices or norms govern what is commonly recognized and applicable, and all members of the institution or organization must follow them. And it is an organization's philosophy that encompasses common ideas, conventions, and values that are at the heart of how things are done in an organization (Wibowo, 2016). The capacity of directors and instructors to improve educational achievement is critical (Maramis, 2013). Work motivation and teacher competence, in general, influence teacher success in terms of boosting student achievement. Teachers are a vital and useful asset to schools when they are properly handled. Teacher performance will be excellent. This is caused by a number of elements, including job motivation and teaching skill, which will have an impact on the institution's image if these characteristics are connected to the performance of the instructor to be addressed (Tetuko, 2018).

The sense of duty in carrying out the objective, the job done, and the moral responsibility that he carries are all indicators of teacher performance. All of this is demonstrated by obedience and loyalty in performing educational commitments in and out of the classroom. This attitude includes a sense of responsibility for preparing the resources prior to beginning the learning process (Sukendar, 2013). Specific standards or criteria apply to teacher grading (Djamarah, 2017). Teacher performance may be examined and measured against a set of abilities that all instructors must have. Work motivation and teacher competency also contribute to the development of teacher skills (Utamy et al., 2020). In general, school groups are comprised of individuals with diverse backgrounds, personalities, emotions, and egos. As a result, it is critical to develop school teachers' abilities in order to meet school education goals and increase teacher performance.

Several research have found a link between instructor skill and enhanced job motivation (Utamy et al., 2020). The principal's position as a supervisor is required for instructors to enhance their performance. Supervisors have direct contact with their employees who labor to generate goods and services. In the field of education, the principal's function as a supervisor is to help, guide, or support instructors in carrying out their tasks, as well as to solve problems and motivate teachers to enhance performance.

Supervision includes not only physical material but also the execution of educational technical activities in schools. Supervision is an activity designed to help teachers and other school personnel in doing their duties efficiently (Aguinis, 2014). Because not
every instructor is eager to mobilize their job performance maximally, there is still a need for motivation so that someone wants to use their full ability to work. Baihaqi's (2018) study focuses on the influence of the Principal's Leadership Style and Work Motivation on Teacher Performance at Ma Ma’arif Selorejo Blitar. Meanwhile, this study is being conducted at High School PGRI 2 Palembang to investigate teacher competency and the impact of the principal's academic supervision on teacher performance. This study is still in its early stages since it looks at teacher competency and academic supervision as it relates to teacher performance, particularly at the high school level. It is believed that this research would help schools, particularly school administrators, enhance teacher performance by boosting competency and executing appropriate academic supervision.

This study was carried out at High School PGRI 2 Palembang. According to this viewpoint, research on the impact of teacher competency and academic monitoring by principals on teacher performance is critical.

B. Methods

This study will be carried out at High School PGRI 2 Palembang. A quantitative research approach was applied in this investigation. The variables in this quantitative analysis are as follows: While evaluating the hypothesis simultaneously, Teacher Competence (X1) Principal Academic Supervision (X2) on Teacher Performance (Y). This study's population and sample were teachers at High School PGRI 2 Palembang, with a total of 64 educators. Questionnaires and paperwork were utilized to collect data. Data analysis methodologies included descriptive data analysis, t-test analysis, and f-test analysis, coefficient of determination analysis (R2).

C. Results and Discussion

The influence of teacher competence on teacher performance at High School PGRI 2 Palembang

Based on the hypothesis given in this study, the ability of teachers, the substantial effect of teacher skills on teacher performance at High School PGRI 2 Palembang, and the findings of certainty analysis using simple linear regression, 0.992. Thus, academic supervision by the principal has a very substantial impact on teacher performance at High School PGRI 2 Palembang, and the correlation value ranges from 0.900 to 1.000. The coefficient of determination analysis is performed to determine the independent variable's contribution to the dependent variable. The coefficient of determination R squared (R2) value found is 0.986, allowing instructors to contribute 98.6% to the influence of teacher performance at High School PGRI 2 Palembang.
This survey is similar to the one performed by Handayani (2015). Their findings indicate that high school teachers' motivation in Wonhosobo Regency has a substantial impact on their competence. High school teachers' worth in Wonhosobo Regency is impacted by 20.2% of their talents. Sulistiya (2015) from Agussalim Junior High School Semarang performed research on the effects of teacher ability on teacher performance, finding that teacher ability had a 61% effect on teacher performance. This is consistent with Rizki's (2018) study, "The Impact of Teacher Ability on Teacher Performance in State and Riau High Schools." According to the findings of this poll, 97% of state and Riau high school instructors are "very good." This suggests that the teacher's performance improves as his or her skill improves. In contrast, the lesser the capacity of the instructor, the worse the teacher's performance.

Furthermore, Ulysal, Arafat, and Rohana (2020) did study on the influence of teacher competency and principal leadership on teacher performance at Tanjung Raja Regency Public High Schools. If the study's findings show that there is a strong effect on teacher competency and performance at SMA Negeri Tanjung Raja Regency. Based on the description of this research's theoretical investigation proposed by Rivai and Mulyadi (2017) in which the teacher's capacity to coordinate behavior to accomplish corporate objectives, manage everyday conduct, and influence employee decisions is evaluated.

Tobari (2016) defines teaching abilities as habits, values, and beliefs that are easy to acquire, comprehend, practice, and provide the foundation for carrying out organizational operations. According to Fahmi (2018), the ability of instructors is a long-standing habit that is employed and implemented in work life as one of the drivers of enhancing the quality of work for subordinates and supervisors.

Teacher leadership is concerned with ensuring that the teaching and learning process is conducted as a fundamental school activity with the goal of achieving excellent learning. Leaders search for new paths, both common and uncommon, while organizing educational and learning processes in order to attain their ultimate objectives. Teachers should focus on their willingness to teach since orientation is the greatest learning.

Teacher competence techniques for increasing overall teacher performance include: 1) Principals always encourage all teachers to commit to upholding the spirit and values that have been established; 2) The principal, in collaboration with all relevant teachers, evaluates the extent to which all components of the school system can work for school progress; and 3) develops school culture as an implementation and institutionalization that leads to the habit of working inside and outside the school. Efforts to increase teacher performance may be carried out through teacher competency, which promotes dedication to work and cultivates work activities with a direct activity focus on what a teacher's main role is.
The Effect of Principal Academic Supervision on Teacher Performance at High School PGRI 2 Palembang

The coefficient analysis yielded t-count of 17,554 hypothesis testing criterion; if t-count > t-table, Ha is accepted; otherwise, Ha is rejected; and t-table is sought at = 5%: 2 = 2.5% (2-sided test) with degrees of freedom (df) = n-k or df = 67 - 2 = 65. (n is the number of samples and k is the number of independent variables). The findings for t-table of 2.009 were obtained using a two-tailed test (significant = 0.025). Based on the above rationale, t-count = 17,554 and t-table = 2,009, t-count > t-table, indicating that Ho is rejected and Ha is approved. Thus, it can be stated that the principal's academic supervision has a considerable impact on teacher performance at High School PGRI 2 Palembang.

This is consistent with the findings of Meidiana, Ahmad, and Destiniar's (2020) study, "The Effect of Principal Managerial Competence and Academic Supervision on Teacher Performance at SMA Negeri 3 Martapura." According to the findings of this study, academic supervision has a considerable impact on teacher performance. Furthermore, Rauh, Dantes, and Anggan (2013) did study titled "The Influence of Leadership Style, Principal Academic Supervision, and Teacher Competence on Elementary School Teacher Performance in Cluster III Sukasada District." According to the findings of this study, leadership style, academic supervision of the principal, and teacher competency contributed considerably by 43.0%, which was a strategic element with a simultaneous contribution of 65.5%.

Supervision is an activity designed to help teachers and other school personnel in doing their duties efficiently (Aguinis, 2014). According to Muslim (2020), academic supervision is the activity of assisting teachers by offering professional services offered by the principle or teachers designated by the principal in order to improve the quality of teaching and learning processes and outcomes.

Purwanto (Purwanto, 2017) defines academic supervision as "any help from school leaders targeted at developing the leadership of teachers and other school workers in accomplishing educational goals." Academic supervision competency may be improved through developing academic programs, conducting academic supervision programs, and following up on academic supervision programs.

Thus, attempts to increase teacher teaching effectiveness may be made by enhancing the principal's academic supervision. Academic monitoring by the principal is excellent. There is a desire to achieve something better via great effort. That level of effort may necessitate the engagement of all areas of oneself in order to prevent the ideal from becoming an aspirational goal. It is, however, incorporated in one's own life. The capacity to work will eventually have an influence on the results of the task itself.
The existence of a goal to be able to work better in the future motivates him to work sincerely, involving all of his talents to perform at his best. As a result, the teacher's ideas are realized in the shape of the activity itself. As a result, the instructor has made an effort to enhance his performance, particularly his teaching skills. In comparison to the prior era, his teaching performance will improve.

**The Impact of Teacher Competency and Academic Monitoring from the Principal on Teacher Performance at High School PGRI 2 Palembang.**

The findings of multiple linear regression analysis based on the Summary Model output got a R number of 0.992 based on the results of the examination of the influence of teacher competence and principal's academic supervision combined on teacher performance at SMA PGRI 2 Palembang. Thus, teacher competency and principal academic supervision have a very high impact on teacher performance at High School PGRI 2 Palembang. Because the value of the twofold correlation is between 0.900 and 1,000.

The coefficient of determination analysis was used to determine the percentage contribution of the influence of teacher competence and the principal's academic supervision combined on teacher performance at High School PGRI 2 Palembang, and the coefficient of determination R Square (R2) was 0.992, which means that teacher competence and the principal's academic supervision were able to provide a contribution of 99.2% influence on teacher performance at High School PGRI 2 Palembang, while the rem was 0.

Teaching and learning are teacher activities because the primary responsibility of the teacher is to teach and learn. Teacher performance is a measure of how well teachers carry out their responsibilities. A good teaching performance indicates that the teacher has carried out his tasks well, whereas a poor performance indicates that the instructor has not carried out his obligations effectively. This study supports Absah's (2014) research, which found that teacher competence and work motivation had a favorable and substantial influence on teacher performance at SMP Negeri 1 Pandan by 59.5%.

The school is a system, which means that various elements within the scope of the school impact teachers' teaching effectiveness. As in this study, two of the many systems are instructor competency and work incentive. It has been demonstrated that attempts to enhance these two factors impact teacher performance.

According to Hendarman (2018), based on the description of the theoretical study in this study, the principle is a center of leader who governs and manages activities to be directed, concentrated, and saw a large growth. As a result, administrators play a crucial role in encouraging teachers to be more motivated and professional in their teaching and development.
The principal leads the institution in imparting information to pupils, having a significant role in enhancing school success. This is due to the principal's responsibility to monitor activities that have been planned to be directed, focused, and successful (Arifin, 2018).

According to Ahmad (2016), principals must possess the following fundamental management abilities: (1) technical skills, (2) human relations skills, and (3) conceptual skills. Technical skills refer to the technical knowledge required to perform the primary tasks of a school coach. The capacity of the administrator to collaborate with others and urge teachers to work hard is tied to his or her human relations abilities (Daryanto, 2015). While conceptual abilities refer to the principal's capacity to make judgments and perceive significant linkages in order to achieve goals such as creating priorities, assessing the environment, and monitoring and regulating class activities (Hendarman & Rohanim, 2018). Society is a collection of cultural values that are linked together to form a system, and the system, as a guide for ideal ideals in culture, offers a powerful push for the direction of people's lives (Mulyasa, 2017).

The advancement of culture's application in daily life also advances the ideals inherent in society that control harmony, harmony, and balance. Cultural values are assigned to these values (Danim, 2015). All individual's social behaviors are always founded on and led by the values or value systems that exist and exist in society. This indicates that these values have a significant impact on human behaviors and behavior, whether individual, in groups, or in society as a whole, on what is good or evil, right or wrong, acceptable or improper (Daryanto, 2015).

Professional instructors must have specialized abilities and be able to master the complexities of education and teaching with numerous sciences that must be promoted and developed through time (Mulyasa, 2013). The principal is accountable for the school culture and teacher performance in order for them to be more enthusiastic and professional in their teaching. For the simple reason that instructors have a critical role in establishing the quality of instruction implemented (Ruslan, 2016).

Teachers are required to be active managers of the teaching and learning process, to function as facilitators who always endeavor to build class organization, to employ teaching techniques, as well as teacher attitudes and traits, to control the teaching and learning process (Suharsaputra, 2018). According to the findings of relevant research, academic supervision carried out by school principals in order to improve teacher teaching professionalism is as follows: (1) academic supervision programs are carried out by preparing and compiling academic supervision programs. The completeness of learning materials, including the design and development of syllabus, yearly programs, semester programs, minimum completeness criteria, and lesson preparation plans, are overseen. (2) The strategies for applying academic supervision are divided into two categories: group techniques and individual
techniques. Supervision meetings, group talks, workshops, seminars, and activities at subject teachers' meetings are examples of group approaches. Individual strategies include class observations, class visits, private dialogues, and self-evaluation. (3) The lack of training and socialization regarding the notion of academic supervision, as well as inadequate knowledge and abilities concerning academic supervision procedures, are challenges to the application of academic supervision by school administrators. Principals are preoccupied with other complicated responsibilities, such as finishing school reconstruction projects; (4) The follow-up to academic monitoring implementation begins with an analysis and assessment procedure. It is then advised and followed by sending teachers to training and participating in topic teachers' deliberation activities.

D. Conclusion

The findings indicate that teacher competency and academic supervision by the principal have a substantial influence on teacher performance at High School PGRI 2 Palembang, both partially and concurrently.

E. Acknowledgement

Thanks to High School PGRI 2 Palembang, Indonesia, Rector University of Lomé (Togo), Togo and Rector Universitas Lampung, Indonesia who gave us the support to finish this project.

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