

The Principal's Leadership and Academic Supervision for Teacher's Performance

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Article History: Received on 2 January 2023, Revised on 10 March 2023

Published on 6 April 2023

Abstract: This study was conducted with the aim of analyzing and describing: 1) the influence of madrasa principal leadership on teacher performance; 2) the effect of academic supervision of madrasa supervisors on teacher performance; 3) the influence of the leadership of the madrasah principal and academic supervision of the supervisor together on teacher performance. The method used in this study refers to quantitative descriptive. This research was conducted at Madrasah Aliyah in Lempuing Jaya District with a sample of 64 people. Data collection techniques were carried out through questionnaires, observation and documentation. The validity test was carried out through expert and construct validation tests, and the instrument was declared valid. Data analysis was carried out through prerequisite tests, namely normality, linearity, multicollinearity and heteroscedasticity. After testing the prerequisites, the analysis was carried out through a regression test. The results obtained state that partially 1) the leadership of the madrasa principal has an effect on teacher performance, with a fairly high influence, namely 47.4%. 2) Academic supervision of supervisors also contributes to the influence of teacher performance which is categorized as high enough, namely 55.8%. Simultaneous testing stated that the leadership of the madrasah principal and academic supervision by the madrasa supervisor contributed quite a high influence to the teacher's performance, namely 62.3% while the remaining 37.7%. Therefore, the hypothesis regarding the effect of the two independent variables on the dependent variable is accepted.

Keywords: Academic Supervision, Principal's Leadership, Teacher's Performance

A. Introduction

Education will be more effective and efficient if each component executes its primary responsibilities and functions correctly (Jonassen, 2000). Good leadership, supervision, and performance are among these aspects. Leadership is defined as participation in every line of institution that engages in organizing education, beginning with educational policies and progressing to the instructional stages of leaders at the lowest educational level, especially in school units or madrasahs (Elmore, 2000).

Someone who has the responsibility as well as the power to lead a labor unit, in this example a school or madrasah unit, is referred to as a leader. Leadership, as defined theoretically, is the skill of inspiring and persuading a group of individuals to behave in order to achieve a common objective (Wukir, 2013). According to Samsudin (2009), leadership is defined as the capacity to persuade and influence others to want to work as a team under his direction to achieve a certain objective.

According to this description and incorporating it into this study, the targeted leadership is, of course, leadership that occurs in educational institutions. This study focuses on the madrasah head's leadership in controlling and carrying out his tasks in order to attain educational goals. Rules surrounding Madrasa Heads are clearly specified in Minister of Religion Regulation Number 58 of 2017. Article 1 states that the head of the madrasa is the madrasa's leader. Holds the primary responsibility for carrying out management responsibilities, growing entrepreneurship, and overseeing instructors and educational personnel. It is also claimed that a madrasa head can do learning and mentoring activities in order to suit the demands of madrasa instructors (Ministry of Religion Regulation Number 58, 2017).

As a result, it is clear that the primary responsibility of a leader is to guarantee that all of the things he oversees work smoothly. A school principal also has a supervisory responsibility (Yunus et al., 2012), which can be performed individually by the principal or in collaboration with a specific team, particularly the madrasa supervisor. Supervision entails carrying out supervisory duties throughout the process, up to and including the final evaluation of a madrasa activity. To optimize all actions in the monitoring process while maintaining impartiality, these activities are carried out in stages. This indicates that supervision can also be performed by madrasah supervisors in order to maximize the function of supervision and fulfill the specified aims.

It is critical to recognize that academic supervision provided by madrasah supervisors is a mentoring activity aimed at improving the circumstances of both individuals and materials in order to create better teaching and learning environments (Azhari, 2004). The supervisor's implementation of academic supervision has not touched the substance of the subject matter, but rather the execution of general advice and direction regarding things essential to the implementation of education.

If you want the output of the educational process to be as competent as possible, the components involved in giving education must be highly maximized. Another factor that requires consideration is a teacher's performance. Because the teacher is a member of the instructional staff who works directly with pupils, she is also the direct middleman for providing learning content and the process of converting values or attitudes in life at school. As a result, as part of maximizing teacher performance, instructors should carry out their primary activities and functions as efficiently as feasible.

Teachers are recognized as professionals, as stated in Law Number 20 of 2003, which specifically emphasizes that instructors are professionals whose mission it is to convert pupils' knowledge and beliefs. This means that the teacher must not only impart learning information but also serve as a role model, particularly in terms of the attitude that a teacher possesses (Ministry of National Education, 2003). The same idea can be observed in the description of the Minister of Religion Regulation Number 58 of 2017 that instructors are professional educators whose major responsibility is to educate, teach, guide, direct, train, assess, and evaluate pupils in Madrasas. As a result, it is obvious that the instructional staff member who has direct contact with kids is a teacher. As a result, every teacher should be able to maximize their performance in order to adequately meet educational goals.

As a result, researchers noted in this study that it was vital to pay attention to components of the madrasa head's leadership that were also balanced with the supervisory process carried out by the madrasa supervisor in order to assess teacher effectiveness. This is necessary so that all assumptions regarding factors influencing teacher effectiveness may be addressed and empirically validated. The existence of a phenomena that happens in teacher performance appraisal, that in some of the comments made by instructors, there should be full feedback by the teacher being assessed, reinforces the importance of this research.

After this, it was demonstrated that several instructors indicated that they need competent leadership in order to carry out performance optimization effectively. Similarly, the supervisory duty related to a madrasa principal should revert to the element of offering advice and direction, rather than just sanctioning non-achievement of instructional objectives. This is also a vital lesson for school administrators to learn in order to avoid such events in the future.

According to the preliminary study results, which are verified by various prior studies, such as the results of a study done by Mutmainah (2016), the leadership of a school principal has a 15.7% influence on teacher performance. According to Herry et al., (2020), excellent leadership can have a favorable impact on the performance of teachers who are under the supervision of a school administrator. This article discussed the Principal's Leadership and Academic Supervision for Teacher's Performance. The formulation of problems 1) Is there any effect of the madrasa principal's leadership on teacher's performance? 2) Is academic monitoring by supervisors influencing teacher's performance? 3) Is there any impact on teacher's performance from the madrasa principal's leadership and academic supervision by supervisors working together?

B. Methods

In this study, the research method used was a quantitative research method, so the analysis results obtained were described based on quantitative data. Sugiyono (2017) and Narimawati (2008) stated that quantitative research is research that obtains data in the form of numbers or it can also be numerical data. In this study, 64 people from three distinct schools were selected as samples. The technique used in collecting data in this study is a questionnaire. The data were analyzed in two steps, the first of which was to test the requirements in order to select the suitable hypothesis testing for future hypothesis testing.

D. Results and Discussion

This study followed the phases of scientific research and referenced to the stages of producing research reports as published and distributed by the Postgraduate Program of Universitas PGRI Palembang. Researchers create research instruments by focusing on the indications that will be known and studied. The indicators are produced based on theoretical research or literature reviews, as well as professional comments. The researcher then formulates it such that it meets the demands of the research's implementation.

Via well-prepared instruments developed by researchers, which have, of course, been checked for validity and reliability at various stages of testing the instrument, both according to specialists and after completing construct analysis. The instruments utilized in this investigation have been certified as valid and trustworthy. The researcher deleted certain statement items whose findings were determined to be invalid. As is well known, good data must be gathered using good research tools.

The research procedure proceeded as expected once the research preparation steps were completed correctly and on time. The data gathered from the investigation was then recapitulated and examined. Initially, precondition testing is performed to select the appropriate test to be used to evaluate the hypothesis in order for it to become the answer to the research challenge.

Researchers performed prerequisite tests such as data normality tests, heteroscedasticity tests, linearity tests, and multicollinearity tests. The acquired results show that the study data is normally distributed, indicating that the major criteria for testing the hypothesis using parametric statistical analysis has been met. Additionally, the researcher analyzed the data for heteroscedasticity, concluding that the research data did not exhibit signs of heteroscedasticity since the research data distributed evenly on either side, as seen in the data distribution chart.

To be tested for linearity further, even if one of the variables is claimed to have no substantial linear connection, the test is not terminated. Since the vast majority of the prerequisites for parametric statistical tests have been met. Similarly, in the data multicollinearity tester, it is stated that the data are good and there are no symptoms of multicollinearity, so that the regression equation model resulting from research data analysis has been declared a good regression model and is capable of accurately predicting the Y value if the value of the independent variable changes.

Following an in-depth examination of multiple necessary tests, it is also thought in this study that it is suitable for the research data to be assessed using linear regression analysis since the different test requirements have been satisfied.

The Impact of the Madrasa Principal's Leadership on Teacher's Performance

The highest score obtained by study respondents for the leadership of the principal madrasah was 82.14, representing 11 persons or 17.2% of the overall research sample. The research sample had the greatest score of 88.57 and the lowest score of 74.29. It may also be mentioned that the leadership of the madrasa head was reported to be very excellent by three study samples, because the sample's score was more than 85.00.

The highest score was achieved by MAS Nurul Ulum at 81.07 while the lowest score for achieving the leadership of the madrasa head was at MAS Al-Hidayat Jamantra at 79.44. Viewed through the categorization or classification of the madrasa principal's leadership achievements, the highest and lowest scores are included in the same category, namely the leadership of the madrasa head has been declared good. Because the difference in value between the two is not that significant, only 1.63. This value is stated to be meaningless because the two existing average achievements fall into the same category.

It was stated that there was a significant relationship between the leadership of the madrasa head and teacher performance. It is known from the r-count value of $0.688 > r\text{-table}$ for $n - 2 = 62$ which is 0.2461. t-count value of 7.474 and 0.000 significant. If seen from the significance value, the alternative hypothesis for the first hypothesis is accepted, which means that there is a positive and significant influence of the leadership of the madrasah head on the performance of Madrasah Aliyah teachers in Lempuing Jaya District.

This conclusion is in accordance with the criteria in the test, that the alternative hypothesis (H_a) is accepted if the significance is < 0.05 . It can also be seen from t-count = $7.474 > t\text{-table} = 1.999$ which means the alternative hypothesis (H_a) for hypothesis one is accepted.

The correlation coefficient value of 0.688 is interpreted as a relationship magnitude of 68.8% and is included in the category of a fairly close relationship between the leadership of the madrasah head and the performance of Madrasah Aliyah teachers in Lempuing Jaya District. The determinant coefficient or the magnitude of the effect is 0.474, which means that 47.4% of teacher performance at Madrasah Aliyah in Lempuing Jaya District is influenced by the leadership of the madrasah head if the test is carried out partially. The regression equation used based on this research data is $\hat{Y} = 28.617 + 0.645 X_1$. This equation can be interpreted that the value of \hat{Y} will change by 0.645 if the value of X experiences an increase of one point or a decrease of one point, applies to multiples onwards as if the value is positive or negative.

The findings of this study back with previous research by Ruslan et al (2020), which found that school's principal leadership can improve teacher's performance. Similarly, Maryani et al. (2020) discovered that school principal leadership had a beneficial influence on teacher performance. Similar findings were obtained in Lukman et al (2020) investigation, which indicated that school principal's leadership had a favorable and substantial effect on teacher's performance.

Likewise with research conducted by Herry, et al (2020), that school's principal leadership has a positive and significant influence on teacher performance. For this reason, it is hoped that the principal will continue to lead well, so that he can also have a good impact on the teachers he is responsible for. Through the implementation of good responsibilities by the head of the madrasa, every member of the madrasa community feels comfortable in carrying out activities. If these conditions can be maintained, then of course the achievement of performance will be even better.

Other studies that also support the findings in this study include those conducted by Handayani, et al (2021); Herlina, et al (2020); Juniarti, et al (2020) and Kartini, et al (2020), previous research stated that the leadership of a school's principal plays a very important role in achieving learning goals and educational goals in schools. This is reflected in studies that yield information that good leadership can have a significant influence on teacher performance. That's why a leader must have superior skills in the leadership process, so that the goals set can be achieved.

The Effect of Principal's Academic Supervision on Teacher's Performance

The highest score achieved by research respondents was 79.26 as many as 10 people or 15.6% of the total sample studied. The highest score achieved by research respondents regarding academic supervision carried out by madrasah supervisors was 85.93 while the lowest score achieved was 75.56. It can further be stated that there were three research respondents who stated that the implementation of academic supervision by madrasa supervisors was in the very good category. This conclusion

can be seen through the value obtained > 85.00 as the standard value in determining the classification of very good performance.

The difference between the highest and lowest values is insignificant because the difference is only 0.55. The highest score for the academic supervision variable was achieved by the MAS Manbaul Ulum sample group of 80.43 while the lowest score was achieved by the MAS Al-Hidayat Jamantras sample group of 79.88. Each research sample group falls into the same category, that academic supervision carried out by madrasah supervisors is in a good category.

There is a significant relationship between academic supervision by madrasa supervisors and the performance of Madrasah Aliyah teachers in Lempuing Jaya District. It is known from the r -count value of $0.747 > r$ -table for $n - 2 = 62$ which is 0.2461. The t -count value is 8.853 and 0.000 significant. If seen from the significance value, the alternative hypothesis for the first hypothesis is accepted, which means that there is a positive and significant influence of academic supervision by the madrasa supervisor on the performance of Madrasah Aliyah teachers in Lempuing Jaya District.

This conclusion is in accordance with the criteria in the test, that the alternative hypothesis (H_a) is accepted if the significance is < 0.05 . It can also be seen from t -count = $8.853 > t$ -table = 1.999 which means that the alternative hypothesis (H_a) for the second hypothesis is accepted. The correlation coefficient is known to have a value of 0.747 which is interpreted as a relationship magnitude of 74.7% and includes the category of a close relationship between academic supervision by madrasa supervisors and the performance of Madrasah Aliyah teachers in Lempuing Jaya District. The determinant coefficient or the magnitude of the effect is 0.558, which means that 55.8% of teacher performance at Madrasah Aliyah in Lempuing Jaya District is influenced by the academic supervision variable by the madrasa supervisor, if the test is carried out partially.

Based on the test results, it is known that the regression equation used based on this research data is $\hat{Y} = 21.461 + 0.738 X_2$. This equation can be interpreted as the value of \hat{Y} will change by 0.738 if the value of X experiences an increase of one point or a decrease of one point.

The results of the research conducted also support the previous results carried out by Zulfakar, et al (2020), that in carrying out academic supervision one must follow the standard steps that have been prepared. This is done to optimize the results of the supervision process that must be carried out. Likewise with the results of a study conducted by Zulkarnain, et al (2020), that academic supervision that is carried out properly can have a positive impact on optimizing teacher performance.

The same thing was also found from studies conducted by Alpian, et al (2020) and Budiyono, et al (2020), which stated that supervision that is carried out properly and continuously can have a significant influence on optimal teacher performance. Although previously supervision was intended to be carried out by the school principal, it has relevance because it carries out the same analysis, namely the implementation of supervision of teacher performance.

The Influence of the Principal's Leadership and Academic Supervision by the Madrasa Supervisor Together on Teacher's Performance

The highest score achieved by research respondents related to teacher's performance was 81.43 as many as 10 people or 15.6% of the total research respondents. The highest score achieved by the research respondents was 87.14 while the lowest score achieved by the research sample was 75.71. It was further examined that there were four people who stated that the teacher's performance was included in the very good category.

The highest average score was found in the MAS Manbaul Ulum sample group, which was 80.77, while the lowest average score was in the MAS AL-Hidayat Jamantras sample group, which was 80.40. The value achieved by each sample group is included in the same category, namely the teacher's performance has been good. The difference that occurs between the highest value and the lowest value is 0.37 which is expressed as a difference that is not so significant.

There is a significant relationship between the leadership of the madrasa head and academic supervision by the madrasa supervisor together with the performance of Madrasah Aliyah teachers in Lempuing Jaya District. It is known from the rcount value of 0.688 and $0.747 > r\text{-table for } n 64-2 = 62$ which is equal to 0.2461. The F-count is 50.366, and when compared with the F-table of 3.148 it is clear that the alternative hypothesis for the third test is declared accepted or the leadership of the madrasa head and academic supervision by the madrasa supervisor together have a positive and significant influence on the performance of Madrasah Aliyah teachers in the District Lempuing Jaya. More clearly can be seen in the significance value, that Sig is 0.000 and then compared with the significance level used in this study 0.05, it is clear that $0.000 < 0.05$ which means the alternative hypothesis (H_a) for the third hypothesis is declared accepted and the hypothesis statistic (H_0) is rejected.

The correlation coefficient or the magnitude of the relationship between the leadership variable of the madrasah head and academic supervision by the madrasah supervisor together with the performance of Madrasah Aliyah teachers in Lempuing Jaya District is 78.9% and is included in the category of a close relationship. For the determinant coefficient or the magnitude of the influence of 0.623, which means simultaneously the leadership variable of the madrasa head and academic supervision by the madrasa supervisor has an effect of 62.3% on the performance of Madrasah Aliyah teachers in

Lempuing Jaya District. The influence of the two independent variables on the dependent variable is included in the fairly high category. The regression equation from the analysis results is $\hat{Y} = 13.746 + 0.320 X_1 + 0.512 X_2$. It means that the value of \hat{Y} will change according to the changes that occur in variable X_1 and variable X_2 according to the existing values. Both values are positive or negative.

The results of this study also support several previous studies, including that conducted by Tengko, et al (2021) that supervisors who carry out academic supervision on an ongoing basis are able to contribute a positive influence on teacher performance. As was also stated by Ikhwandra (2013), that good madrasah leadership can have a positive and significant impact on achieving optimal teacher performance. From this study it is clear that the combination of the two variables in an activity makes teacher performance more optimal so that ultimately, they are able to create quality education.

For this reason, it is very important for a madrasa head to master the art of leadership. Because everyone has different characteristics to lead, it is worth considering to determine the right leadership. Likewise with the supervision process carried out by supervisors, after knowing the magnitude of the influence of these activities everyone should have the awareness to work together in order to achieve quality education.

E. Conclusion

There is a positive and significant influence of the principal's leadership of madrasa and academic supervision by the madrasa supervisor either partially or jointly on the teacher's performance of Madrasah Aliyah in Lempuing Jaya District

F. Acknowledgement

We acknowledge to the respondents, stakeholders in Kementerian Agama OKI and Universitas PGRI Palembang who has helped us in this article.

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