

The Influence of Supervision of Principals and Teacher Competencies on Teacher Performance of at Elementary School Palembang

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ABSTRACT

This article aimed to analyze the influence of supervision of principals and teacher competencies on the performance of teachers of SD Negeri Palembang. This article was analyzing the responsibility of the principal for the quality of learning carried out by teachers and analyzes the fewer atmospheres conducive in the learning process. Respondents in this study were all teachers in SD Negeri 135 as many as 48 respondents, SD Negeri 125 as many as 19 respondents, and SD Negeri 121 as many as 16 respondents Hence, a total of 83 respondents were obtained. The analysis method used in the analysis of multiple regression with SPSS 25. The results were obtained that firstly there was a positive influence of the supervision of the principal on the performance of teachers which means that the better supervision of the principal, the better the teacher's performance would be also increase. Second, there was a positive influence of teacher competence on teacher performance which means that the better the teacher's competence, the better the teacher's performance would also increase as well as vice versa. Third, there was the influence of supervision of the principal and teacher competence on teacher performance.

Keywords: Principal Supervision, Teacher Competence, Teacher Performance, Multiple Regression

1. INTRODUCTION

The position of the principal [1] as administrator, manager, and supervisor in the school has a role to manage, organize, and make use of all resources owned by schools to achieve the goals set. Therefore, to get a qualified principal can be taken from qualified teachers, namely those who have competence and experience *as teachers (direct experimental learning)*. According to [2] that "*The most effective principals are related to (a) leadership traits and skills, (b) problem solving abilities, (c) social skills, or (d) professional knowledge and competence*". Further explained by [2] successful principals must have professional knowledge that is able to guide teachers in improving learning management skills and can use resources.

Based on observations, researchers found several problems, namely the lack of implementation of the principal's duties in supervising the teachers so that in the implementation of the duties the teachers could give maximum results in an effort to improve performance for the teachers. It is likely that the headmaster who does not

have much control over the techniques of supervising, because it is already a common secret that the principals are people who are close to the officials. Researchers also found some problems in terms of competence owned by teachers, it is shown that there are still often teachers who are late dating to the classroom for the learning process. From the observations of the learning process, there are still teachers who master teaching materials, and many teachers who do not master technology, so they teach using old ways that are boring students. This is because many teachers are elderly so they have no willingness to learn technology in accordance with the progress of the times. Lack of monitoring and evaluation of teacher performance can make teacher performance less maximal, it is not uncommon for a teacher to try to display his best performance only during observation / supervision.

Based on the identification of the problems described above, this research will be limited to "The Influence of Principal Supervision and Teacher

Competency on The Performance of Teachers of SD Negeri Sukarami Palembang SubDistrict".

2. METHODS

This research was conducted at SD Negeri Cluster V in Sukarami Subdistrict, Palembang, SDN 135, SDN 125, SDN 121. According to Sugiyono, population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions [3] Because there are fewer than 100 subjects, this research is population research in this study, namely teachers in SD Negeri Cluster V Sukarami Subdistrict Palembang, which consists of three schools namely SDN 135, SDN 125, SDN 121 who are members of the population is 83 people, so all subjects are examined. Samples in the study were taken using *purpose sampling* techniques, namely sampling with certain criteria [3]. Samples in the study were taken using *purpose sampling* techniques, namely sampling with certain criteria [3] There are three data collection techniques, namely:

First, questionnaire is a questionnaire used in this study in the form of a number of written statements provided with alternative answers and the attitude scale used is the Likert scale. Second, Observation according to [4] *said Field research (Field Research)* is collecting data by way of researching the field at the research site, observing the symptoms studied. Third, Documentation technique is to find data on things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes, meetings, agendas and so on. [5]

Instrument Trial

Analysis of research instrument test conducted at SD Negeri 130 Sukarami District Palembang with 20 people tested outside the sample, to analyze the results of instrument trials, so that it can be known questions that meet the requirements. According to [6], "This trial can be used as a means of obtaining empirical data about the level of goodness of the problem that has been compiled".

Similar research has been done by researchers before. The research methods used vary according to the type of research location. The following relevant research is as follows:

[8] entitled: *The Influence of Academic Supervision and Professional Competence of Teachers on Teacher Performance in Public High Schools in Tanjung Raja Subdistrict (2020)*. The conclusion of this research is in improving the performance of teachers required academic supervision and professional competence of teachers.

[7],entitled: *Implementation of Academic Supervision in Improving Teacher Performance (2020)*. The results stated that the academic supervision process was carried out by the principal through several stages, namely 1) planning of

academic supervision activities; 2) implementation of academic supervision; 3) conduct academic supervision feedback; and 4) follow up the results of academic supervision.

3. RESULTS AND DISCUSSION

SD Negeri Cluster V is SD Negeri 135, SD Negeri 125, and SD Negeri 121 are schools located in Sukarami Subdistrict, Palembang, South Sumatra Province.

Characteristics of Respondents

Respondent characteristics are presented based on frequency and percentage values. The following are the results of respondent characteristics based on gender, education, and status.

Table.1 Respondent Character

No	Characteristics	F	%
Gender			
1	Male	10	12
2	Women	73	88
Amount		83	100
Education			
1	High School / Equivalent	4	4,8
2	D1 function	0	0
3	D2 function	0	0
4	D3 function	1	.,M
5	S1	73	88
6	S2	5	6
Amount		83	100
Status			
1	Asn	53	63,9
2	Honorary	30	36,1
Amount		83	100

Source: Primary Data processed

Data Analysis Requirements Testing Validity and Reliability Test

Validity test aims to find out if the instrument used is feasible to measure variables or not. The questionnaire is said to be valid if r calculate $> r$ table. Reliability test aims to know the consistency of measuring instruments. The instrument is said to be reliable if Cronbach Alpha > 0.60 .

Classic Assumption Test

As for the testing of assumptions in this study, namely the test of normality, multicollinearity, and heteroskedastisity. The following is a test of these assumptions:

Table 2. Test Assumptions

Test Normality

Z count	Sig	Description
0,070	0,200	Normal Distribution

Multicollinerity Test

Variable	Tolerance	Vif	Ket
Supervision Principal (X1)	0,564	1,771	Non Multicollinerity
Teacher Competency (X2)	0,564	1,771	Non Multicollinerity

Hetheroceadstiness Test

Variable	Sig.	Description
Supervision of the Principal (X1)	0,776	Non Hetheroceadstiness
Teacher Competency (X2)	0,727	Non Hetheroceadstiness

Source: Processed Primary Data

Assumption test results are processed normality test, multicollinearity test, and heteroscedasticity test pass asumsi test so that regression model passes dianalisi.

Multiple Regression Analysis Test Results

Hypothetical test in this study using regression analysis. Regression analysis aims to analyze the factors that affect performance. The regression test consists of a partial test (t test), a simultaneous test (F test), and a determinant coefficient.

Partial Test Result (t Test)

Table.3. Partial Test Results

Variable	Sig.	Description
(Constant)		
Supervision of the Principal (X1)	0,023	Significant
Teacher Competency (X2)	0,000	Significant

Source: Processed Primary Data

Here's an explanation of the partial test results:

- 1) The principal supervision variable has a t count value of 2,312 and a significance of 0.023 so that the significance value is less than 0.05, so there is a

significant partial influence of the principal supervision variable on teacher performance.

- 2) Teacher competency variables have a t count value of 8,024 and a significance of 0.000 so that the significance value is less than 0.05, so there is a significant partial influence of teacher competency variables on teacher performance.

Simultaneous Test Results

[9]Simultaneous testing aims to determine whether or not the influence together of independent variables on dependent variables. This test is visible on the ANOVA output table.

Table.4. Simultaneous Test Results

F Statistics	Sig.	Description
5,440	0,000	Significant

Source: Processed Primary Data

Fhitung value of 83,440 and significance of 0.000 so that the value of F calculates greater than F table and significance less than 0.05, can be concluded that there is a simultaneous influence of supervision of the principal and teacher competence on teacher performance.

Determination Coefficient Test Results

[10]The coefficient of determination aims to determine the amount of influence of independent variables on dependent variables. The coefficient value of determination is 0-1 where the closer to 1, the influence of independent variables is greater on dependent variables.

Table 5. Result of Coefficient of Determination

R	R Square	Description
0,822	0,676	Independent variables capable of affect by 67.6%

Source: Processed Primary Data

1. Analysis of the Influence of Principal Supervision on Teacher Performance

There is an influence of headmaster supervision on teacher performance. This is evidenced by the principal supervision variable has a t count value of 2,312 and a significance of 0.023 so that the significance value is less than 0.05, so there is a significant partial influence of the principal supervision variable on teacher performance. The regression coefficient value of 0.218 indicates a positive influence meaning that the better supervision of the principal, the better the

teacher's performance will also increase as well as vice versa. This coefficient also means that teacher performance will increase by 0.218 units per one-unit increase from the supervision of the principal.

2. Analysis of The Influence of Teacher Competence on Teacher Performance

There is an influence of teacher competence on teacher performance. This is evidenced by the teacher competency variable has a t count value of 8,024 and a significance of 0.000 so that the significance value is less than 0.05, so that there is a significant partial influence of teacher competency variables on teacher performance.

3. Analysis of the Influence of Principal Supervision and Teacher Competence on Teacher Performance

There is an influence of the headmaster's supervision and teacher competence on the teacher's performance. This is evidenced by the F-count score of 83,440 and the significance of 0.000 so that the F value calculates greater than the F table and the significance is less than 0.05, it can be concluded that there is a simultaneous influence of the supervision of the principal and teacher competence on teacher performance.

4. CONCLUSION

Based on the results of research on teacher performance, can be concluded as follows: There is an influence of supervision of the principal on the performance of teachers. There is an influence of teacher competence on teacher performance. There is an influence of the headmaster's supervision and teacher competence on the Teacher performance.

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