

## **The Impact of Academic Supervision and Work Discipline on Teacher's Performance**

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### **Abstract**

The purpose of this study is to assess, both partially and concurrently, the influence of the principal's academic supervision and work discipline on the performance of teachers at SD Negeri 25 Talang Ubi. This is a quantitative study using factors such as principal supervision, work discipline, and teacher performance. All ten instructors of SD Negeri 25 Talang Ubi were included in the sample. The distribution of a questionnaire with four Likert scales, which has been verified for validity and reliability, was utilized as the study instrument. The data analysis approach employs basic and multivariate regression. Based on the findings, it is possible to infer that the principal's academic supervision has a favorable and significant impact on teacher performance. Academic supervision and work discipline provided by the principal have a favorable and significant impact on teacher performance. Based on the coefficient of determination of the principal's academic supervision variable and work discipline, it made a significant contribution to the teacher's performance; the remainder was impacted by other variables not included in the study variables. This study was carried out to aid in the improvement of teacher performance by focusing on the implementation of academic monitoring and the use of maximal teacher discipline.

**Keywords:** Academic Supervision; Teacher's Performance; Work Discipline

### **A. Introduction**

Education is at the heart of a country's growth. The quality of a country's human resources is largely defined by the level of its education. To prepare for the current period of globalization, education development must be a key priority in addressing the nation's future. This should be stressed more so that we may embrace the globalization age with optimism and assurance, with Indonesia having excellent human resources as a consequence of quality education led by skilled and productive instructors. Education is a deliberate and organized attempt to establish a learning environment and process in which students actively develop their potential for religious spiritual power, self-control, personality, intelligence, noble character, and skills required by themselves, society, nation, and state (Taufik Rahman et al., 2021).

According to Law 20 of 2003, education is a conscious and planned effort to create a learning environment and learning process in which students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they require. Discipline is a person's mental attitude that indicates rule-following based on a sense of duty. Teachers, as educators, must follow and comply with all applicable rules. Teachers, as government officials, are bound by the norms and regulations imposed by educational institutions, particularly schools. Thus, guidelines including a variety of practical experiences and good concepts are developed in order to establish an environment suitable to the development of the teacher's personality.

According to (E. Mulyasa, 2002) discipline as "an ordered awareness in which persons associated in a system are satisfied to observe current laws." Furthermore, (Harahap et al., 2021) define work discipline as a person's willingness and willingness to accept and obey the norms of the regulations that apply around him.

Work discipline, according to some of the definitions above, is an effort to manage the conduct of a person (teacher) while working in order to conform with the regulations imposed by an organization. In this scenario, the school's goal is to efficiently and effectively develop character and work habits (Rapanta, 2021).

The teacher is the primary holder in the learning process since, technically, the teacher may transfer the improvement process in the education system into one action in the classroom. Teachers must develop and use their professional skills in order to enhance their performance in carrying out their tasks and functions, because great education necessitates competent educators. As a result, the educational program at SD Negeri 25 Talang Ubi will be more relevant if it is supported by instructors with professional qualities and productive performance (Elliott & Clifford, 2014).

Aside from work discipline, another element influencing the rise in teacher job productivity is academic supervision provided by the principal. Implementing monitoring might be part of an effort to boost teacher job productivity. According to (Syaiful Sagala, 2010), teaching supervision, also known as academic supervision, is an effort made to assist instructors in their desire to continue studying in order to improve the quality of their learning.

Academic supervision is an important component of school principals' work in increasing the quality of learning. Professional instructors will constantly strive to improve learning quality with the assistance of the administrator. This demonstrates that increasing the quality of learning is not only the responsibility of the teacher, but must be pursued together by the instructor and the supervisor. As a result, in the end, professional and high-performing instructors will be produced. Thus, academic

supervision provided by the principal has an impact on teacher performance (Hasanah & Kristiawan, 2019; Julianto, 2019).

Academic supervision is the principal's capacity to perform assessments and coaching in order to enhance the learning process for teachers. This is consistent with Mukhtar's belief that principal supervision is an activity of monitoring, supervising, leading, and motivating the actions of others in order to improve the learning process. School administrators can evaluate teacher performance through supervising activities that encourage instructors to participate in the learning process. Academic monitoring activities are carried out by the principal while carrying out the coaching (Santi, 2019; Susmadiana et al., 2021).

Academic supervision has three goals: 1) it helps teachers develop their professional abilities in understanding academics, classroom life, developing teaching skills, and using their abilities through certain techniques; 2) it monitors the activities of the teaching and learning process in schools; and 3) it encourages teachers to teach.

If teacher's performance is connected with other school components, it will be ideal. Whether it is the principal, the instructors, the personnel, or the pupils. Teacher performance will be significant when accompanied by a pure and true spirit that is always conscious of flaws in order to progress in a positive path (Mukhtar, 2018; Tanang et al., 2021).

Today's performance must be superior than yesterday's performance, and tomorrow's performance must be superior to today's performance. The principal's execution of academic supervision is expected to have an influence on the formation of teachers' professional attitudes. Furthermore, the work discipline imposed in teachers by the principal plays a vital role in improving teacher performance (Fikri et al., 2018; Kasih, 2015; Miladiah et al., 2021).

Based on the above description and the notion of performance, performance is the result/output of a process or the ability of a teacher's work application in a tangible form, it can be concluded that teacher performance is the result/outcome of a process or the ability of a teacher's work application in a tangible form, namely work or a series of activities carried out by the teacher in the task.

This study is based on the results of interviews and observations conducted on April 18, 2022, at SD Negeri 25 Talang Ubi, where researchers found that there were still many obstacles or problems faced by the school related to the implementation of supervision that had not been carried out optimally due to several factors such as not being carried out on a scheduled basis, there are no SOPs in implementation, indicator learn how to instruct. Some instructors' performance has been subpar owing to a lack of discipline in carrying out their tasks; there are still teachers who are not disciplined in teaching, have no teaching preparation, and cannot use computer programs.

As a result, educators are conducting thorough and thorough investigations into the academic supervision of school principals and the discipline of school principals as it relates to employment at SD Negeri 25 Talang Ubi. The goal of this study is to determine whether or not there is a significant impact of academic supervision on the work of teachers in District 25 Talang Ubi. Understand whether there is a significant improvement in the discipline of school principals in relation to guru SD Negeri 25 Talang Ubi. Learn about the benefits of academic supervision and work discipline among school principals in relation to guru SD Negeri 25 Talang Ubi.

Several other researchers have conducted study that is similar to the researcher's research. Academic Supervision of Principals and Teacher Work Discipline Against Teacher Work Productivity in State Elementary Schools in Mumbulsari Jember District, conducted by (Sulistyaningsih, 2018), concluded that there was also a positive and significant influence simultaneously on principal academic supervision and teacher work discipline on teacher work productivity. The percentage of public elementary schools in Mumbulsari District, Jember Regency was 59.1%, with as much as 40.9% impacted by variables other than the principal's academic supervision and teacher work discipline. Furthermore, according to the findings of a study conducted by (Susilo & Sutoyo, 2019) titled The Effect of Principal's Academic Supervision on Teacher Performance, there is a positive and significant influence of principal's academic supervision on teacher performance at SD Negeri rayon 4, Pulau Rimau District. Based on the findings, it is possible to infer that the principal's academic supervision has a considerable impact on teacher performance, with a favorable effect if the principal's academic supervision is implemented. Supervision will have a significant impact on teacher performance.

Despite the fact that this study is comparable, the researchers will address a distinct study, namely the influence of the principal's academic supervision and work discipline on teacher performance at SD Negeri 25 Talang Ubi. This research is also conducted in several locations with varying sample sizes.

## **B. Methods**

This study employs a descriptive technique in the form of causality investigation between two variables, independent and dependent variables. At SD Negeri 25 Talang Ubi, a quantitative research (Bentri, 2018; Padillo et al., 2021) technique was used to determine the effect of academic supervision and principal work discipline on teacher performance. This study's population consisted of ten teachers. This study's sample consisted of all respondents; hence it was classified as population research. The use of questionnaires/questionnaires as a data gathering method is designed to make it easier for respondents to reply to researchers' queries. With the aid of SPSS version 25 for Windows, the data analysis approach included descriptive

statistical analysis, inferential statistical analysis, including simple linear regression analysis, multiple regression analysis, t-test, and F-test.

### **C. Results and Discussion**

#### **The Effect of Principal Academic Supervision on Teacher Performance at SD Negeri 25 Talang Ubi**

Data on the principal's academic supervision was acquired by sending questionnaires with 5 statement questions to 10 respondents. The data gathering questionnaire was created using the lickert scale and four possible replies. The findings of the questionnaire distribution were examined using the SPSS version 25 for Windows application.

The t-test was used to determine the impact of the principal's academic supervision on the quality of education at SD Negeri 25 Talang Ubi. The t-test was used to address the following study hypothesis:

Ho1 :  $\rho = 0$  The Academic Supervision of the Principal has no influence on the Quality of Education at SD Negeri 25 Talang Ubi.

Ha1 :  $\rho \neq 0$  Academic Supervision by the Principal Affects Quality at SD Negeri 25 Talang Ubi

The principal's academic supervision variable had a t-count value of 2.519 and a t-table value of 2.364 with (t-count value > t-table value) with a significance of  $0.007 > 0.05$ , according to the hypothesis test utilizing the partial correlation coefficient. While the coefficient of determination ( $R^2$ ) acquired a value of 0.331 or 33.1%, this means that the academic supervision of the principal contributed 33.1% to the teacher's performance at SD Negeri 25 Talang Ubi. With the result that the principal's academic supervision has an impact on the performance of teachers at SD Negeri 25 Talang Ubi (Baihaqi, 2018).

This study supports previous research (Arnadi et al., 2021) entitled The Effect of Supervision of Madrasah Principals and Teacher Competencies on Teacher Performance in State Islamic Madrasahs Throughout Sambas Regency, which concluded that there is a positive influence with low results in the supervision of madrasah principals. The size of the impact given by the coefficient of determination  $R$  ( $R$  square) is 0.070, indicating that principal supervision contributes up to 7% to the influence of teacher performance while other factors contribute 93%. The addition of each supervision results in an extra 0.360 in teacher performance. Thus, the madrasah principal's oversight is based on the performance of MIN instructors across the Sambas Regency.

## **The Effect of Work Discipline on Teacher Performance at SD Negeri 25 Talang Ubi**

Data on work discipline were collected by providing questionnaires with six statement questions to ten respondents. The data gathering questionnaire was created using the likert scale and four possible replies. The findings of the questionnaire distribution were examined using the SPSS version 25 for Windows application (Elfidawati, 2020; Santi, 2019).

The t-test was used to examine the influence of work discipline on the quality of education at SD Negeri 25 Talang Ubi. The t-test was used to address the following study hypothesis:

Ho1 :  $\rho = 0$  Work Discipline has no effect on the Quality of Education at SD Negeri 25 Talang Ubi

Ha1 :  $\rho \neq 0$  Work Discipline Affects Quality at SD Negeri 25 Talang Ubi

The Work Discipline variable has a t-count value of 3.437 and a t-table value of 2.364 (t-count value > t-table value) with a significance of 0.009 > 0.05 based on the hypothesis test utilizing partial correlation coefficient. While the coefficient of determination (R<sup>2</sup>) reached a value of 0.596 or 59.6%, this means that Work Discipline influenced teacher performance at SD Negeri 25 Talang Ubi by 59.6%. With the finding that Work Discipline has an influence on teacher performance at SD Negeri 25 Talang Ubi.

This study is consistent with a previous study conducted by (M. Fathurohman 2019) titled *The Effect of Principal Supervision, Work Discipline, and Work Environment on the Performance of Vocational High School Teachers in Wadaslintang District, Wonosobo Regency*, the conclusion of which is that principal supervision, work discipline, and work environment together -the same has a positive effect on the performance of SMK teachers throughout the Wadaslintang District, Wonosobo Regency Positive and significant influence means that the higher the principal's supervision, work discipline, and work environment of the teacher, the higher the teacher's performance; conversely, the lower the principal's supervision, work discipline, and work environment of the teacher, the lower the teacher's performance. Principal supervision improves the effectiveness of vocational school instructors throughout the Wadaslintang District, Wonosobo Regency. Workplace discipline improves the performance of SMK instructors in Wadaslintang District, Wonosobo Regency. The work environment influences SMK teachers' performance in Wadaslintang District, Wonosobo Regency.

## **The Effect of Principal Academic Supervision and Work Discipline on Teacher Performance at SD Negeri 25 Talang Ubi**

It gives information about the F-Test based on the Anova score in order to determine the influence of statistical variation on the value of the principal's academic

supervision (X1) and work discipline (X2) combined on teacher performance (Y). Based on the findings of the analysis of the influence of the principal's academic supervision and teachers' work discipline on the performance of teachers at SD Negeri 25 Talang Ubi, the F-count value is 10.935 and the F-table value is 4.26 (t-count > t-table) with a significance value of 0.007 < 0.05, it can be concluded that the variance of the teacher performance variable (Y) can be significantly influenced by the principal's academic supervision. Based on the value of R square, the contribution of the influence of academic supervision and work discipline in the form of a percentage on teacher performance is 75.8%, so it can be said that the contribution of academic supervision (X1) and work discipline (X2) together on teacher performance (Y) is 75.8%, with the rest influenced by other factors (Sulistyaningsih, 2018).

This study is consistent with previous research (Buku et al., 2021), titled *The Effect of Principal Leadership and Supervision Competencies on Junior High School Teacher Performance in Nagekeo Regency*, which found that principal leadership competence has a partially positive and significant effect on the performance of junior high school teachers in the district. Nagekeo, with a large influence of 50.5%. Principal supervision has a good and significant influence of 43.6% to the performance of Nagekeo Regency junior high school teachers. Simultaneously, the principal's leadership and supervision contributed up to 70.4% to the performance of junior high school teachers in Nagekeo Regency.

#### **D. Conclusion**

Based on the findings of this study, there is a partially significant effect between the principal's academic supervision and teacher performance at SD Negeri 25 Talang Ubi, with a coefficient of determination of 33.1%; there is a partially significant effect between work discipline and teacher performance at SD Negeri 25 Talang Ubi, with a coefficient of determination of 59.6%; and there is a simultaneous significant effect between work discipline and teacher performance at SD Negeri 25 Talang Ubi.

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