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The Influence of Principal Academic Supervision on Teacher Performance

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ABSTRACT

The improvement of teacher performance in elementary schools is the focus of this study, which seeks to identify and prove the significant relationship between academic supervision by the principal and the enhancement of teaching effectiveness. The study involved 17 teachers from SD Negeri 51 Sungai Kunyit in the Sekadau Hilir District of Sekadau Regency, West Kalimantan Province, and employed a questionnaire instrument based on a Likert scale, using a quantitative approach and survey method. With a significance value of 0.000 (< 0.005) and a correlation of 65.2%, the results of the linear regression analysis revealed that academic supervision by the principal significantly influenced teacher performance. Improving teacher performance can be achieved through effective academic supervision, as emphasized by these findings. To improve the teaching process, support teachers' professional development, and enhance the quality of school programs and student achievements, it is recommended that principals strengthen their qualifications and supervisory competencies to provide more comprehensive guidance.

Keywords: Academic Supervision, Principal, Teacher Performance

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1. INTRODUCTION

True quality human resources can be created, namely through national development in which education plays an important role. In Indonesia, national education aims to build the character of responsible individuals, by instilling the values of Pancasila as a basis, and focusing on spiritual, intellectual, skills, and ethical development to create a superior and integrated society (Iskandar, 2020). In order for education to be able to support the progress of national development, a structured system is needed in accordance with the goals of national education. The Indonesian education system is designed to develop human potential, improve the quality of life, and uphold the dignity of the Indonesian people in order to realize national ideals (Wahib et al., 2022).

To improve the quality and quality of education, the main goal of the education system in Indonesia is to achieve it. For this success to be achieved, cooperation between students in the learning and teaching process is one of the main keys. As responsible citizens, students must be formed into individuals with good character, and this is the responsibility of the teacher, in addition to teaching knowledge. Teacher professionalism must be a priority, this is because this activity is not an ordinary activity (Rusnawati, MA, 2022). A teacher must have qualifications in pedagogical competencies, personality is also included in it, professional, and social ones, namely those that are based on the regulations of the Minister of Education and Culture Number 16 of 2007 (Manueke et al., 2021).

However, many teachers still do not fully master these competencies. As a result, students' interest in learning decreases because teachers are less able to apply relevant methods or create a learning atmosphere according to student characteristics (Hasanah & Kristiawan, 2019). When compared to neighboring countries in the ASEAN region such as Malaysia, Thailand and Singapore, Indonesia is still far behind, reflecting other factors of low quality education, especially those related to teacher performance (Rosmawati et al., 2020). Solving this problem requires collaboration between the government and educational institutions, with principals playing a crucial role as supervisors in encouraging improved teacher performance (Hariyanto & Tyas, 2021).

As a supervisor, the principal acts based on the principles: Democratic implementation, consultative relationships that replace hierarchy, fulfillment of educational staff needs, focus on teacher

development, and provision of professional assistance through cooperative discussions are some aspects that need to be considered (Susilo & Sutoyo, 2019). Purbasari's research (2015) The results illustrate that the involvement of the principal through supervision contributes to improving the quality of teacher performance in learning activities. Meanwhile, Pujianto et al. (2020) claim that teacher performance is greatly influenced by the principal's academic supervision by 5.94%, with the rest influenced by other factors. This supervision also contributes up to 49.63% to improving teacher performance. As has been revealed by relevant studies, it states that the role of the principal in the learning and teaching process and teacher performance is very crucial.

Through optimizing competencies in community learning activities and collaboration, teacher performance at SD Negeri 51 Sungai Kunyit, Sekadau Regency, has increased, as expressed by the Principal in an interview. The teacher activity development program, which includes academic supervision, observation sheets, implementation follow-up, and evaluation, is planned by the principal, including in the accreditation program. A supportive and cooperative working environment is created through discussions with teachers.

As a crucial element in the educational process, supervision focuses on leadership that supports teachers in developing their skills to improve learning effectiveness (Zulqaidah et al., 2023). In addition to assessing teacher performance, academic supervision also plays a role in supporting their professional development. As an educational leader, the principal has a role in mapping the sustainability of operations and improving the quality of teacher teaching in the learning and teaching process. According to Colquitt, matters relating to work attitude, responsibility and tasks are some of the crucial factors in determining the success of teacher performance.

2. RESEARCH METHOD

The survey method with a quantitative approach was used in this study, involving 17 teachers as research subjects at SD Negeri 51 Sungai Kunyit, Sekadau Regency, West Kalimantan. A Likert scale with level 4 was used in this study, consisting of the following answer options:

Table 1. Four Level of Likert Scale

Score	Criteria
1	Never (N)
2	Sometimes (S)
3	Often (O)
4	Always (A)

This instrument is designed based on aspects and indicators that are closely related to the two main variables: the independent variable, namely the principal's academic supervision or (X) and the dependent variable, namely teacher performance or (Y). Furthermore, the academic supervision variable has three indicators, namely:

1. Evaluation of supervision results and procedures,
2. Instruments and methods used in supervision,
3. Planning of academic supervision programs.

Teacher performances' indicators include:

1. Learning evaluation process,
2. Learning implementation process,
3. Learning planning,

Furthermore, this study also applies simple linear regression analysis, which includes several conditions as follows:

1. With the Kolmogorov-Smirnov method, namely the significance criteria > 0.05 is used for the data normality test.
2. Linearity test with F test mode at a significance level of 5% was carried out in this study.

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3. RESULTS AND DISCUSSION

To determine the normality and linearity of the data, the data analysis process is carried out by testing the prerequisites first. Furthermore, the data can be said to be normal or not must be tested, so the test used in this study is the normality test. This test is carried out using SPP software with the help of the Kolmogorov-Smirnov formula. Data is said to be abnormal if the significance value is <0.05, while if the significance value is> 0.05, then the data is considered to be normally distributed. The table below presents the results obtained from the normality test.

Table 2. SPSS Data Normality Test

Variable	*Asymp. Sig. (p-value)*	Analysis results
(X) Principal's Academic Supervision Variable	0,751	$p > 0,05$
(Y) Teacher Performance Variable	0,890	$p > 0,05$

The table above basically proves that the data is normally distributed. The data meets the requirements to continue to the next test, namely linearity, the p-value for variable X 0.751 and variable Y 0.890 is far from its significance value of 5% or 0.05.

In terms of conducting a linearity test, 'deviation from linearity' is applied in this study. Which test is carried out because it is to reveal the influence that occurs between the independent and dependent variables in this study. The decision is taken based on the following criteria: if the coefficient value, namely 'deviation from linearity', is far beyond or more than 0.05, then there is a linear relationship. If it is below 0.05, the p-value means that the relationship is not linear. The table below shows how the linearity relationship is.

Table 3. SPSS Data Linearity Test

Variable	*Deviation From Linearity*	*p-value*	Criteria
(X) Principal's Academic Supervision Variable on (Y) Teacher Performance	0,473	$p > 0,05$	Linier

The results of the linearity test shown in the table reveal that the coefficient of 'deviation from linearity', namely in variables X and Y, is obtained with a value of 0.473, which is far beyond 0.05. Thus, there is a linear relationship between the independent and dependent variables.

Furthermore, to find out the simple linear relationship, testing is done using SPSS software. At a probability of 0.05, it functions to find out the relationship between variables. The following criteria are the reference for determining decisions: if the significance value is below 0.05, it can be said that the principal's academic supervision variable has a significant influence on the teacher performance variable. If the significance value is above 0.05, then the variables X and Y have no influence. Below is a linear regression test using SPSS software.

Table 4. Linear Regression Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	92.401	1	92.401	46.641	.000[a]
	Residual	29.717	15	1.981		
	Total	122.118	16			

a. Predictors: (Constant), Academic Supervision

b. Dependent Variable: Teacher Performance

The significance value of variable X on variable Y is obtained at 0.000, while the value of the calculated F obtained is 46.641 which is at a significance level of 0.000, so it is less than 0.005 (0.000 <0.005). The conclusion is that academic supervision of schools has a very significant influence on teacher performance.

Table 5. SPSS Correlation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.790[a]	.652	.740	1.408

a. Predictors: (Constant), Academic Supervision

The table measures the variables of academic supervision and teacher performance. 0.652 is the value of the coefficient of determination or (R-square) while the correlation value (R) obtained is 0.790. So it can be said that academic supervision has an influence of 65.2% on teacher performance in this study.

4. CONCLUSION

Academic supervision to schools in this study basically greatly affects teacher performance at SD Negeri 51 Sungai Kunyit. The analysis conducted on the correlation test actually proves that there is an influence between variable X (principal academic supervision) which in this study contributed 75.7% to variable Y, namely (teacher performance), in accordance with a significance level of 0.000 (<0.005), as evidenced by linear regression analysis.

The principal's ability to plan has been proven to have a positive influence on improving teacher performance, implementing methods and instruments, carrying out supervision, and conducting evaluations and follow-ups. Utilizing various existing instruments, this case can be seen from how teachers can provide examples in the learning and teaching process in the classroom.

In supporting the improvement of teacher performance, the role of the principal is very optimal in improving teacher performance. To improve the learning process and develop relevant competencies, the recommendation proposed is to expand exploration and collaboration with teachers as work partners. So that the quality and quality of education as a whole can be optimized, student achievement can be improved with these steps.

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