

Principal's Academic Supervision and Teacher's Performance

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Abstract: The purpose of this study is to identify the principal's academic supervision at MTs Amal Bakti Prabumulih, how teachers' performance at MTs Amal Bakti Prabumulih is, and how the principal's academic supervision influences teacher's performance at MTs Amal Bakti Prabumulih. This is a descriptive quantitative study. The sampling strategy used in this study is saturation sampling, and the sample size is 16 persons. The dissemination of surveys and documentation approaches were utilized to obtain data. In addition, data analysis procedures such as descriptive analysis in the form of percentages and inferential analysis employing analytical precondition tests and hypothesis testing were used (t-test). The findings revealed that: (1) the principal's academic supervision was quite good, (2) teacher's performance was said to be good, and (3) there was a significant effect of the principal's academic supervision on the performance of teachers at MTs Amal Bakti Prabumulih, where the probability value obtained was less than the significant level.

Keywords: Academic Supervision, Principal, Teacher's Performance

A. Introduction

Teacher's performance has lately received attention; high and bad teacher's performance are impacted by internal and external organizational variables (Alma, 2014). According to Mangkunegara (2014), the elements that determine performance include both internal and external factors. Internal factors are those that are connected to a person's personality and character. External influences include company culture, executives, coworkers, and infrastructure (Lawuningtyas, 2018).

The leadership of the school principal is an external element that has a significant impact on teacher's performance. The school principal must implement a coaching program to improve teacher's performance (Atmodiwiro, 2003). As a result, the principal must be of good character, attitude, and personality, as well as possess the capacity and talents to manage an educational institution. Furthermore, in order to boost his employees' performance, the principal must pay attention to their requirements and feelings in order to create a comfortable organizational environment. The principal's role as a leader in education implementation is vital and

strategic, particularly in making national education goals the primary aim that must be fulfilled ideally (Bustan, et. al., 2012).

As a result, instructors must be consistently nourished and developed in relation to their performance as educators. These instructors must be able to carry out their responsibilities at school and must receive supervision from their superiors, in this instance the school principal, who serves as a motivator and supervisor of education within the school's internal scope. Academic supervision is the type of advice in question. The coaching offered is intended to increase the quality and performance of teachers engaging in the learning process (Sudjana, 2011; Sagala, 2013).

Based on initial observations and the results of interviews with the principal and several teachers, a phenomenon was discovered, namely that the teacher's performance was not optimal as expected, as evidenced by the teacher's ability to manage the class, which was still low, there were still some teachers who had not made lesson preparations before teaching, the teacher had not used varied learning strategies in the implementation of learning, and some of the teachers who teach did not use any learning strategies at all.

The problems that arise, namely the constraints of several teachers in managing classes at MTs Amal Bakti Prabumulih, are inextricably linked to the role of the school principal, which is the principal's task when supervising, namely to assist teachers in improving the quality and effectiveness of their classroom learning. According to Supardi (2013), Barnawi and Arifin (2012), and Barizi, (2009), performance can be impacted by both internal and external influences. Internal aspects of teacher work include influences that originate inside the teacher, such as talents, skills, personality, perspectives, job motivation, field experience, and family history. External determinants of teacher's performance are external elements that might impact their performance, such as compensation or allowances, facilities, school climate, and leadership.

According to Karsiyem (2015), the issue is that some instructors do not completely realize that the production of learning materials is the primary job that a teacher must carry out. Not even a few teachers who photocopied lesson ideas and syllabuses from friends or the internet. Sometimes they assemble and gather learning resources late, notably at the beginning of the semester, but the learning materials have not been created several days or even weeks later. Teachers do not employ lesson plans that outline the design of learning activities while carrying out learning. According to prior research, less optimum learning by teachers is vital, and the principal's function as a supervisor may enhance and improve teacher's performance in carrying out teaching and learning duties.

As a result, academic supervision is critical not only to assist instructors in understanding education and the role of the school in accomplishing its goals, but also to assist teachers in understanding the conditions and requirements of students. as well as a foundation for analysis in developing effective strategies for teaching and learning activities (Arikunto, 2009). In this scenario, the principal's skill as a

supervisor is demonstrated by his ability to develop, execute, and evaluate an instructional supervision program.

B. Methods

This is a survey study that employs a quantitative descriptive technique. While the population in this study consisted of all 16 instructors at MTs Amal Bakti Prabumulih. The sample is a subset of the population in terms of size and features (Sugiyono, 2013). If the population size is smaller than 100 persons, the saturation sampling strategy is employed in this investigation. And the number of samples in this study is determined by Creswell, (2002), who states that saturation sampling is a sampling approach in which all individuals of the population are employed as samples. As a result, the sample size for this study was 16 persons.

In this study, data is gathered by the distribution of questionnaires. While the documentation approach was employed to collect data on the study population, namely the number of instructors at MTs Amal Bakti Prabumulih. And the data analysis approach is descriptive analysis, which employs percentages, inferential analysis, the normalcy test, and the t-test.

The analysis precondition test determines if the collected data fulfills the requirements for analysis. Testing the traditional assumptions utilized, notably the normalcy test, is one of the prerequisites that must be satisfied. And hypothesis testing is carried out utilizing partial testing (t-test) in order to answer the hypothesis given in this study. The SPSS application's t-test findings can reveal if the independent variable (school principal's academic supervision) has a significant influence on the dependent variable (teacher's performance). The t-test statistic with a significance threshold of 5% is employed to carry out this test.

C. Results and Discussion

The maximum percentage value obtained from the descriptive analysis of the principal's academic supervision and teacher's performance was 37.5%, which was in the reasonably excellent group (interval $44 < X \leq 47$), while the lowest percentage value was 6.25%, which was in the very good category (interval $50 < X$). Because it indicates that the principal's academic supervision is fairly excellent, but it has not been maximized, as indicated by just 1 respondent who claimed that the implementation was very good and 2 respondents who stated that it was good. As a result, academic supervision is critical at MTs Amal Bakti Prabumulih because it may lead and supervise teachers in enhancing their performance and carrying out effective learning.

The descriptive analysis of teacher's performance characteristics yielded the maximum percentage of 43.8% in the good category (interval $50 < X \leq 53$), while the lowest percentage was 0% in the very excellent category (interval $53 < X$). Because it indicates that the instructors' performance at MTs Amal Bakti Prabumulih has been satisfactory. However, this still has to be addressed because none of the respondents said the teacher's performance was excellent.

According to the findings of the inferential analysis on normality testing, the regression model is normally distributed. Furthermore, the results of hypothesis testing (t test) show that the principal's academic supervision variable (X) has a t-count $> t$ -table, namely $3.247 > 1.761$ or a probability value (p-value) $< 0,05$, namely $0,006 < 0,05$, so H_0 is rejected and H_1 is accepted, and it is concluded that the principal's academic supervision has a significant influence on teacher's performance at MTs Amal Bakti Prabumulih. Furthermore, the coefficient of determination (R Square) found is 0.655, indicating that the contribution of the principal's academic supervision impact on teacher's performance is 43%, with the remaining 57% indicating the influence of other factors not investigated in this study.

Purbasari's (2015) findings complement this research by demonstrating that academic supervision contributes 23.2% to teacher's performance, with the higher the quality of academic supervision, the higher teacher's performance in learning activities. The significance of the principal's oversight. Further research by Khoeriyah (2015) discovered that academic supervision has an influence on teacher's performance. The acquisition of the value of t count is more than the value of t table ($16.98 > 2.045$). The study's findings also revealed that, at a 95% confidence level, there was a highly significant difference in the score achieved before and after supervision by the school principal.

As a result of academic supervision, a teacher becomes more aware of his own strengths and flaws, allowing him to grow and become a more professional teacher in carrying out his obligations as an educator (Barnawi and Arifin, 2011, Mangkunegara, 2014). Thus, academic supervision is undoubtedly an essential component in enhancing teacher's performance, given the importance of school administrators' academic supervision in increasing teacher's performance, particularly for MTs Amal Bakti Prabumulih, but various other aspects require additional investigation.

D. Conclusion

According to the findings of the study, the principal's academic supervision is in the fairly good category, with a descriptive percentage of 37.5%, teacher's performance is in the good category, with a descriptive percentage of 43.8%, and there is a significant effect of the principal's academic supervision on teacher's performance at MTs Amal Bakti Prabumulih, with a probability value less than the significant level ($0,006 < 0,05$).

Regarding ideas, it is hoped that the school principal would strengthen his academic supervision, which will necessitate training on understanding in creating supervision programs. Aside from that, teachers are expected to constantly improve their performance by attending seminars, workshops, or training related to the development of teacher competence, particularly learning evaluation techniques that are felt to still require attention, because, according to the findings of this study, some teachers have not completed the entire assessment based on the instruments that have been prepared. Furthermore, it is hoped that future researchers will analyze teacher's performance from other elements not studied in this study, such as work culture and

school management characteristics, to increase our knowledge and insights into what factors impact teacher's performance.

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