

The Effect of Principal's Supervision on Teachers' Performance

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Abstract: Education basically aims to develop the abilities possessed by humans. Therefore, schools are a good place to develop these abilities to achieve educational goals. The role of each element of the school is important. The principal, as the highest leader, assisted by teachers and staff, has an active role, including carrying out supervision activities aimed at improving teachers' performance in the learning process. Teachers are the main role in realizing the expected goals. This study aims to analyze the effect of principal supervision on teachers' performance. This study is a correlational study with a quantitative research type. The population in this study was all teachers of SMA PGRI Babat Toman in Musi Banyuasin Regency. Because the population is less than 100, all populations are used as research samples so that this study is known as total sampling. The instruments used consisted of supervision questionnaires and teachers' performance. Based on the results of the study, it shows that academic supervision is one way that can be done by the principal in the context of coaching and mentoring teachers to improve teacher quality. The results of the significance test show that there is a positive influence of principal supervision on the performance of high school teachers. Through the results of this study, it can be used as a means for schools to carry out academic supervision routinely and continuously to control the quality of teachers in the learning process.

Keywords: Academic Supervision, Principal's Supervision, Teachers' Performance

A. Introduction

Education is a requirement that can be done by someone to improve attitudes and behavior to be better (Komariah & Nihayah, 2023). Formal education is obtained through teaching and learning activities at school (Debarliev et al., 2022). Public opinion on education tends to be that the quality of education can be poor due to several structural, material, and financial factors. Moreover, the government often makes policies and decisions with the aim of improving the quality of education that prioritizes the provision of assistance for facilities and infrastructure, and funds, accompanied by regulations and laws that seem rigid. After understanding all forms

of assistance, it seems that they have not been able to improve the quality of education. This is because schools not only require the availability of material input, but the performance of all education personnel in them also requires a conducive, safe, family-like, warm, and respectful working atmosphere.

The quality of education can include academic and non-academic quality (Kardoyo et al., 2019). The use of infrastructure to improve school performance still requires a lot of support from local socio-eco-cultural factors. Therefore, the principal's concern for developing school culture must be the main target and be thought about seriously, systematically, and purposefully. James Spradley once reminded: "School is a cultural community". The principal is one of the components of education that plays a very important role in efforts to improve the quality of education (Madani, 2019). In accordance with the Regulation of the Minister of National Education of the Republic of Indonesia No. 13 of 2007, concerning the Competence of the Principal, namely: personality, managerial, entrepreneurship, supervision, and social, in addition the principal is responsible for organizing educational activities, school administration, coaching of educators and education personnel, utilization and maintenance of facilities and infrastructure. Regulation of the Minister of National Education No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competence. In teacher competence, the professional competence component states that teachers must be able to utilize information and communication technology to develop themselves (Rofi'i et al., 2023).

Teachers are the spearhead in the teaching and learning process. Because teachers are the ones who interact directly with students in the classroom. Teachers are the ones who play a very important role in making students understand and comprehend the subjects being taught. Schools as educational institutions require teachers who not only function as teachers, but also as educators who provide knowledge to their students regarding ethics, the ability to survive in life, morals, empathy, creativity and so on. It is explained in Law Number 14 of 2005, concerning teachers and lecturers "Teachers in education are professional staff with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students". The role of teachers is very broad, flexible according to circumstances and situations and complex. Professional teachers are those who are able to carry out their roles very well according to the needs of the school (Hartinah et al., 2020). In the learning process, teachers interact directly with the target of education, namely students. Teachers provide exclusive knowledge and skills. Teachers carry out learning with the aim of achieving student learning goals, and also ensuring student understanding of the material that has been delivered, so that students can understand the subject matter that has been taught by the teacher and students are also expected to be able to apply the knowledge gained from the teaching and learning activities in community life. The task of a professional teacher is to try to make his students develop themselves at all

times, cognitive development (knowledge), affective (attitude) and psychomotor development (skills) in each student (Gunawan et al., 2023).

Based on the observation results, in SMA PGRI Babat Toman, there are still a few teachers who have the ability to compile learning devices in accordance with the applicable curriculum. The learning process is less meaningful and not student-oriented so that learning becomes boring and uninteresting and unpleasant. Teachers also only manage learning with traditional media and lecture methods. As a result, learning outcomes are not achieved optimally. For this reason, teacher abilities must be improved by mastering learning techniques and methods, both for intracurricular and extracurricular activities. Performance involves various sources so that it becomes optimal performance. The sources that cause optimal performance are individuals, organizations, and the external environment. Individual or internal problems include intellectual weaknesses, psychological weaknesses, physical weaknesses, motivation, personality factors, finances, work preparation, and value orientation.

Organizational problems include systems, group roles, leadership, supervisory behavior, and organizational climate. External problems include family, economic conditions, political conditions, legal conditions, social values, job markets, technological changes, and unions. Performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work result standards, targets, or criteria that have been determined in advance and have been mutually agreed upon (Yusuf Iis et al., 2022). Performance is related to work results, work achievements, and the achievement of predetermined targets, both in quantity and quality, both individually and in organizations (Afriyanli & Sabandi, 2020). Efforts that can be made by the principal in order to improve teachers' performance in learning are through classroom supervision activities. Supervision is the task of the principal as a leader. To deal with changes and continuous improvement in the quality of education, supervision activities are needed by the principal as a benchmark for the extent to which the school is successful in dealing with these changes. Supervision is essentially supervising the education process in schools in the sense of activities carried out by superiors to subordinates that are more general and humane in nature (Abdillah et al., 2022; Saihu, 2020). As a supervisor, the principal has the responsibility to improve the ability of teachers to manage learning activities in schools and has an important role in the development and progress of the school (Amelia et al., 2022; Honig & Rainey, 2019). For the principal, supervision must be carried out properly based on the correct principles and techniques (Moulina, 2022). Through this study, it will be seen how much influence the principal's supervision carried out on teachers has on teachers' performance at SMA PGRI Babat Toman.

B. Methods

This study is correlational research with a quantitative research type. The population in this study was all teachers of SMA PGRI Babat Toman in Musi Banyuasin Regency. Because the population is less than 100, all populations are used as research samples so that this research is known as total sampling. The instrument in this study is a questionnaire formulated based on the Likert Scale model with five alternative answers and has been tested for validity and reliability. Data were analyzed using simple linear regression techniques if they meet the prerequisite test criteria. In addition to the questionnaire instrument given to teachers after supervision was carried out, interviews were also conducted with several teachers representing the field of study.

C. Results and Discussion

Based on the research objectives, the purpose of this study is to see the effect of supervision carried out by the principal on teachers' performance in schools. The study was conducted on teachers at SMA PGRI Babat Toman. The results of descriptive statistics on both variables are presented. It can be seen that the average supervision results show that the average score is 79.03 and teachers' performance is 52.90 from 10 questions given to each teacher. These results are in the sufficient category if using the specified percentage. These results provide an overview that teachers' performance still needs to be improved, especially in the professional and pedagogical aspects of teachers.

The results of the t-test calculation using the Independent Sample T-Test have a significant value (2-tailed) of 0.000 while the significant rate is 0.05. So, $0.000 < 0.05$ can be interpreted as having an influence on the principal's supervision of teachers' performance at SMA PGRI Babat Toman. Academic supervision can be a means in the form of supervision as well as mentoring; in this case, teachers can improve their performance through mentoring carried out by the principal. This is in accordance with the opinion. Therefore, the nature of academic supervision responsibility required from the vice-principals is to focus on the process of overseeing what the teachers teach, the medium of teaching, how the teaching is done, and giving solutions to challenges. The processes encompass spending quite a number of hours/periods on teachers' content of instruction, usage of teaching materials, and demonstrating the expected practices that will improve the academic achievement of students in examinations. This is because the most significant criteria or factor directly influencing the quality of the education a child receives is the quality of his teacher (Potokri & Adewale, 2024). The results of this study can be interpreted that the better the principal carries out his role, the better the teachers' performance will be.

D. Conclusions

Based on the results of the study, it shows that academic supervision is one way that can be done by the principal in the context of coaching and mentoring teachers to improve teacher quality. The results of the significance test show that there is a positive influence of principal supervision on teachers' performance at SMA PGRI Babat Toman. Through the results of this study, it can be used as a means for schools to carry out academic supervision routinely and continuously to control teacher quality in the learning process.

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