THE EFFECT OF SCHOOL PRINCIPAL SUPERVISION ON TEACHER PERFORMANCE

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Article Info	Abstract
	The teacher is the one who stands at the forefront of the success of the learning process at school. Professional teachers are those who have high performance in their field. High or low of teacher performance can be influenced by several factors, both those that come from within the teacher itself, as well as factors that come from outside themselves. This study aims to analyze the effect of school principal supervision on the performance of teachers in one high school (SMA) in Kampar Regency, Riau Indonesia. The study population was 35 senior high school teachers in Kampar Timur, Kampar Regency. Given the relatively small population, the sample was determined by the total sampling technique. Data was collected by distributing questionnaires for supervision variables, while documentation interviews were used for teacher performance variables. The results of the study show that although there is a positive influence between the supervision of school principals on the performance of teachers in SMAN 1 Kampar Timur Kampar Regency, the total number of influences is (R Square (r2) = 0.410 or accounted for 16.80%. This means that the influence of supervision variables on performance teachers only made of 16.80%, while the remaining 83.20% is determined by other factors

INTRODUCTION

Teachers' supervision activities implemented by the principal are expected to be able to improve the performance of the teachers. Through systematic, well planned and continous supervision activities, it is hoped to help teachers find a way out of the various difficulties they face during the learning process. An effective supervision is further expected to help

teachers achieve optimal learning goals. In other words, this supervision is assured to improve the performance of teachers as educators. The intended performance, for example, is seen in their mastery and skills of carrying out the learning process. The teachers performance will also have an impact on their work performance, discipline, and the quality of their work. Teachers with good performance will have a positive impact on increasing teacher professionalism.

Veitzal Rivai, et al (2008) explain that performance is the achievement by someone in carrying out their duties or work in accordance with the standard and criteria set for the job. In accordance with this, Husaini Usman (2010) said that performance is a product by an employee in a unit of time that has been determined with certain criteria as well. The product can be in the form of services or goods. This shows that the achievement is determined on the basis of whether the achievement exceeds the standard / criteria or only achieves the standard. A person's performance is said to be good if the results of individual work can exceed the predetermined roles or targets. Furthermore, Henry Simamora (2004) emphasizes that performance refers to the level of achievement of the tasks that make up an employee's work. Performance reflects how well employees meet the requirements of a job.

This is reinforced by Murphy, Cleveland in Harbani Pasolong (2008) saying that performance is the quality of behavior oriented to the task or job. The statement gives meaning that performance is not only limited to a process. Whereas Mangkunegara (2003) mentioned that performance is the result of quality and quantity of work achieved by someone in carrying out their functions in accordance with the responsibilities given to them. This opinion implies that performance is not only dealing with the quantity, but also on how good the quality of the work is.

In the context of teacher performance, it can be understood as the level of success achieved by the teachers in carrying out and completing tasks assigned to him in accordance with the responsibilities to achieve the goals set under several indicators: (1) pedagogic, (2) personality, (3)) social, and (4) professional.

To make it short, professional teachers are teachers who have good performance. As a professional, a teacher has the main duties and functions of which are responsible to the principal in conducting teaching and learning activities, which include: 1) Preparing well and complete teaching equipment; 2) Conducting out learning activities; 3) Carrying assessment activities of learning processes such as daily tests, general tests, and final exams; 4) Doing an analysis of the results of daily tests; 5) Developing and implementing improvement and enrichment programs; 6) Administerng students' scores; 7) Doing supervising activities (knowledge sharing) to other teachers in the learning process; 8) Making learning tools / props; 9) Developing an attitude of respect for works of art; 10) Participating in curriculum development and socialization activities; 11) Carrying out certain tasks in school; 12) Organizing the development of learning programs; 13) Making notes about the progress of student learning outcomes; 14) Administering the attendance

list before starting the lesson; 15) Managing the cleanliness of classrooms and surroundings; 16) Collecting and calculating credit numbers for promotion (Isjoni, 2007).
In carrying out the tasks as above, the teacher is expected to obtain various knowledge from the results of continuous supervision by the school principal. Moh. Badrus Saleh (2012) explains that educational supervision is guidance in the form of guidance or demands towards improving the educational situation in general and improving the quality of teaching and learning in particular.

Several other experts, such as Wiles (1967), Purwanto (2003), and Carter (2016) explain more or less the same concept that supervision is a coaching activity that is planned to help teachers and school staff in carrying out work effectively. Furthermore, supervision is understood as the efforts of school officials in leading teachers and other officers, in improving teaching, including stimulating, selecting the growth of positions and teacher development and revising educational goals, teaching materials, and methods teaching and teaching evaluation. In other words, supervision is an effort to lead teachers in teaching positions.

Supervision activities used to be mostly done were inspection, investigation, control or surveillance. Supervision is still equivalent to inspection, investigation, control, and surveillance, in the sense of the activities carried out by superiors – people who are positioned above, leaders – to the things that are underneath. The person who inspects is called the inspector. In this case the inspectors hold controlling, correcting, judging, directing, and demonstration.

When supervision is accomplished by the principal, various supervision and management must be able to be carried out to improve the performance of the teaching staff. Supervision and management is a control, so that educational activities in schools are directed to the goals set. Supervision and management are also preventive measures to prevent education staff from making deviations and being more careful in attaining their work.

The academic supervision highlights the observations on academic issues that happen during the learning process. In order to support and accelerate the learning process, the administrative supervision pinpoints all aspects on administration. Meanwhile, the institutional supervision focuses on those aspects of school. It is intended to enhance the school pride and the performance as a whole.

During the supervision, the principal may do so in two techniques such as groups or individual (offline or online) through communication media (Sagala, 2010). Group supervision can be carried out through orientation for new teachers, teacher meetings, teacher group studies, discussions and workshop. While individual can be done through class visits, class observations, personal conversations, visitations, choosing sources of teaching material or even self-assessment.

Appointing a principal should be based on consideration through several procedures and requirements such as educational background, experience, age, rank and integrity. Therefore, a principal is essentially a formal official as it is appointed through the processes and procedures based on the prevailing regulations.

Systematically, a principal can be described in various approaches such as adoption, coaching and responsibility. As a formal official, the bases in assigning a principal are the procedures and regulations designed by the Ministry of National Education (*Depdiknas)* which is responsible for human resources. A principal manages leadership responsibilities with roles and functions as EMASLIM (educator, manager, administrator, supervisor, leader, inovator dan motivator).

A principal's supervision to a teacher may give effect on the success of learning. This is in line with Palmer (2007) in the *Courage to Teach.* "Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher". He believes that a good teaching is not the result of a good technique, but the result of a teacher who has a good performance.

In this study, based on the observation on several teachers in SMAN 1 Kampar Timur, Kampar Regency, there are some problems such as low motivation to do the tasks, lack of appreciation toward the teachers, unready teaching preparation and performance, lack of attention from the principal in running the school vision and mission, and the tasks of each vice principal that is not yet accomplished. Thus, the author is interested on conducting a further study about this. This research aims to find out whether the principal supervision gives influence toward the teacher in SMAN 1 Kampar Timur, Kampar Regency.

Based on the literature review as explained above, it is hypothesised that there is a positive effect of supervision toward the teacher's performance which shows that the higher the intensity of the principal's supervision, the higher the performance of the teacher.
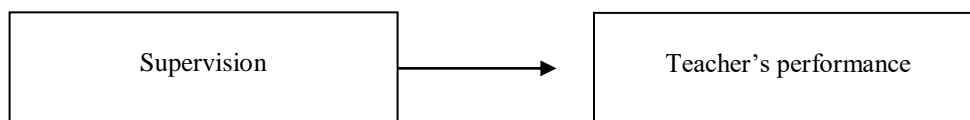
The framework of the research can be seen as follows

Figure 1. Research framework

The hypothesis is fourmalated as that the principal's supervision positively affects the performance of the teacher in SMAN 1 Kampar Timur, Kampar Regency Riau Indonesia.

RESEARCH METHODS

This research was conducted in SMAN 1 Kampar Timur, Kampar Regency starting from August to October 2019. All teachers in SMAN 1 Kampar Timur were taken as the population of the research. 35 teachers of the population were selected as the samples of this study. The method in this study is survey with correlational design in order to analyze the effect of two independent variables (X) with a dependent variable (Y).

The data was collected by distributing the questionnaire for supervision variables; meanwhile the performance of the teacher was taken from the principal. Data of this study was also collected using observation and interview. The data was analyzed by using descriptive and inferential analysis. The descriptive analysis was used to give a description about the histogram frequency distribution of data, mode, median, average, and standard deviation. The inferential analysis statistic was used to test the hypothesis. Before testing the hypothesis, there is prerequisite data analysis that includes; normality test, homogeneity test and linearity test.

RESEARCH RESULTS AND DISCUSSION

A validity test was used to determine the eligibility of these items used. Then, the validity test was used in supervision (X), at a significant level $\alpha = 0.05$, $n = 35$ people, and the value of rtable = 0.284 is if the calculated value> rtable value then the statement item is valid, and if the calculated value <rtable, the item statement is invalid. The supervision instruments consisted of 30 statement items, after calculating the validity of those items, there were 28 valid statements and 2 invalid statement items, namely items 19 and 25. Then, the reliability of the Supervision (X) instrument with valid reliability obtained a value of 0.906.

A Normality test in this study was conducted to find out whether the data distribution of each variable was normally distributed or not. This test was carried out using the Kolmogorov-Smirnov normality test with the provisions that if the significance value (sig) or probability value> 0.05 then the data is normally distributed. And if the significance value (sig) or probability value <0.05 is obtained, and then the data is not normally distributed.

**Table 1. Kolmogorov-Smirnov Normality Test Results (Variable
Supervision X1 and Teacher Performance Y)
One-Sample Kolmogorov-Smirnov Test**

		TEACHER'S PERFORMANCE Y	SUPERVISION X
N		35	35
Normal Parameters[a,b]	Mean	3.5626	2.9989
	Std. Deviation	.34795	.16855
Most Extreme Differences	Absolute	.286	.138
	Positive	.145	.138
	Negative	-.286	-.103
Kolmogorov-Smirnov Z		1.691	.817
Asymp. Sig. (2-tailed)		.077	.517

a. Test distribution is Normal.

b. Calculated from data.

Based on Table 1 above, it can be explained Kolmogorov-Smirnov normality test for the significant value as follows:

1. In the X supervision variable obtained a sig value of 0.517 (0.517> 0.05), this means that the data is normally distributed.
2. On the teacher performance, variable Y obtained a sig value of 0.77 (0.77> 0.05), this means the data is normally distributed.

Homogeneity test, data is homogeneous if sig> 0.05 and non-homogeneous if sig <0.05. If it is seen that sig = 0.154> 0.05 indicates that the supervision variable (X) on Teacher Performance (Y) has homogeneous data.

The linearity test aims to determine whether the variable data has a linear relationship or insignificantly. This test was used as a prerequisite for parametric statistics especially in correlation analysis or linear regression which included in the associative hypothesis. SPSS version 17.0 was used in the Linearity test. The Linearity test of the supervision variable X and teacher performance (Y) is obtained as follows:

**Table 2. Homogeneity Test Results of Variance Supervision Variables (X) and
Teacher Performance Y**

	Sig
Teacher Performance Y * supervision X	0,811

Based on Table 2, the significance value (sig) of Deviation from Linearity supervision (X) with teacher performance (Y) is 0.881, greater than 0.05. Then it can be concluded that there is a significant linear relationship between the supervision variable (X) and teacher performance (Y).

From the results of testing the requirements analysis shows that the score of each research variable meets the requirements for use in subsequent statistical analysis, namely testing hypotheses. Hypothesis testing in this study aims to test three hypotheses that have been formulated in the previous chapter.

The following is presented research hypothesis testing:
Hypothesis
The hypothesis to be tested is
H_o : $\rho_{x1.y} \leq 0$
H_1 : $\rho_{x1.y} > 0$

Hypothesis testing is completed by using the steps of the regression analysis test, Pearson correlation test, regression equation test, the test of influence using the significance test (test the hypothesis of the presence or absence of influence), and the test of the magnitude of influence through the Model Summary.

Table 3. Pearson Correlation Test between Supervision X on Teacher Performance (Y)

Variable	N	Pearson correlation	Sig (2-tailed)
X_1-Y	35	$0,410^{**}$	0,000

**, Correlation is significant at the 0,01 level (2-tailed)

Table 3 shows the results of the Pearson correlation test between supervision X and teacher's Y performance calculated by the correlation coefficient. The test obtained a Pearson correlation of 0.410. This shows that there is a significant relationship between supervision X with teacher Y's performance. Correlation relationship between supervision X and teacher's performance (Y) with a P-value / Sig that is 0.000 <0.05, so it can be concluded that there is a significant relationship between the two variables.

Table 4: t-Test, Coefficient of Variable Supervision X on Teacher Performance Y

Model	B	Sig
(Constant)	1,025	0,000
Supervision X	0,846	

Dependent Variabel: Teacher Perfomance (Y)

Based on table 4.4 about the coefficient of supervision variable X with teacher performance (Y), a value of a = 1.025 and b = 0.846 is obtained so that the regression equation becomes

Y = 1.025 + 0.846 X1, and the regression equation can be interpreted that the relationship between the two variables is significant and linear.

Constants (a) of 1,025 states that if there is no X supervision, the teacher's performance value (Y) is 0.846. Regression coefficient (b) is 1.025 means that each increase of one unit in the supervision variable X is followed by an increase in teacher performance (Y) of 0.846 one unit.

From the table of supervision coefficients (X) on teacher performance (Y), it obtained probability values where the values are used to determine the hypothesis is accepted or rejected. If the probability value is greater (sig.> 0.05), then H0 is accepted and H1 is rejected, meaning that it is not significant, whereas if the probability value is smaller (sig. <0.05), Then H0 is rejected and H1 is accepted as significant. It can be seen clearly from the supervision coefficient table X on teacher performance (Y), probability value sig. 0,000. Sig value 0,000 <0.05 then H0 is rejected and H1 is accepted so that supervision X significantly influences teacher performance (Y).

Testing hypotheses that turned out to be received positively and significantly, it is also necessary to know how much influence the X supervision variable has on teacher performance (Y). For this matter can be explained in the following table:

Table 5. Effect of Variable Supervision X on Teacher Performance Y

R	R Square	Sig, F Change	Contribution (%)	Interpretation
$0,410^a$	0,168	0,000	16,80	Low

a. Predictors: (Constant),: X Supervisi
b, Dependent Variable: (Y) Kinerja Guru

In Table 5, obtained R Square (r2) = 0.410 or 16.80%, meaning that the influence of supervision variables on teacher performance is 16.80% while the remaining 83.20% is determined by other factors which are not part of this study. Thus, it can be concluded that the effect of supervision on teacher performance has a low interpretation or influence.

In Table 5, obtained R Square (r2) = 0.410 or 16.80%, meaning that the influence of the principal's supervision variable on the performance of teachers of SMAN 1 Kampar Timur Kampar Regency is 16.80% while the rest of 83.20% is determined by other factors which are not part of this study. Therefore, it can be concluded that the influence of the principal's supervision on teachers' performance of SMAN 1 Kampar Timur Kampar Regency has a low interpretation or influence.

Data from this study indicate that one side of the principal's supervision of the teacher is an important factor influencing teacher performance. The more and more qualified guidance given by the principal to teachers, the more it will affect the performance and performance of a teacher in carrying out their educational tasks in school. The results of this study are also following the opinion of Fetrianis (2013) that supervision encourages the achievement of good results in the form of good performance or the achievement of good things in life. Principal supervision that is programmed regularly will make it easier to manage a pleasant working atmosphere, to improve teacher performance better.

However, supervision is not the only variable that affects the performance of a teacher. Other factors such as a teacher's intrinsic motivation, life values, the existing reward system, or the school environment, in general, are other factors that are no less important.

CONCLUSIONS AND RECOMMENDATIONS

From the results of this study, it can be concluded that the supervision made by the school principal had a positive and significant effect on the Performance of Teachers of SMAN 1 Kampar Timur in Kampar Regency. However, supervision is not the only factor that influences teacher performance. Research data shows that 83.2% of the teacher's performance is determined by other variables besides the supervision of the principal.

Based on the conclusions of this study, it is for the teachers to work together with the principal, carry out tasks of the school program so that goals can be achieved properly through effective performance. Teachers are also expected to increase specific training on how to improve performance by intensifying activities that can improve performance. Besides that, a school principal must provide good supervision to the teachers. As an innovator, the principal must have the proper strategy to establish harmonious relationships with the environment, look for ideas, integrate activities, set an example, and develop innovative learning models. It is also important to remind the Department of Education and Culture of Riau Province that they always provide enrichment programs to schools. It is vital since it can contribute to the progress of schools in the Kampar District in particular to increase knowledge for teachers. Finally, the next researcher is suggested to be able to study other factors that influence teacher performance so that broad horizons can be added.

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