

## **The Influence of Principal's Supervision on the Performance of High School Teachers**

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**Abstract:** This research aims to determine the effect of principal supervision on teacher performance at SMA Negeri 1 Tanjung Lago, Banyuasin Regency. The method used in this research is a quantitative approach method which contains two variables, namely principal supervision (X1) and teacher performance (Y). Data was obtained through a questionnaire distributed to teachers at SMA Negeri 1 Tanjung Lago and analyzed using simple linear regression statistical techniques. The research results show that supervision carried out by the school principal has a significant influence on teacher performance. Effective supervision, including aspects of monitoring, evaluation and guidance, has been proven to be able to improve the quality of teaching and teacher professionalism. These findings indicate that the active role of school principals in carrying out supervision is very important to support improvements in teacher performance and, ultimately, the quality of education in the school. This research recommends that school principals intensify constructive and sustainable supervision activities to create an optimal learning environment.

**Keywords:** Principal's Supervision, Quality of Education, Teacher's Performance

### **A. Introduction**

In the current era of globalization full of challenges, education is an effort to build and improve the quality of human resources. Education is very important to ensure the development and continuity of national life (Farazmand, 2004). Furthermore, the 1945 Constitution of the Republic of Indonesia was changed to Law Number 20 of 2003 concerning the National Education System. The aim of this law is to make the education system a strong and authoritative social system to empower all Indonesian citizens to develop into quality human beings so that they are able and proactive to respond to the challenges of the ever-changing times. Superior human resources are very important for developed countries and nations. No matter how much natural resources and capital and infrastructure are available, only reliable workers can achieve the development goals of the state and nation. According to this view, a country cannot progress without a good education system. One of the human

resources available in schools is teachers. Teacher performance is very important to achieve school goals. To improve performance, various efforts were made. Teachers must be truly proficient in their field and have the ability to give the best of themselves. Many factors internal and external factors that influence teacher performance. Several factors determine school success, one of which is leadership (Özgenel, & Mert, 2019).

The principal as supervisor is the person responsible for the learning process at school. Therefore, in carrying out his duties as a school principal, he must be equipped with a number of supervisory knowledge and skills that support his duties, so that his supervisory duties can be carried out effectively (Nurlinda, N. (2020). Principal supervision is a component that is expected to improve teacher performance in the context of educational management. In this context, it is hoped that the principal's supervision will have a significant effect on improving the teaching and learning process and the overall quality of education. Supervision is a training action intended to help teachers and other employees at schools carry out their duties well. Supervision is a form of training that aims to help school principals and other school employees carry out their duties well. Supervision is an effort to provide services and assistance to teachers individually and in groups in an effort to improve teaching. Providing services and assistance are key words in the implementation of supervision (Nzambi, P. (2012).

Monitoring teacher performance through academic supervision activities is a way to track and improve teacher performance (Sembiring, & Nugraha, 2022). Academic supervision is a form of training designed to help teachers and school staff carry out their duties well. Supervision aims to improve the professional and technical capabilities of teachers, principals and other school staff to improve the educational process, the basis of equal work, participation and collaboration, and increase awareness, initiative and creativity in the school environment (Ambarita, et al., 2014). In schools, the principal of the educational unit concerned is responsible for the role and implementation of supervision.

Educational supervision is intended to help instructors develop as professionals by studying academics, classroom dynamics, improving their teaching practices, and utilizing their abilities (DiPaola, & Wagner, 2018). The aim of the education supervisor is to supervise the teaching and learning process in schools. Educational supervision is intended to motivate instructors to use students to learn and learn from students (Coimbra, et al., 2020; Zepeda, 2013).

Supervision is not directly related to students but is part of school activities. Supervision is assistance provided by supervisors to teachers to maximize their professional and personal growth (Weiss, & Weiss, 2001). Supervision is assistance provided to all school employees to improve teaching and learning conditions.

School principals play a very important role in school administration and all aspects of learning. As a manager, the principal must be able to encourage teachers, employees and students to carry out their duties to achieve school goals and progress. Supervision of the implementation of the teacher's main duties is his responsibility. The school principal is overall responsible for the progress and decline of the educational process in the school he leads (Lunenburg, 2010, September; Devos, & Bouckenoghe, 2009). The development of educational supervision is in line with advances in technology, science, socio-economics and societal culture. Supervision evolves from inspections, where supervisors have greater authority, to collaboration between supervisors and teachers who take the initiative and responsibility to improve the quality of learning and create a learning culture that encourages teachers to continuously improve their abilities (Offem, et al., 2018).

Educational supervision is coaching in the form of assistance or guidance from school leaders which aims to improve the leadership of teachers and other school staff in achieving educational goals. This supervision includes encouragement, guidance, and opportunities to improve teachers' skills, such as assisting in efforts and implementation of reforms in education and teaching, selecting the most appropriate learning resources and teaching methods for their classes, and how to make their classes better (Warman, et al., 2022).

Educational supervision is professional guidance for teachers. Professional guidance is any effort that provides opportunities for teachers to develop professionally and be more advanced in carrying out their main tasks, namely improving and enhancing the student learning process. Educational supervision functions to help school principals and teachers maximize their potential. Supervision must be able to improve the principal's leadership to achieve overall school program success (Jahanian, & Ebrahimi, 2013; Ebmeier, & Nicklaus, 1999).

Principal as a supervisor must be able to carry out various supervision and control to ensure that teacher performance is better. Supervision and control are also preventive measures to ensure that teachers are more careful in carrying out their duties as educators (Sunaryo, 2020). Supervision helps teachers improve teaching and learning situations. Better results will be achieved if supervision focuses on instilling honesty in teachers when carrying out key tasks and functions in the school. The success of the teaching and learning process is influenced by the quality of learning and the professional performance of teachers. Teacher honesty will more effectively support the quality of teacher professional performance. Those in charge of the education system must pay continuous attention to improving their ability to carry out the learning process. This can be achieved by activating educational supervision. If educational supervision is carried out using standard technical strategies, it would be better if its function concentrates more on building teachers'

honesty in learning. One of the supervisor's responsibilities is to help, encourage and provide confidence to teachers that the teaching and learning process can and must continue to get better. Supervision activities are carried out through various methods of solving teaching problems with the aim of increasing the efficiency and effectiveness of the teaching and learning process (Rusdiana, et al., 2020). To improve teacher performance, school principals must carry out direct supervision. This is because teachers have many problems because they are too busy or even old (Elliott, 1990).

Supervision is an approach that emphasizes improving teaching and includes learning process standards by using systematic cycles to plan, observe, and analyze actual teaching performance. The emphasis is on a specific approach through face-to-face meetings with the teacher, which focuses on improving his or her performance and teaching behavior (Aseltine, et al., 2006).

School principals are responsible for implementing high-quality learning. As a result, school principals must develop teacher professionalism and performance in their schools. Carrying out academic supervision is one step that can be taken (Fourie, 2018).

Educational supervision is an effort to improve learning processes and outcomes. In the world of education, especially education, the quality of learning is a reflection of the teacher's professional abilities. Therefore, educational supervision is important to improve teachers' professional abilities, which in turn will produce better quality learning processes and outcomes. To improve the quality of educational outcomes, there is a very important relationship between supervision behavior, teaching behavior, learning behavior, and learning outcomes (Wahyu, 2020).

One of the principal's functions is supervision, which is intended to improve the quality and professionalism of teachers in carrying out teaching. In connection with the importance of school supervision because it is related to improving the quality of teachers and improving the overall quality of education. Supervision includes academic activities, such as the teaching and learning process, teachers, students, and the situations that cause them. Supervision is an effort to provide services to teachers individually and in groups in an effort to improve teaching. Ultimately, service and assistance are the key to supervision (Aseltine, et al., 2006).

## **B. Methods**

The research was conducted using a quantitative approach method which contained two variables, namely principal supervision (X1) and teacher performance (Y) (Disman, & Barliana, 2017). Quantitative research requires a population and a sample (Delice, 2010). The population in this study were all teachers at SMA Negeri 1

Tanjung Lago, Banyuasin Regency with a population of 40 teachers. The number of samples used in this research was 20 teachers. The data analysis in this research used an error level of 5%. The data analysis technique used in this research is simple linear regression, which in the entire data processing process uses the help of the statistical program for Windows SPSS (Gerber, & Finn, 2013).

To collect data, this study used a questionnaire (Ong, 2012). This questionnaire consists of 2 (two) questionnaires: one to determine teacher performance as an attachment variable and the other to determine the description of the implementation of educational supervision, which functions as an independent variable in this research. The questionnaire used to assess teacher performance in learning in this research consisted of 55 items, and the questionnaire used to assess the implementation of educational supervision by the school principal consisted of 56 statement items. Each statement was tested on twenty respondents to determine its validity and credibility. The test results were then processed and evaluated using version 20 of SPSS (Meyers, et al., 2013). In the teacher performance variable questionnaire, 40 valid and credible statement items were found, and in the educational supervision questionnaire, 44 valid and credible statement items were found. Each of these valid and credible statement items was used as a statement item in the questionnaire given to research sample respondents.

#### Data Normality Test

To help test the hypothesis, a normality test was carried out on this research data. The normality test was carried out using the Kolmogorov-Smirnov test and processed using Statistical Product and Service Solution (SPSS) version 20. For the educational supervision variable, the normality test was 0.186, and for the teacher performance variable, the normality test was 0.503. All data is normally distributed, because the second significance value is greater than 0.05.

#### Data Linearity Test

Data Linearity Test is a procedure to ensure whether the research distribution is linear. The results of the linear test are used to determine the regression line equation for the independent variable (X) and rotating variable (Y). SPSS version 20 was used to carry out the linearity test, which looked at the Anova Table in the Sig column of the linearity row. The two research variables, teacher performance and educational supervision, were tested for linearity; with a large sign below 0.05, it can be concluded that the variable (X) educational supervision and the variable (Y) teacher performance have a linear relationship.

Simple linear regression analysis is useful as a predictive tool to determine the magnitude of the functional relationship between the independent variable (X) and

the dependent variable (Y). In addition, regression analysis shows the direction of the relationship between the dependent variable and the independent variable.

The significance or linearity of the regression of the two research variables is measured through the results of data processing in the Sig column. The results of calculating research data show that the Sig. 0.000, which indicates that the linear regression model meets the linearity criteria, and the Sig value. <0.05 indicates that the regression model is not linear. If the Sig value. less than 0.05, Ho is rejected, while Ha is accepted. There is an influence of educational supervision on teacher performance at SMA Negeri 1 Tanjung Lago, Banyuasin Regency, said Ha in the research, which is in accordance with the results of data processing.

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

The results of calculations carried out with version 20 of SPSS showed that the t-count is 4.829. The large table t yielded 1,990 people from 79 participants. According to the criteria, Ho is accepted if  $t\text{-count} < t\text{-table}$  or  $t\text{-count} > t\text{-table}$ . Therefore, because  $t\text{-count} > t\text{-table}$ , 4.829 is greater than 1.990, Ho is rejected.

Research data shows that school principals who implement educational supervision influence teacher performance in learning. By using a simple linear regression equation, a positive number has been found in the Constant column, which shows the constant coefficient (a). A positive constant coefficient indicates that there is a positive relationship between teacher performance and educational supervision: the better the implementation of supervision, the better the teacher's performance in learning activities (Khun-Inkeeree et al., 2020).

The teacher performance variable will increase by 0.4 if the educational supervision variable is 0 (zero) and the teacher performance variable increases by unit. Variable index values and linear regression analysis were also carried out on the research data. Part of the benefit of using a questionnaire to collect research data is being able to find out how respondents view two research variables: teacher performance variables and principal educational supervision implementation variables. Teacher perception surveys on educational supervision and teacher performance surveys are two types of surveys used in this research.

Teacher performance as the Y variable in this research focuses more on how they carry out learning activities. Four indicators are used to measure learning performance: learning planning, learning implementation, learning evaluation, and interpersonal learning relationships. Of these four indicators, we can find eighteen descriptors. At least one statement item was included in the figures for each descriptor to allow analysis of the results from the frequency of respondents' answers. After calculating the value of the teacher performance variable, the average

index value is 84.94.

This score is in the high category, which shows that the teacher's perception of their performance as a teacher is good. In the teacher performance variable, the indicator "interpersonal relationships in learning activities" has the highest index value of 90.19, which is the result of the teacher's efforts to encourage students to interact and communicate well. The interaction pattern of teachers with students can be described as teacher actions that immediately fulfill students' needs and desires, provide responses in a friendly atmosphere, and create the impression that the teacher really understands the students (Thompson et al., 1982).

In addition, teachers' interaction patterns with students can be seen in their efforts to create various opportunities for students to communicate so that they can gain communication skills through listening, language use, and insight. At every opportunity, teachers also provide support, attention, physical touch, and verbal praise as a way to encourage students to complete assignments. In addition, index values can be calculated to determine the frequency of respondents' answers for each descriptor. The descriptor with the lowest index value is the descriptor "planning the arrangement/management of the classroom", which has an index value of 76.90. This low index value is caused by the fact that in the item "classroom planning/management" there are items with lower index values. stated that teachers design classrooms according to learning methods, many teachers used the answer options "rarely" or "disagree".

This shows that teachers still have not adapted learning methods to spatial planning that is appropriate to the application of these methods. Classroom arrangement will influence student involvement and participation, and that the physical arrangement must be in accordance with learning objectives. Therefore, it would be better if the arrangement and management of classrooms could be planned clearly and systematically in the plan.

For example, if teachers use a group-based learning approach, they must prepare the classroom so that students are ready to learn in groups. Group learning activities will be more effective when sitting in a circle rather than in rows. The descriptor "formulating learning objectives" has the highest index value of 92.72 for the teacher performance variable.

In statement items number 1 and 2, the descriptor states that the teacher formulates learning objectives in accordance with basic competencies and learning indicators when making learning plans. The second questionnaire in this research was used to determine teachers' perceptions of the implementation of educational supervision by the school principal. This questionnaire consists of three indicators and 25 descriptors, and received an average score of 85.13. According to these figures, the

implementation of educational supervision is one of the factors that influences teacher performance in learning. When compared with the other two indicators, the “planning” indicator shows the most dominant perception. The teacher’s score for the indicator “planning” was 86.89, “implementation” was 83.98, and “follow-up” was 86.50.

Because based on research data, teacher perceptions show that the principal has fulfilled each descriptor and obtained a high score, the “planning” indicator has the highest value. School principals can plan educational supervision by considering the factors that support it (Ndung’u, 2015).

The goals and objectives of implementing supervision, planning techniques, and steps for implementing educational supervision must be discussed at the preparation stage for supervision (Marmin et al., 2020). Teachers’ perceptions of the second indicator, “implementation”, have the lowest value. This shows that teachers assess the principal at the “planning” stage as having the highest or most dominant perception compared to the other two indicators. The teacher’s perception for the “planning” indicator is 86.89, for the “implementation” indicator it is 83.98, and for the “follow-up” indicator it is 86.50. Because based on research data, teacher perceptions show that the principal has fulfilled each descriptor and obtained a high score, the “planning” indicator has the highest value. School principals can plan educational supervision by considering the factors that support it. In preparation for supervision, the goals and objectives of implementing supervision, planning techniques, and steps for implementing educational supervision must be considered. The second indicator, “implementation”, has the lowest teacher perception value. When compared with the other two indicators, this shows that teachers’ assessments of school principals at the implementation stage of educational supervision are still less than optimal. The variable of person’s performance can come from within themselves, such as motivation, skills, and education, as well as from outside themselves, such as the work environment, salary level, and so on. One of the external factors that influences teacher performance is the position of the school principal. The principal’s main responsibility as a supervisor is to develop teachers into professionals who are cared for and developed (Wahlstrom, & Louis, 2008). Teachers’ personal development, professional improvement, mastery of subject matter, the teacher’s ability to collaborate with the community, and regional diversity and variety are all part of teacher training.

#### **D. Conclusions**

The results stated there is influence of principal supervision on teacher performance. Through supervision, the school principals can find out how well each teacher is doing their job.

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