

The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance

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Abstract – In this study, we examined the significant influence of the principal's leadership, academic supervision, and professional competence toward teachers' performance. We researched high school in the sub rayon 06 of Banyuasin. This research belongs to quantitative partial and simultaneous correlational. The sample was 128 teachers from SMA Negeri 1 Muara Padang, SMA Muhammadiyah Muara Padang, SMA Negeri 1 Air Saleh, SMA Bhakti Bangsa Air Saleh, and SMA Negeri 2 Muara Sugihan and we used questionnaire. We found that 1) there is significant influence between the principal's leadership and the teachers' performance; 2) there is significant influence between the academic supervision and the teachers' performance; 3) there is significant influence between the professional competence and the teachers' performance; and 4) there is a significant influence of principal's leadership, academic supervision, and professional competence simultaneously to teachers' performance.

Keywords – Principal's Leadership, Academic Supervision, Professional Competence, Teachers' Performance.

I. INTRODUCTION

We researched high schools that are in sub rayon 06 Banyuasin, Indonesia. Sub Rayon 06 consists of 7 high schools located in the territorial waters covering 3 districts namely Air Saleh, Muara Padang, and Muara Sugihan. Research is motivated by the difficulty of access to reach the area. To reach the sub rayon 06 of Banyuasin district can be via water transportation using a speedboat, the road can be reached by motorbike or car but it depends on the road conditions because there are still many dirt roads that are traversed. Despite the difficult access to this area, which allows sparse supervision in the area, learning activities continue to run smoothly. Although most of the teachers who serve in the area are honorary teachers, it does not dampen the enthusiasm of these teachers in teaching students.

Based on the results of preliminary observations it was identified that the distance between the Education Office and high schools in the Sub Rayon 06 region of Banyuasin

District made school principals often leave school due to official affairs, allegedly making teachers feel there was no supervision from their superiors, so performance was not optimal. Not all school principals carry out academic supervision routinely, planned, according to the supervision steps, and follow-up supervision results are not used to improve teacher learning in class. There are still teachers who do not have a good ability to deliver learning material, are not creative enough in developing the material, have not utilized technology and information in the teaching and learning process in the classroom, and are not yet optimal in applying modern learning methods. Teacher performance has not been maximized, as seen from the existence of teachers who prepare to learn tools only when there will be supervision only, have not held remedial and enrichment programs, are less enthusiastic in teaching, and are less motivating students.

From the description above, the researcher feels it is necessary to examine the influence of the principal's leadership, academic supervision, and professional competence that are thought to be determinants of teacher performance. Some similar studies show that the leadership of the principal contributes effectively and directly influences teacher performance (Setiyati, 2014; Hardono et al., 2017; Ridwan and Sopandi, 2018). Other results show the direct effect of academic supervision on teacher performance, there is a relationship between academic supervision and teacher performance positively and significantly seen from the results of hypothesis testing and correlation coefficients (Hardono et al, 2017; Hasanah and Kristiawan, 2019). Similarly, Patarai (2018) and Sopandi (2019) research, showed a significant influence on teacher professional competence.

II. TEACHER'S PERFORMANCE

The origin of the word performance is the word to perform which means to carry out the desired thing or work performance in carrying out tasks according to responsibility both in quantity and quality (Sinambela, 2018; Tobari 2015). According to Supardi (2014), teacher performance is the ability of teachers to carry out learning tasks and shows the existence of an action that is displayed by teachers during carrying out learning activities, and teachers must take responsibility for their guidance students by increasing learning achievement. Teachers also have to do their work seriously, full of responsibility, sincere and not careless (Kartini & Kristiawan, 2019).

The teacher is one part of the education process and must have a good performance to achieve the quality of education institutions graduates as expected (Andriani, et al, 2018). There are still many teachers whose work standards are below the prevailing standard, not because of incapacity but because of a work culture that has not been well developed and low morale that has an impact on performance degradation (Arifin and Barnawi, 2014; Armani and Margunani, 2017). Renata, et al (2018); Murtiningsih et al (2019); Khasanah et al (2019) suggested that the teacher's performance will be good if the teacher has loyalty and high commitment to teaching tasks, mastering and developing learning materials, discipline in teaching and other tasks, creativity in teaching implementation, cooperation with all school citizens, student role models, good personality, honest and objective in guiding students, as well as responsibility for their duties. Teacher performance can be seen through indicators 1) ability to develop lesson plans; 2) the ability to carry out learning; 3) the ability to carry out interpersonal

relationships; 4) the ability to assess learning outcomes; 5) ability to carry out enrichment programs; 6) ability to carry out remedial programs (Supardi, 2014).

III. PRINCIPAL'S LEADERSHIP

Leadership is a process of influencing others in an organization with various methods that have been determined to achieve goals by utilizing all available resources efficiently and effectively (Yuliandri and Kristiawan, 2016; Kristiawan et al, 2019). According to Rachmawati (2013), the principal's leadership is the ability of a functional teacher who is given the task to lead a school to mobilize all the resources that exist in a school to be maximally efficient for the achievement of specified goals. According to Salwa et al (2019), the principal is one of the determinants of the success of every education effort and the most influential component in creating quality education processes and outcomes. The principal is responsible for influencing, encouraging, guiding, directing, and moving the teachers, staff, students, parents of students and stakeholders to work together and participate in achieving goals (Kristiawan et al, 2017).

According to Mulyasa (2009), the principal at least functions as an Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator (EMASLIM). Over time, Government Regulation number 19 of 2017 appears that regulates the principal tasks of the principal contents that the principal tasks of the school focus on managerial activities, entrepreneurship development, and supervision of this matter are found in article 54. Related to these government regulations comes the Minister of Education and Culture number 6 of 2018, which in article 15 paragraph 1 confirms the principal duties of the school as in the Government Regulation. Whereas paragraph 2 explains that the purpose of the change in duties and functions is so that the school principal focuses on developing and improving the quality of schools to meet the eight national education standards. From the Regulation of Minister Education it is known that the school principal is no longer a teacher (educator) who gets an additional assignment as a school principal, the school principal is currently a managerial position. So the researchers used Mulyasa's opinion which was limited to indicators of Managers, Administrators, Supervisors, Leaders, Innovators, and Motivators.

IV. ACADEMIC SUPERVISION

Principals' standards as stipulated in the Minister of National Education Regulation Number 13 of 2007 confirm that one of the competencies that must be possessed by the principal is supervision competency. Therefore if a teacher

wants to become a school principal, he must attend the Academic Supervision and Training to improve the professionalism of the teacher (Bahri, 2014). The professional headmaster will supervise the appearance of teachers at their schools, and give positive feedback for the improvement and development of systems and learning methods (Andriani, et al, 2018).

Academic supervision of the principal mission of the school is to fix and improve academic quality (Suhayati, 2013). As stated by Renata et al (2018) and Murtiningsih, et al (2019) that the supervision orientation can be said as a process of assistance in developing teaching and learning situations to obtain better conditions, and this examination is intended to see how the activities carried out have reached the goal. The desired expectation is that the academic quality of the teacher increases through academic supervision. In this case, capacity building is not merely an increase in teacher knowledge and teaching skills, but also in increasing teacher commitment or willingness or motivation, because if the teacher's work abilities and motivation increases, the quality of learning will increase (Zaimina, 2016).

Furthermore, Irfan (2018) argues that the academic supervision of school principals provides a very important role and influence on the teaching performance of teachers because it gives an influence on improving the quality of teacher teaching resulting from the coaching and improvement of aspects of learning needed by teachers, can also be an encouragement morally to progress so that the teacher always makes improvements to the quality of teaching which is the main task of a teacher. The indicators of supervision of school principals according to Regulation of Minister Education number 13 of 2007 are 1) planning academic supervision programs; 2) carry out academic supervision of teachers using appropriate approaches and techniques; and 3) follow up on the results of academic supervision to improve teacher professionalism (Leniwati and Arafat, 2017).

V. PROFESSIONAL COMPETENCE

Nurdin and Adriantoni (2019) argue that competence is an integrated whole that illustrates the potential, knowledge, skills, and attitudes assessed, related to certain professions that can be actualized through performance in carrying out certain professions. Wardhana (2016) writes that the teacher is a job that requires special expertise so that the teacher is also a profession that must be carried out professionally. In the opinion of Daryanto (2013) teachers in Indonesia always appear professional where the main task is to educate, teach, guide, a direct, train, assess and evaluate students, but the

problem that often occurs is the ability in the teaching and learning process. Whereas in the teaching and learning process the most important thing is the teacher must have sufficient ability to develop their students (Armani and Margunani, 2017).

According to Fitria, et al (2019) in improving the quality of education the role of teachers is very strategic, so that the slogan that reads no teacher, no education appears, meaning that if there are no teachers there is no education. According to the Law on Teachers and Lecturers (Law No. 14 of 2005), professional competence is the ability to master subject matter broadly and deeply including the mastery of teaching materials and methods, a sense of responsibility towards assignments, as well as as togetherness with colleagues. The indicators of professional competence according to Minister of Education Regulation number 16 of 2017 are 1) mastery of the material, structure, concepts and scientific mindset in supporting the subjects he teaches; 2) mastery of competency standards and basic competencies of the subjects being taught; 3) develop learning materials that are taught creatively; 4) sustainably develop professionalism through reflective action, and; 5) utilizing information and communication technology to develop themselves.

VI. METHODS

Judging from the type of this study included in the ex-post facto research because it revealed the symptoms that had existed before, so there was no need to give treatment to the variables in the study (Arikunto, 2010). This research uses a quantitative approach because the data analysis technique is statistical in purpose to test the hypotheses that have been set (Sugiyono, 2010). The study population was all high school teachers in the sub rayon 06 of Banyuasin totaling 191 people. The research sample of 128 people was calculated based on a formula developed by Isaac and Michael and taken with probability sampling techniques.

Data collection techniques were through observation and questionnaires. Observation is used to obtain preliminary information on the condition of the object to be examined. The questionnaire was used to collect data about the principal's leadership, academic supervision, professional competence, and teachers' performance. The questionnaire used refers to the Likert scale with a range of scores from 1 to 4. The instrument was developed based on research variables which are translated into indicators that can be measured and then used as a reference in making statements to be answered by respondents. Each statement has an alternative answer SL (Always) = 4, SR (Often) = 3, KD (Sometimes) = 2, TP (Never) = 1.

Data analysis techniques in the form of hypothesis testing using the t-test and F-test carried out with the help of SPSS version 20. The hypothesis to be tested is 1) the principal's leadership has a significant effect on teachers' performance; 2) academic supervision has a significant effect on teachers' performance; 3) professional competence has a significant effect on teachers' performance; 4) school principal leadership, academic supervision, and professional competence simultaneously have a significant effect on teachers' performance.

The t-test was used to test whether the principal's leadership variables, academic supervision, and professional competence partially influence teacher performance. Hypothesis testing uses t-values with a significance level of 0.05. If the t-value > t-table or probability value $p < 0.05$ then H_0 is rejected and H_a is accepted. The steps of the t-test using the SPSS 20 application program are 1) input data on the view variable and data view; 2) click analyze then regression then click linear; 2) in the dependent box enter the Performance variable, in the Independent box enter the leadership, supervision, competency, click OK; 3) output regression appears, use the coefficients table.

The F test is used to test whether the principal's leadership variables, academic supervision, and professional competence simultaneously influence teacher performance. F test is done by comparing the value of F-count with the value

of F-table. The test criteria are if F-count > F-table, H_0 is rejected and H_a is accepted. Test F by using SPSS application 20 steps as follows 1) click analyze, then regression, then click linear; 2) enter the Performance variable into the dependent box, and the leadership, supervision, competency variables into the independent box, click OK; 3) output regression appears, use the ANOVA table.

VII. RESULTS AND DISCUSSION

Significance test results for the regression equation for testing hypothesis 1 shows the t-count obtained is $5.962 >$ table price of 1.979 and a significance value of $0.000 < 0.05$. The relationship of the principal's leadership to the teacher's performance is expressed in the form of a regression equation $Y = 76.622 + 0.632 X_1$. From the results of the hypothesis 1 test, it can be concluded that H_{01} which stated that there was no significant influence between the leadership of the school principal and the performance of high school teachers in sub rayon 06 Banyuasin Regency was rejected.

Table 1. T-test results for the X_1 variable against Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	76,622	11,011		6,959	0,000
Leadership	0,632	0,106	0,469	5,962	0,000

a. Dependent Variable: Performance

Significance test results on the regression equation for testing hypothesis 2 found that the model of the relationship of academic supervision to teacher performance is expressed in the form of a regression equation $Y = 77.573 + 0.595 X_2$. The test results showed that the t-count obtained was 7,891 > the table price was 1,979 and the significance value was

$0,000 < 0.05$. From the results of the hypothesis 2 test, it can be concluded that H_{02} which states that there is no significant effect between academic supervision with the performance of high school teachers in sub rayon 06 of Banyuasin is rejected.

Table 2. T-test results for the X_2 variable against Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	77,573	8,213		9,445	0,000
Supervision	0,595	0,075	0,575	7,891	0,000

a. Dependent Variable: Performance

Significance test results on the regression equation for testing hypothesis 3 found that the model of the relationship of professional competence to teacher performance is expressed in the form of a regression equation $Y = 52.017 + 1.148 X_3$. The test results show the t-count obtained is $12,827 >$ table price of 1,979 and a significance value of

$0,000 < 0.05$. From the results of the hypothesis 3 test, it can be concluded that the H_{03} states that there is no significant effect between professional competence and the performance of high school teachers in sub rayon 06 Banyuasin Regency are rejected.

Table 3. T-test results for the X_3 variable against Y

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	52,017	7,050		7,378	0,000
	Competence	1,148	0,090	0,753	12,827	0,000

a. Dependent Variable: Performance

Significance test results on the multiple regression equation for testing hypothesis 4 found that the relationship model of the principal's leadership, academic supervision, and professional competence to teacher performance is

expressed in the form of a regression equation $Y = 42.434 + 0.064 X_1 + 0.154 X_2 + 0.973 X_3$.

Table 4. The Output of Multiple Linear Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	42,434	8,779		4,834	0,000
	Leadership	0,064	0,115	0,047	0,555	0,580
	Supervision	0,154	0,097	0,149	1,588	0,115
	Competence	0,973	0,112	0,638	8,713	0,000

a. Dependent Variable: Performance

Based on the ANOVA table symbolizing the F-test results, the F-count value obtained was $58.971 >$ the F-table price of 2.678 and the significance value of $0.000 < 0.05$. From the results of the hypothesis 4 test, it can be concluded that the H_{04} states that there is no significant influence

between the leadership of the principal, academic supervision, and professional competence with the performance of high school teachers in sub rayon 06 Banyuasin Regency rejected.

Table 5. ANOVA Output of Multiple Linear Regression

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	9088,298	3	3029,433	58,971	0,000 ^b
Residual	6370,069	124	51,372		
Total	15458,367	127			

a. Dependent Variable: Performance

b. Predictors: (Constant), Competence, Leadership, Supervision

These findings reveal that the principal's ability to lead will create school effectiveness, especially the performance

of teachers in the schools they lead. The role of the Principal is very dominant and is a central position in the school he

leads, especially concerning policies in making decisions. Academic supervision can improve teacher performance by improving the quality of learning. The existence of academic supervision conducted by the principal will motivate teachers to improve their performance because the teacher feels helped and cared for by the leader. The indicators contained in the professional competencies stated in the research provide an understanding that the teacher must master the material, structure, and concept of the subjects he has, master the core competencies and basic competencies and develop the material creatively. Also, to create good performance teachers must develop themselves in sustainable professional development activities, and must be able to utilize technology and information. Teacher performance which includes activities in planning learning, implementing learning, interpersonal relationships, evaluating learning outcomes, remedial, and enrichment, of course, are absolute requirements for producing quality learning.

The results of this study are supported by previous research conducted by Hardono et al (2017) that good headmaster leadership will improve teacher performance. Then Rachmawati (2013) through her research results showed that there was an influence of the principal's leadership on teacher performance by 15.1% while the rest was influenced by other factors. Rachmawati concluded that the performance of teachers in schools is very dependent on how the principal's ability to influence the behavior of teachers in carrying out their duties. Likewise, research from Setiyati (2014) shows that if a teacher is supported by good school principal leadership, the teacher tends to have good and professional performance. This means that the higher the principal's leadership, the better the teacher's performance.

The results of Suhayati's (2013) study suggest that teacher performance will be more professional if balanced with routine and structured academic supervision services for school principals as quality school culture. Also, research Hardono et al (2017) and, Irfan (2018) show that good academic supervision will improve teacher performance. Research conducted by Hasanah and Kristiawan (2019) also concluded that the better the implementation of academic supervision, the teacher's performance would increase. In his research, the value of a small academic supervision dimension is setting goals, because it requires careful planning in the implementation of academic supervision.

This research is also supported by research from Sopandi (2019), the results showed that professional competence has a significant effect on teacher performance. According to him, the ability to master teaching material is absolute, non-negotiable. Research by Patarai et al (2018) and Yustiyawan & Nurhikmahyanti (2014) also support the results of this study that professional competence has a positive and significant effect on teacher performance. There is a direct influence between professional competence and teacher performance, professional competence is a requirement before the teacher carries out his duties in the learning process.

Furthermore, research Hardono et al (2017) prove the improvement of teacher performance through the leadership of school principals, academic supervision through work motivation with the results of the study showing that the value of F-test (51,172) with a significant level $(0,000) < 0.05$. This study further proves the improvement of the teacher's performance through the principal's leadership and academic supervision. Likewise, Wardani's research (2019) shows that teacher performance is influenced by the supervision of the principal and professional competence by 10.80% and the rest is influenced by other factors. Good supervision planning tailored to the needs of the teacher will make the supervision program successful, and to improve professional competence supervision needs by the school principal. According to the research results of Ridwan and Sopandi (2018) school principal leadership, teacher competency, and compensation affect teacher performance by 67.3%. This means that if the principal carries out his function professionally, teacher competence is also well maintained, and given appropriate compensation, it will have a significant impact on teacher performance.

Based on the regression equation it is found that the coefficient for the professional competency variable is greater than the other two variables. This shows that an increase in professional competence will make the teacher's performance greatly improved when compared to the improvement of the principal's leadership and academic supervision. Therefore in improving the performance of high school teachers in sub rayon 06 Banyuasin Regency is needed to improve the ability of teachers, especially in the case of sustainable professional development and the use of ICT. Teachers in the region must be upgraded through training and similar activities.

VIII. CONCLUSION

Based on data analysis and hypothesis testing in this study, the following conclusions can be drawn. There is an

influence between the principal's leadership on the performance of high school teachers in sub rayon 06 Banyuasin, meaning that a good headmaster's leadership will improve teacher performance. There is an influence between academic supervision on the performance of high school teachers in sub rayon 06 Banyuasin, the implementation of good academic supervision will make the teacher's performance better. There is an influence between professional competences on the performance of high school teachers in sub rayon 06 Banyuasin, if teacher professional competence increases, teacher performance also increases. There is an influence between the principal's leadership, academic supervision, and simultaneous professional competence on the performance of high school teachers in sub-rayon 06 Banyuasin, this means that teacher performance can be improved if the leadership of the principal, academic supervision, and professional competence are also improved.

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