

The effect of principal supervision on teacher performance

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Abstract

In the field of educational management, the performance of teachers is a critical determinant of the overall quality of education. Recognizing this, recent research has increasingly focused on identifying factors that influence teacher performance. Among these, principal supervision and teaching planning are considered vital elements. This study aims to determine the influence of the importance of principal supervision and teaching planning on teacher performance, both partially and simultaneously. The research approach uses a quantitative approach, namely associative (correlational) research with a sample of 20 respondents from 20 teachers at Junior High School in 5 Ledo as a population. Data processing using multiple linear regression analysis. The results showed that there was a positive influence of principal supervision and teaching planning both partially and simultaneously as evidenced by the results of t count of 1.870 there was an influence of other variables of 0.071. In conclusion, the higher and better the principal's supervision and teaching planning provided, the higher the performance of teachers shown at Junior High School in 5 Ledo. The novelty of this research lies in its specific focus on the simultaneous impact of principal supervision and teaching planning on teacher performance within an Indonesian Junior High School context. While previous studies have examined these factors individually, this research innovatively assesses their combined effect, providing a more holistic understanding of the dynamics influencing teacher performance.

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INTRODUCTION

School is a formal educational institution to carry out all activities to achieve educational goals (Wibowo, 2019). Carrying out educational objectives involves the role of the principal and teachers in carrying out their duties (Riani & Ain, 2022). As a formal educational institution, the school is also a place to carry out the teaching and learning process, involving the principal, teachers and students (Winarno et al., 2021). The function of the school is not only to provide knowledge to students, but to develop teacher work performance in improving the teaching and learning process. In carrying out activities at school, of course, there are differences between one teacher and another.

Teachers are one of the most important components in moving an educational institution such as a madrasah (Utu, 2021; Nugroho et al., 2023). Teachers are also required to be professional in carrying out their duties as teachers (Muhayat, 2019; Wardani & Izhar, 2023). To realize the goals of national education listed in NRI Law number 14 of 2005, a teacher must have performance that is in accordance with the basic abilities of a teacher. Performance is that performance is defined as an expression of progress based on knowledge, attitudes, skills and motivation in producing a job (Pitriyani, 2023).

Teacher performance is the teacher's attitude when performing the duties of the educator and when the teacher teaches in front of the class with certain criteria (Ridwan, 2021). Basic abilities or teacher performance consist of the ability to plan lessons; the ability to manage teaching and learning programs, the ability to manage classes, the ability to use learning media / resources; the ability to manage teaching and learning interactions; able to carry out student learning evaluations (Muhsin, 2021).

The success of the teacher's performance in his work is because he has the ability and skills for it, and the interactive relationship of various aspects in work (Jaliah et al., 2020). Such as tools, methods or ways of working, relationships with colleagues, and others. Teacher performance can be influenced by several variables that can influence it, including the following, namely: work ethic, religious understanding, work discipline, worship experience, work motivation, training, work planning, school leadership, school culture, and professionalism at work (Selvia et al., 2021).

Teacher performance as a reference material to see whether the teacher has carried out his duties well (Irawan, 2021; Zakariyah et al., 2023). Teacher performance is the ability of a teacher to carry out learning tasks in schools/ madrasah and be responsible for students under his guidance by increasing student achievement (Rostini et al., 2022; Wahyudin et al., 2023).

The function of academic supervision is an effort to improve as a continuous process and is carried out continuously (Saihu, 2020). The purpose of teaching supervision is to help teachers clearly improve their own abilities to achieve the learning goals that have been set for their students (Karim et al., 2021). An important emphasis of the purpose of this teaching supervision is to ensure the teaching and learning process, curriculum development in learning, and the development of quality personnel (M. Ngole & Gerold Mkulu, 2021).

The role of the principal's academic supervision and teacher professionalism in schools is very large, because the supervision carried out by the principal continuously and continuously can improve the quality of learning which in turn can improve the quality of education in Junior High School in 5 Ledo. Academic supervision is the basis or basis for professional supervision activities, which is a study is the system of providing assistance carried out by school principals to improve teachers' professional abilities, so that teachers become more capable in handling the main task of learning their students (Arifin, 2022; Shofwan et al., 2023). Such as teacher work competence, productivity at work, improving educational services, improving the quality of human resources, discipline at work (Muspawi, 2021).

Teaching planning is important and needs to be considered, because later it can affect the resulting performance such as, understanding the curriculum, mastering teaching materials, compiling teaching programs, implementing teacher programs, assessing teaching programs and the results of the teaching and learning process that have been implemented, direction of activities in achieving goals, archetypes in managing tasks and authorities, as work guidelines, as a measuring tool for the effectiveness or failure of a job, for data preparation materials for work balance (Putrianiingsih et al., 2021).

METHOD

This study uses a quantitative approach, with the type of associative (correlational) research with the expected results in this study can later be used to build a theory that can function as an explanation, prediction and control of a symptom caused related to the influence of principal supervision and teaching planning on teacher performance at Junior High School in 5 Ledo The target population in this study is all subject teachers in Junior High School in 5 Ledo with 20 teachers. Because the number of populations sampled is 20 (less than 100), so the total number of samples can be taken as a whole of 20 teachers.

Researchers chose a stratified proportionate random sampling technique, which is choosing randomly based on proportions. For data analysis techniques carried out in several ways as follows, for instrument tests researchers use validity tests, reliability tests to obtain valid and reliable instruments. Furthermore, after obtaining valid and reliable instruments, researchers conduct hypothetical preloaded tests by conducting normality tests and variabel heteroscedasticity tests. To test the hypothesis researchers conducted simultaneous tests (F test), Partial Test (t test) and R2 Determination Test. Therefore, in measuring research variables, respondents are asked to express their perceptions by choosing answers from a scale of one to five. This questionnaire was conducted by researchers to determine the level of intensity between the variables of principal supervision, teaching planning and teacher performance based on the following table indicators:

RESULTS AND DISCUSSION

Multiple linear regression analysis in this study, multiple linear regression analysis was used to determine how much influence the independent variables consisting of principal supervision (x1), teaching planning (x2) on the dependent variable, namely teacher performance (y). The results of the multiple linear regression analysis test in this study are as follows:

Table 1. Results of Multiple Linear Regression Analysis Coefficients^a

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.634	3.195		.511	.616
	Supervision (X1)	.490	.262	.538	1.870	.079
	Planning (X2)	.402	.318	.364	1.265	.223

a. Dependent Variable: Performance (Y)

The above results are obtained through the equation formula through the calculation of $Y = 1.634 + 0.490x_1 - 0.402x_2$, namely: first, every 5% increase from the principal's supervision (X1), then (Y) will increase with a value of 1.223. Second, for every 5% increase in the teaching planning variable (X2), (Y) will increase by obtaining a value of 0.402. Third, for every 5% increase in principal supervision (X1) and teaching planning (X2), (Y) will increase with a score of 1,732.

Simultaneous Test (Test F) and Test T Test F are used to determine the contribution of independent variables together (simultaneous) to the dependent variable. The F value will be compared with the F value, with the degree of significance used is 0.05 (5%), if the significance value is less than 0.05 then it can be concluded that the independent variable has a simultaneous effect on the dependent variable. The SPSS test table is as follows:

Table 2. F Test Analysis Results

ANOVA ^a						
Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	280.438	2	140.219	30.517	.000b
	Residuals	78.112	17	4.595		
	Total	358.550	19			

a. Dependent Variable: Performance (Y)

b. Predictors: (Constant), Planning (X2), Supervision (X1)

Supervision of the principal, teaching planning and teacher performance: there is a simultaneous influence of X1 and X2 on Y is $0.000 < 0.05$ and the value of F is calculated at $30.517 > F$ table is 3.19, so it can be concluded that H3 is accepted which means that there is a simultaneous influence of X1 and X2 on Y. The t test is used to determine whether the independent variable partially (individually) affects the dependent variable. The degree of significance used is 0.05 (5%). If the significance value is less than the degree of confidence, an alternative hypothesis will be accepted, stating that principal supervision has a partial relationship with teacher performance and teaching planning has a partial relationship with teacher performance as well. The t-test table can be seen as follows:

Table 3. T Test Analysis Results

Coefficients ^a								
Type		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.634	3.195		.511	.616		
	Supervision (X1)	.490	.262	.538	1.870	.079	.155	6.463
	Planning (X2)	.402	.318	.364	1.265	.223	.155	6.463

a. Dependent Variable: Performance (Y)

Description of the formulation of the hypothesis with a significant level of $95\% = 0.05$, namely:
 1. Supervision of the principal: There is an influence (X1) on (Y) with the acquisition of the score obtained: $t_{\text{(calculate)}} = 6.463 > t_{\text{tabel}} = 2.011$
 2. Teaching Planning: there is influence. (X2) against (Y) with the score obtained: $t_{\text{(count)}} = 6.463 > t_{\text{tabel}} = 2.011$
 The Effect of Principal Supervision on Teacher Performance at Junior High School in 5 Ledo

Table 4. The Effect of Principal Supervision on Teacher Performance

Number Respondents	PRINCIPAL SUPERVISION (X1)								Total (X1)
	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	
1	5	4	4	5	4	4	5	5	36
2	4	3	3	4	3	4	5	4	30
3	5	4	4	5	4	5	4	4	35
4	4	4	4	5	4	4	5	4	34
5	3	2	2	3	3	2	2	4	21
6	4	3	3	3	3	4	4	3	27
7	4	3	3	4	4	4	4	4	30
8	4	5	4	4	4	1	4	4	30
9	4	5	4	5	4	5	5	5	37
10	4	3	2	5	4	4	4	3	29
11	4	3	3	4	4	4	5	4	31
12	4	3	4	5	4	3	4	4	31
13	4	4	3	5	3	3	3	4	29
14	3	2	3	4	5	4	4	4	29
15	4	4	4	5	4	5	4	4	34
16	5	4	4	5	4	4	5	5	36
17	5	4	4	2	4	5	5	4	33
18	4	2	3	3	3	3	4	3	25
19	4	3	4	5	5	4	4	4	33
20	3	3	2	2	2	2	2	3	19
Sum	81	68	67	83	75	74	82	79	609

Based on the results of the data analysis that has been processed, partially obtained the value of T count = 6.463 greater with T table = 2.011 at the sig level. $0.00 < 0.05$. This means that there is a positive and significant influence of the principal's supervision on teacher performance at Junior High School in 5 Ledo. Thus, of the 20 teachers measured through the principal's supervision variables through indicators: religious spiritual; self-control; work productivity; labor discipline; and work ethic obtained a value of 609, and every 1% increase from the workshop variable (X1), will experience an increase in the value of teacher performance (Y) of 0.490 through the calculation of multiple linear regression equation test results.

The results of this study are in line with research conducted by Husny, (2021), with the results of research that through the supervision of the principal can improve teacher performance in setting minimum completeness criteria and the principal's supervision activities have a positive impact on the teacher's ability to determine Minimum Learning Completeness (KBM). Supervision of the principal is one of the activities of the meeting where a group of people who have interests, expertise, and professions in a particular field are involved in intensive discussions and activities on certain subjects or projects aimed at increasing the knowledge, skills, and improving the attitudes of the principal supervision participants. With the supervision of the principal followed by teachers, it is hoped that teachers will be more familiar with the world of work, can develop their personality, individual work appearance, develop careers, their behavior becomes effective and teachers will become more competent. The supervision of the principal also has a very significant influence on the effectiveness of a school (Husny, 2021; Khasanah, 2019).

Table 5. The Effect of Teaching Planning on Teacher Performance

Number Respondents	TEACHING PLANNING						Total (X2)
	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	
1	5	4	4	5	4	4	26
2	3	3	3	4	3	4	20
3	4	4	4	5	4	5	26
4	4	4	4	5	4	4	25
5	3	3	3	3	3	2	17
6	3	3	3	3	3	4	19
7	3	3	3	4	4	4	21
8	4	3	3	4	4	1	19
9	5	5	5	5	4	5	29
10	3	3	3	5	4	4	22
11	3	4	3	4	4	4	22
12	5	4	3	5	4	3	24
13	3	4	3	5	3	3	21
14	4	3	3	4	5	4	23
15	5	4	3	5	4	5	26
16	4	4	5	5	4	4	26
17	3	4	4	2	4	5	22
18	2	3	2	3	3	3	16
19	3	2	2	5	5	4	21
20	3	2	2	2	2	2	13
Sum	72	69	65	83	75	74	438

Based on the results of the analysis of the data that has been processed, a partial value of T calculated 1.265 is greater with T table = 2.011 at the sig level. $0.00 < 0.05$. This means that there is a positive and significant influence of teaching planning on teacher performance at Junior High School in 5 Ledo. Thus, from 20 teachers measured through teaching planning variables through indicators: understanding the curriculum, mastering teaching materials; develop teacher programs; implement teaching programs; assess the teaching program and the results of the teaching and learning process that have been implemented, directions for activities in achieving goals, archetypes in regulating tasks and authorities, as work guidelines, as a measure of whether or not a job is effective, for data preparation materials so that work balance occurs obtaining a value of 438, every 1% increase in the work motivation variable (X2), will experience an increase in the value of lecturer performance (Y) of 0.402 through the calculation of equation test results multiple linear regression. The results of this study are different from the results of a silakuka study by Tanjung et al., (2022), which states that there is no influence between teaching planning and teacher performance due to unclear documents.

Planning is one of the mandatory requirements for every activity including learning process activities (Hakman et al., 2019). Good planning is half the success in the management and delivery of education. A good plan will formulate what goals and objectives you want to achieve. Without planning, the implementation of the learning process will experience obstacles, obstacles, difficulties and even failures (Simamora, 2020). Performance is as a work ability or work performance shown by an employee to obtain optimal work results (Suwandi & Setiawan, 2022). Thus, teacher performance is the result of the implementation of the teacher's duties in educating, teaching, training and directing, guiding and assessing and evaluating students (Rusyadi et al., 2022).

The Effect of Supervision and Teaching Planning on Teacher Performance

Based on the results of the analysis of the data that has been processed, simultaneously obtained the value of F count = 30.517 greater than F table = 3.19 at the level of sig. $0.00 < 0.05$. While the value of the coefficient of determination R Square obtained a value of 0.929 or 92.9%, the rest is influenced by other variables. This means that there is a positive and significant influence of principal supervision and teaching planning on teacher performance at Junior High School in 5 Ledo.

Table 7. The Effect of Principal Supervision and Teaching Planning on Teacher Performance

Number Respondents	PERFORMANCE							Total (Y)
	Y.1	Y.2	Y.3	Y.4	Y.5	Y.6	Y.7	
1	5	4	4	5	4	4	4	30
2	2	3	3	3	3	3	4	21
3	5	4	4	4	4	4	5	30
4	5	5	3	4	4	4	5	30
5	3	2	2	3	3	3	3	19
6	4	3	3	3	3	3	3	22
7	4	4	3	3	3	3	4	24
8	4	4	4	4	3	3	3	25
9	4	4	5	5	5	5	4	32
10	3	4	3	3	3	3	3	22
11	3	3	3	3	4	3	2	21
12	4	5	4	5	4	3	5	30
13	4	3	3	3	4	3	4	24
14	3	4	3	4	3	3	4	24
15	4	4	4	5	4	3	4	28
16	4	4	5	4	4	5	5	31
17	3	4	4	3	4	4	4	26
18	2	4	4	2	3	2	3	20
19	5	4	4	3	2	2	4	29
20	3	2	3	3	2	2	4	19
Sum	74	74	71	72	69	65	77	507

Thus, from 20 teachers measured through teacher performance variables through indicators: Mastering the identification and assessment of students, Mastering learning theory and educational learning principles, Curriculum development, Educational learning activities, Development of student potential, Communication with students, Assessment and evaluation, Acting in accordance with national religious, legal, social and cultural norms, Being inclusive, acting objectively and non-discriminatory, and Mastery of the material, structure, concepts and scientific mindset that supports the subjects taught to obtain a value of 507, every 1% increase in the variables Supervision (XI) and Planning (X2), will experience an increase in the value of teacher performance (Y) of 1.557 through the calculation of the results of multiple linear regression equation tests.

CONCLUSION

Based on the results of the study, it can be concluded that there is a positive and significant influence of workshops and teaching planning on teacher performance. Simultaneously obtained the value of F count = 30.517 greater with F table = 3.19 at the sig level. $0.00 < 0.05$. While the value of the R Square coefficient of determination obtained a value of 0.929 or 92.9%, the rest is influenced by other variables.

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