

The Effect of Principal Supervision and Teacher Performance on Learning Outcomes Elementary School Students in Cluster III Kayuagung District Ogan Komering Ilir Regency

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ABSTRACT

This study aimed to know the implementation of the principal supervise and teacher performance on public elementary school students' learning outcomes in Cluster III, Kayuagung District, Ogan Komering Ilir Regency. The subjects of this study were 53 SD Negeri teachers in cluster III, Kayuagung District. The research method used was descriptive quantitative analysis with questionnaires and documentation as data collection techniques. Data analysis techniques used are classical assumption tests in the form of normality tests and heteroscedasticity tests, then data presentation using tabulation techniques or percentage of answers from all respondents. The results show that there is the influence of the supervision of the principal and teacher performance on student learning outcomes of Public Elementary Schools in cluster III, Kayuagung District, Ogan Komering Ilir Regency.

Keywords: Principal supervision, teacher performance, learning outcomes.

1. INTRODUCTION

Education is a pillar of national life and an important part of human life [1]. School is institutions that automatically cannot separate themselves from the educational management process or management [2]. The school exists because of aspiration or goal to be achieved and realized. So that the goals and objectives that have been set are impossible to achieve and optimally if the ongoing process is not well managed, organized, and directed [1]. School is a formal educational institution that organizes the teaching and learning process as an effort to achieve educational goals and does not depend solely on a series of curricula that are designed in such a way and with the availability of adequate quality facilities and infrastructure, besides that it also lies in the quality of teacher learning which becomes spearhead of education [2].

The principal plays an important role in improving teacher performance. The preparation of human capital involved in the education process influences the increase in the quality of education. The teacher is one of the determinants of the high and low standard of educational performance and has a strategic role, so any attempt to increase the quality of education needs to pay special attention to increasing teachers' number and quality [3]. This shows that teachers are expected to be able to play an active role as managers of the teaching and learning process, acting as facilitators. Who often seeks to develop class structure,

the use of teaching methods, and teachers' attitudes and features in the management of the teaching and learning process [4].

Government Regulation No. 19 of 2005 article 57 classifies supervision into two parts, consists of academic supervision and managerial supervision. Managerial supervision fosters school principals and staff in improving school performance. Meanwhile, academic supervision fosters teachers in improving the quality of learning. Supervision is also a coaching activity planned to assist teachers and other school employees in doing work effectively [5]. Supervision is a method primarily designed to help teachers and supervisors learn different school assignments and use their experience and expertise to provide better service as an efficient learning place for parents of students and schools [6]. According to Somad [7], supervision is a process for implementing, evaluating, and, if necessary, correcting the work carried out to the maximum extent that the execution of the work is in accordance with the original plan.

The principal as a supervisor has a duty and responsibility to improve the ability of teachers to manage learning activities at school and has a very important role in the progress and development of the school. Teachers also have an essential role in determining the quality of school graduates. Thus, to produce quality graduates, teachers with maximum quality and achievement are needed. Meanwhile,

teachers with maximum quality and achievement can be obtained if supported by good leadership. In the teaching and learning process, the teacher is one of the human components that plays a role in building future human capital in the development sector [8]. Teachers who have high performance reflect that these teachers have high quality in learning, so they have hopes of achieving educational goals in school. In carrying out activities and work in educational institutions, the principal needs to assess the work that has been carried out by the teacher. The results of teacher work performance appraisal is a process of evaluating teacher performance abilities. This assessment is to determine the progress of the quality of teacher work. Teachers are one of the elements in the field of education that must play an active role and place their position as professional staff, in accordance with the demands of an increasingly developing society. Performance contains the meaning of work results, abilities, achievements or encouragement to carry out a job. The success of an individual or organization in achieving the target or target is performance [9].

The problems that occur in schools include low academic discipline and ability. This is evidenced by several indicators; namely, school graduates are less able to compete with school graduates to win places in further education institutions. As an event that measures academic achievement, almost every competition does not register school students as the nominees. In addition, the data on graduation and available national scores shows that nationally the learning outcomes of school students are lower than general schools. The proportion of school students who did not pass the final examination was 7-10% greater than the proportion of general school students, although the national average score for all subjects was still below 6 in both types of education. This empirical data means that the results of teaching and learning in various fields of study are proven to always be unsatisfactory to various parties (interested stakeholders).

Based on the description above, it is necessary to make efforts to improve school performance so that schools are better able to optimize their educational services to students, meet community expectations, and be able to keep up with developments in science and technology so that schools become educational institutions that should be taken into account for their quality. Therefore, schools need integrated management both by the principal as controlling the activities in the school and by the teacher as implementing teaching and learning activities. Good coordination between school principals and teachers will support the creation of supportive teacher performance so that school goals will be achieved properly. With regard to the problems raised above, we conducted a study entitled the effect of principal supervision and teacher performance on learning outcomes elementary school students in Cluster III Kayugang District Ogan Komering Ilir Regency.

2. METHODS

The method used in this research is quantitative with a population of 101 elementary school teachers and a sample of 47 teachers through purposive sampling technique. The instruments used in this study were questionnaires and documentation. Questionnaires or often known as questionnaires are used by researchers in order to obtain information directly from the object of research. In this study, in the questionnaire distributed to the research sample, there were a number of statements related to the principal's academic supervision, teacher performance and student learning outcomes. For each of these variables, 25 statement items have been prepared. The total number of statements used by the researcher to obtain information related to the research variables was 50 statements. Researchers use documentation to obtain information about student learning outcomes, documents related to the implementation of academic supervision, and recapitulation of the attendance of educators and education personnel as well as a list of student learning outcomes, as well as other relevant documents. The data obtained were then analyzed through descriptive statistics through the normality test and heteroscedasticity test.

3. RESULTS AND DISCUSSION

Based on Table 1, it can be seen that the indicators of teaching preparation for teachers supervised by the principal are in the high category with a percentage of 67%. The indicator for the use of methods and instruments is high with a percentage of 60%. The indicator for determining the evaluation procedure and the utilization of the teacher evaluation results is high with a percentage of 60%.

Table 1. Supervision of teaching by Principal

No	Indicators	Items	Percentage	category
1	Teaching preparation	1,2,3,4,5,6,7	67 %	High
2	The use of methods and instruments	8,9,10,11,12,13,14,15,16,17,18,19,20,21	60 %	High
3	The evaluation procedure and the utilization of the teacher evaluation	22,23,24,25.	62%	High

Based on the results of the questionnaire on teacher performance, 1% of respondents answered very low, 4% of respondents answered low, 35% of respondents answered high, and 60% of respondents answered very high. It means that the respondent wants the teacher's performance to be very high. As for the results of the questionnaire about work culture on the sub-variables of lesson plan preparation, it was found

3% very low, 4% low, 32 high and 62 very high. The sub variable opens the lesson 3% low, 34% high and

63% very high. The learning process sub variable was 4% low, 39% high and 57% very high.

Table 2. Statistics Description of the principal supervision

Statistic					
N	47	Median	89	Variance	31.3
Mean	87.70	Mode	92	Max	98
Std. Error of Mean	0.82	Std. Dev	5.59	Min	74

In Table 2 we can see the magnitude of the description of the principal supervision with an average value is 87.70 with a standard deviation is 5.59 and in Figure 1 we can see the histogram of principal supervision from SPSS output.

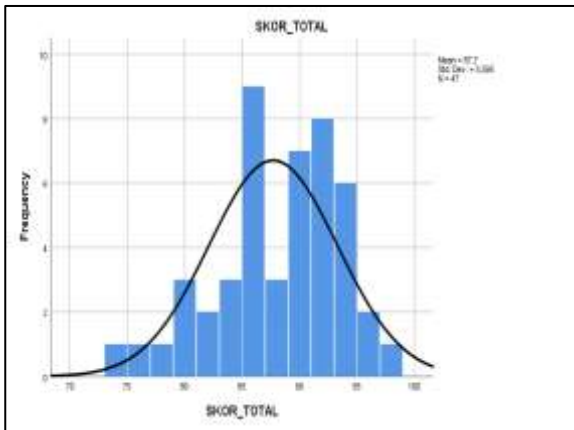


Figure 1. The histogram of principal supervision

Based on Table 3, it can be seen that the achievement of teacher performance for the preparation of lesson plans is classified as high with a percentage of

62%, the ability to open lessons is classified as high with a percentage of 63%, and the ability in the learning process, closing lessons and evaluating learning is classified as high with a percentage of 60%. Overall, the achievement of teacher performance implementation is in the high category with an average achievement of 62%.

Table 3. The achievement of teacher performance

No	Indicators	Items	Percentage	Category
1	Preparation of lesson plans	1,2,3,4,5,6, 7,8, 9, 10, 11,	62 %	High
2	The ability to open lessons	12,13	63 %	High
3	The ability in the learning process, closing lessons and evaluating learning	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	60 %	High

In Table 4 we can see the magnitude of the description of the teacher performance with an average value is 88.17 with a standard deviation is 5.69 and in Figure 2 we can see the histogram of teacher performance from SPSS output.

Table 4. Statistics Description of the teacher performance

Statistic					
N	47	Median	89	Variance	32.405
Mean	88.17	Mode	91	Max	99
Std. Error of Mean	0.83	Std. Dev	5.69	Min	74

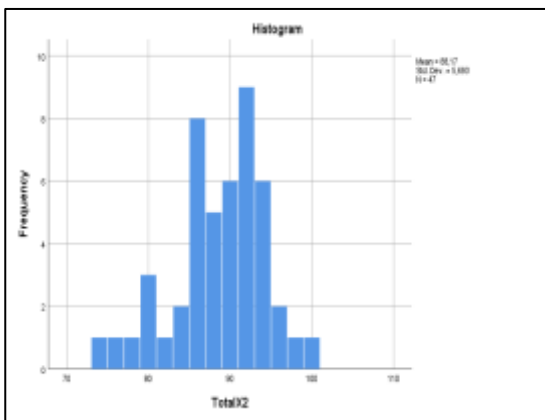


Figure 2. The histogram of teacher performance

It is understood, based on the results of the normality test, that the significance value is 0.21 > 0.05 in Table 5. It can be assumed that the residual value is

distributed normally.

The effect of principal supervision (X1) on learning outcomes (Y) is expressed in the form of the regression equation $Y = 64,844 + (-0/014) X1$. The regression equation significance test can be presented in Table 6. Based on the significance test of the principal supervision variable (X1) on teacher performance (Y), it is known that the significance value is $0.925 > 0.05$ and the t value is $-0.095 < \text{from t table } 2.01537$ ($t \text{ table} = t(\alpha / 2; nk-1) = t(0.025; 47-2-1) = t(0.025; 44) = 2.01537$) then H_0 is rejected so there is no significant influence between the supervision of the principal (X1) learning outcomes (Y).

Table 5. The result of normality test

		Unstandardized Residual
N		53
Normal Parameters ^{a,b}	Mean	.00000
	Std. Deviation	2.076
Most Extreme Differences	Absolute	.132
	Positive	.132
	Negative	-.082
Test Statistic		.132
Asymp. Sig. (2-tailed)		.021 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on Table 6 also we can know that the effect of teacher performance (X2) on learning outcomes (Y) is expressed in the form of the regression equation $Y = 64.844 + 0.127 X_2$. Based on the significance test of the teacher performance variable (X2) on learning outcomes (Y), it is known that the significance value is 0.168 > 0.05 and the t value is 1.413 < from t table 2.01537 (t table = $t(\alpha / 2; nk-1) = t(0.025; 47-2-1) = t(0.025; 44) = 2.01537$) then Ha2 is rejected so that there is no significant effect between teacher performance (X2) on learning outcomes (Y).

Table 6. The Effect of Principal Supervision (X1) and Teacher Performance on the Learning Outcomes (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	64.844	15.786		4.108	.000
	Principal Supervision_X1	-.014	.151	-.017	-.095	.925
	Teacher Performance_X2	.127	.090	.254	1.413	.168

a. Dependent Variable: Learning Outcomes_Y

Based on the results of multiple regression tests, a constant value of the regression equation (a) is 64.844 and the coefficient value of the independent variable (b1) is -0.014 and the value (b2) is 0.127, the regression equation is obtained as follows.

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 64,844 + -0.014 X_1 + 0.127 X_2$$

That is, the supervision of the principal and

teacher performance has increased negatively on learning outcomes. To find out the truth of hypothesis testing, a simultaneous test was carried out using the F test to determine the effect of the Principal Supervision variable and teacher performance on learning outcomes. The testing criteria are as follows. a. If the probability value (significant) < 0.05, then Ho3 is rejected b. If the probability value (significant) > 0.05, then Ho3 is accepted. Then for the F test, the test criteria are as follows a. Ha3 accepted if $F_{count} > F_{table}$ b. H03 is accepted if $F_{count} \leq F_{table}$. The results of multiple regression analysis can be seen in Table 7.

Table 7. Measures of Association

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.786	2	7.893	.999	.381 ^b
	Residual	229.089	29	7.900		
	Total	244.875	31			

a. Dependent Variable: learning_outcomesY

b. Predictors: (Constant), Teacher_PerformanceX2, Supervision_PrincipalX1

Based on Table 7, it is known that the Fcount value is 0.999 with Sig. amounted to 0.381. While the critical value of the fable distribution is 3.20 (F table = $F(k; n-k) = F(2; 47-2) = F(2; 45) = 3.20$)

Hypothesis test:

$F_{count} > F_{table} = H_a$ Accepted

$F_{count} < F_{table} = H_a$ Rejected

From the description above, significant tarap 0.05, it is known that the value of fcount = 0.999 while ftable = 3.20, then $F_{count} < F_{table}$ which means that Ha3 is rejected. Thus the hypothesis in this study stated that there was no simultaneous effect on the supervision of the principal and teacher performance on learning outcomes. To find out how much influence the independent variable has on the dependent variable simultaneously can be seen in Table 8.

Table 8. The results of the Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.254 ^a	.064	.000	2.811

a. Predictors: (Constant), Teacher_PerformanceX2, Supervision_PrincipalX1

Based on Table 8, it can be seen that the R square value is 0.064, thus the termination coefficient is 6.4% so that it can be stated that the principal's supervision and teacher performance on learning outcomes together are 6.4% and the rest is influenced by other factors that are not researched in this study.

The teacher's performance to improve student learning outcomes are very influential, one of which is research conducted by Sinaga and Silaban [10] by implementing contextual learning for student learning activities and outcomes.

4. CONCLUSION

The conclusion of this research including:

1. The principal's academic supervision variable has a positive influence in helping teachers to improve and develop the ability to carry out learning at public elementary schools in Cluster III, Kayuagung District, Ogan Komering Ilir Regency.
2. Teacher performance variables have a positive effect on improving student learning outcomes in grade V of Public Elementary Schools in Cluster III, Kayuagung District, Ogan Komering Ilir Regency.
3. The variable of principal supervision and teacher performance together has a positive influence on the improvement of student learning outcomes of Public Elementary Schools in cluster III, Kayuagung District, Ogan Komering Ilir Regency.

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