

The Effect of Principal's Academic Supervision and the Role of School's Committees on Teacher's Performance

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Abstract: In 188 countries, school closures caused by the Covid-19 pandemic have prevented more than 91% of students from attending classes (UN, 2020). In the new normal period where face-to-face learning starts to be carried out again as it is today, teachers who perform well will become the driving force for expediting the teaching and learning process. The performance of State Vocational School instructors in Ogan Ilir District will be examined in this quantitative study in relation to the influence of the school principal's academic oversight and the function of the school committee. Using a Likert scale, a questionnaire was employed as the data gathering tool. The Slovin approach was used to choose 158 participants from a population of 261 State Vocational High School instructors in the Ogan Ilir Regency. The range of norms for each variable falls into the sufficient category, according to the results of the descriptive statistical analysis. Inferential statistics that employ both basic and multiple linear regression to evaluate hypotheses. The analysis's findings indicate that the school principal's oversight of academics and the function of the school committee have a favorable impact on the performance of instructors at State Vocational Schools in the Ogan Ilir District.

Keywords: Academic Supervision, School Culture, Teacher's Performance

A. Introduction

In addition to causing destruction and setbacks in a variety of other spheres of life, including education, the COVID-19 outbreak (Teras et al, 2020; Noori, 2021), which has persisted for more than three years, has also had negative effects. Due to the COVID-19 pandemic, over 188 different nations have been forced to close their schools, keeping more than 91% of students around the world from attending lessons (Adarkwah, 2021).

The lack of access to and poor technological competence of instructors contributes to their poor quality or performance in the classroom (Buabeng-Andoh, 2012). The findings of a study by Busyra and Sani (2020) titled Teaching Performance with the

Work from Home (WFH) System for Teachers at Purnawarman Vocational School Purwakarta, which demonstrate that there are no teachers in the institution whose performance scores exceed the 70% threshold, confirm this as well.

Based on the author's findings and observations after visiting a number of SMKs in the Ogan Ilir Regency in May 2022. There are still a number of issues that require attention, including the fact that the majority of salespeople do not hold permanent positions, the fact that some teachers work additional hours to supplement their income because the pay they receive from the school is still insufficient, the fact that some teachers find it challenging to advance their careers due to their advanced age (Komar et al, 2021), and the fact that they find it challenging to learn the most recent application software being used.

One of the factors that affects a teacher's efficacy is the issue of oversight or supervision by the leader, in this case the principle. One of the most crucial roles in the learning environment is played by school administrators because of their responsibility for supervision. A school principal must comprehend and conduct supervisory duties correctly and precisely since it is crucial to continually improve a teacher's performance (Abdullah, 2020.)

A school is a site where learning and teaching take place, but it also ensures that educational objectives are met successfully and effectively (National Research Council, 2011; Kavenuke, 2013; Newberry and Allsop, 2017). Being an institution, the school has a mission, goals, and functions that it hopes to accomplish. The school committee is entrusted with assisting schools in meeting all of their infrastructure needs because these needs are crucial for realizing the school's mission and vision, according to article 56 of the third section of the National Education System Law.

According to the description given above, the authors determine that further study is required to determine how school principal supervision and the function of school committees affect the performance of instructors at State Vocational Schools in the Ogan Ilir District (Fitria and Wahidy, 2021).

B. Methods

This study is quantitative research (Watson, 2015) and was conducted at State Vocational Schools in the Ogan Ilir Regency between July 2022 and the end of October 2022. The following were the data collection methods employed in this study: 1) Determine the problem to be examined in this stage by randomly observing the location of the study, which is State Vocational Schools in the Ogan Ilir Regency; 2) Second Stage: In this second stage, questionnaires are given out to a sample of

teachers to represent the student body at the school; 3) Third step: In this step, the data are analyzed, reviewed, and conclusions are drawn.

All teachers at State Vocational High Schools in the Ogan Ilir District made up the study's population. In Ogan Ilir Regency, there will be 261 teachers working in State Vocational Schools in 2022 (calculated using secondary data from the South Sumatra Provincial Education Office). The sample used for the Slovin formula consisted of 158 teachers.

C. Results and Discussion

Table 1. t-test results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	96.130	7.136		13.471	.000
	Academic supervision	.061	.048	.101	1.296	.011
	School Committee	.018	.037	.038	1.473	.037

a. Dependent Variable: Performance

From the values in the table above for academic supervision, t-count = 1.296 is greater than t-table = 1.290 and sig. 0.011 is smaller than the default value of 0.05. As a result, the first hypothesis, H0, is disproved, and H1, which indicates that the performance of State Vocational School teachers in Ogan Ilir District is influenced by the principal's academic supervision, is accepted (Mursiani, 2023). T-count = 1.473 is higher than t-table = 1.290 in the preceding table of values for the school committee, and sig. 0.037 is lower than the default value of 0.05. As a result, for the second hypothesis, H0 is rejected and H1 is accepted, demonstrating that the school committee has an impact on the performance of instructors at State Vocational Schools in the Ogan Ilir District.

Table 2. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	450.192	2	270.096	4.999	.004 ^b
	Residual	3119.403	155	20.125		
	Total	3159.595	157			

Dependent Variable: Performance

a. Predictors: (Constant), School Committee, Academic Supervision

Read the value of F-count of 4.999 from table 4.20. F-count is more than F-table when compared to the F-table value of 3.0543850 (see image 4.6). When compared to the standard value of 0.05, the sig. value is 0.004, which is smaller than the default value. H₀ is disqualified based on these two criteria, while H₁ is approved. Therefore, it may be argued that the third hypothesis's finding that academic supervision and school committees have an impact on performance (Sunaryo, 2020; Noor and Sofyaningrum, 2020; Gakure et al, 2013) simultaneously or jointly is true.

D. Conclusion

Based on the discussion above, it can be concluded that the performance of State Vocational School teachers in Ogan Ilir District is impacted by academic monitoring. Schools are required to provide supervision for all teachers, which is essentially the school administrations and administrators' help to teachers. Teachers and school administrators can always find refreshments in academic supervision while refining their pedagogical skills and professional capabilities. The performance of instructors at State Vocational Schools in Ogan Ilir District is impacted by the school committee's function in the district. Academic oversight and the function of the school committee both have an impact on how well vocational teachers work in the Ogan Ilir District.

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