

Performance of Vocational School Teachers in Terms of Leadership Style and Supervision Ability of Principals

Sesi Oktarin^{1*)}, Nur Ahyani², Destiniar²

¹SMK Kesehatan Insan Cendikia Talang Ubi

²Universitas PGRI Palembang

*Corresponding author. Email:sesioktarin31@gmail.com

ABSTRACT

The research objective was to describe the effect of leadership style and the ability of school principal supervision on the performance of vocational school teachers in Talang Ubi District. The research method uses correlational quantitative. The study population was all SMK teachers in Talang Ubi District, the sampling technique included saturated sampling with a sample size of 100 teachers. The data analysis technique used the prerequisite test, namely the normality test, linearity test, multicollinearity test, and heteroscedasticity. Hypothesis testing was carried out by t-test and f-test using the SPSS version 16.0 program. Based on the research results, it is known that: 1) Principal's leadership style has a significant effect on teacher performance, 2) Principal's supervisory ability has a significant effect on teacher performance, 3) The leadership style and supervisory ability of the The principal has a significant impact on SMK teachers' performance in Talang Ubi District.

Keywords: Leadership Style, Supervision, Teacher Performance.

1. INTRODUCTION

Good teacher performance is of course inseparable from the leadership role of a school principal who is driving teacher performance, because reliable leadership of the principal will determine the effectiveness of a school that he leads. The leadership style of a school principal is carried out based on the conditions of the organization he leads because if a school principal knows how the state of the organization is, it will make it easier for a principal to determine the right leadership style Through the leadership style possessed by the Principal, will be able to control, improve and improve the performance of teachers so that they are in line with the goals, visions, and missions carried out through the school [1]

There are three leadership styles as proposed by [2], namely the democratic leadership style, authoritarian leadership, and laissez-faire leadership style. The use of leadership style by the principal usually depends on the condition and situation that occurs in the organization he leads. Through the leadership style possessed by the Principal, it can improve the quality of education and a change to achieve educational goals The [3], principal's leadership style makes a significant contribution to teacher performance [4]. This is shown through [5]. research, that the leadership style of the Principal gives a real impact on teacher performance by 30%. It is the same as research by [6]. which shows that leadership style contributes to teacher performance by 37.7%. The influence of leadership

styles on teacher performance shows that the Principal must carry out a leadership style effectively and continuously for all teacher activities in school to create a more professional work environment for teachers

Considering the important role of the Principal in leading the school, the Principal must be able to establish good cooperation with teachers, students, parents, and the surrounding community through his leadership style, able to mobilize other people to consciously and voluntarily carry out their duties properly according to with what is expected by the leadership to achieve goals. [7].

In addition to the problem of leadership style which is a characteristic in carrying out tasks, on the other hand, there are duties of the Principal to carry out supervision activities. This is based on the Decree of the Minister of P and K, which states who is entitled to be called a school supervisor, one of which is the Prinsipal [8].Supervision is a coaching activity designed to assist teachers in doing their job effectively. Every supervision activity carried out by a supervisor is closely related to the goals of an educational institution. The purpose of supervision is to help teachers carry out their duties and responsibilities properl[9].

A school principal is obligated as a supervisor to provide guidance or direction to teachers and educational personnel [10]. As a supervisor, a school principal is obliged to provide coaching or guidance to teachers and education personnel. As a supervisor, a principal is obliged

to provide guidance or guidance to teachers and staff. Margarenta (2016) 's research results show that the principal's supervisory ability affects teacher performance by 32.8%. Similar to the research results of Romadona & Wibowo (2016), at 49.63% there is an effect of the principal's supportive ability on teacher performance.

The results of observations at SMK Talang Ubi District found that the implementation of supervision is scheduled once every semester. The principal carries out supervision of the implementation of the learning process in the classroom. at SMK N 1 Talang Ubi, the number of teachers who are supervised in one semester is as many as 53 teachers, then at SMK Kesehatan Insan Cendikia Talang Ubi is 30 teachers who are supervised, while the number of teachers who are supervised at SMK YPIP Talang Ubi is 54 teachers. This means that each school for all teachers will be supervised by the principal.

According to the findings of interviews with teachers at the Talang Ubi Vocational High School, that the existing schools generally have a democratic leadership style, some teachers said that school policies or regulations were taken from the Principal's deliberations with the teachers in the school, although it cannot be denied that there are still weaknesses in the leadership of the Principal.

In relation to the matters discussed above, it is necessary to conduct research in order to obtain information about "Performance of Vocational School Teachers in terms of Leadership Style and Supervision Ability of Principals".

2. METHODS

2.1 Types of research

This study employs a correlational quantitative approach as its method and design. The study's design is depicted in Figure 1 below.

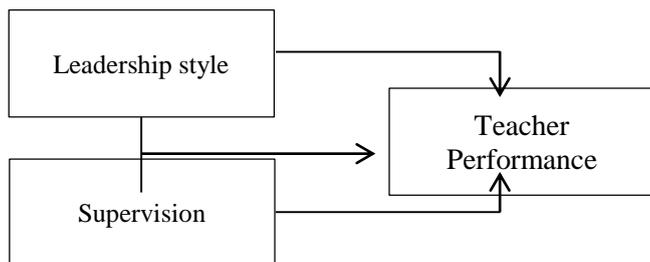


Figure 1. Research design

Figure 1 shows that teacher performance (Y) is the dependent variable. Principal leadership style (X1) and supervision ability (X2) as independent variables.

2.2 Research Subjects and Data

The population in this study were all SMK teachers in Talang Ubi District. The number of population can be seen in Table 1.

Tabel 1. Research population

Name of school	Number of teachers
SMK YPIP Talang Ubi	54
SMK Negeri 1 Talang Ubi	53
SMK Kesehatan Insan Cendikia	30
Total	137

Based on Table 1 it can be seen that the total population is 137 respondents. The sample used in this study was 100 respondents, while for the trial sample 37 respondents were the population of the study. In this study, researchers made all populations as research samples included in the saturated sampling.

Before conducting research, data will be collected in the study using a questionnaire sheet as secondary data and interview guidelines as primary data. The following steps were taken to create a questionnaire sheet as a data collection instrument:

- a. Determination of indicators of leadership style variables, principal supervision variables, and teacher performance variables
- b. Preparation of research instrument lattice questionnaire sheets
- c. The questionnaire sheet that has been prepared is tested first
- d. After the questionnaire sheet is declared valid and reliable, the researcher will then research by distributing the questionnaire sheet to the research sample.

Prior to testing the hypothesis, the prerequisite analysis is carried out. The normality test, data linearity test, multicollinearity test, and heteroscedasticity test were the stages of implementing the analysis prerequisite test.

a. Normality test
The normality test is using the Kolmogorov-Smirnov (K-S) non-parametric statistical test, if the significant value is > 0.05 then the data is normal distribution, but if the significant value is < 0.05 then the data is not normally distributed. The normality test was carried out with the help of SPSS for Windows Release Version 16.0.

b. Linearity test
Tests were carried out using the SPSS for windows version 16.0 program with the Test for Linearity method at a significant level of 0.05. Two variables are said to have a linear relationship if the significance (Linearity) is greater than 0.05.

c. Multicollinearity test
A multicollinearity test was carried out using SPSS for Windows Version 16.0. The criteria for multicollinearity testing are as follows:

- 1) If the tolerance value of the independent variable is more than 0.10 and the VIF (Variance Inflation Factor) value is less than 10, it means that there is no multicollinearity.
- 2) If the tolerance value of the independent variable is less than 0.10 and the VIF value is more than 10, it is said that there is multicollinearity, which means it does not pass the test.

d. Heteroscedasticity test
The way to detect the presence or absence of heteroscedasticity symptoms in the regression model is to perform the Glejser test, based on the decision

making to see its significance on the 5% degree of confidence. If the significant value is > 0.05 , there is no heteroscedasticity, on the contrary, if the significant value is < 0.05 , there will be heteroscedasticity.

Hypothesis testing is done by t-test and f test. The determination of H_0 is rejected or accepted by looking at the criteria for the significance value, namely H_0 is accepted if the significance value is ≥ 0.05 , H_0 is rejected if the significance value is < 0.05 . As a guide in determining the correlation coefficient, it can be guided by the provisions of the correlation coefficient in Table 2.

Table 2. Interpretation of the correlation coefficient

Coefficient Interval	Criteria
0,00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Moderate
0,60 - 0,799	Strong
0,80 - 1,000	Very strong

[9]

3. RESULTS AND DISCUSSION

The prerequisite analysis test was carried out by the researcher in order to find out whether the data obtained by the researcher could meet the requirements for analysis with a predetermined technique. analysis prerequisite test results:

a. Normality test results

The purpose of the normality test is to determine the extent to which normality of data is spread. The normality test results obtained in this study can be seen in Figure 2.

	Unstandardized Residual
N	100
Normal Parameters ^a	
Mean	.0000000
Std. Deviation	4.52879204
Most Extreme Differences	
Absolute	.097
Positive	.097
Negative	-.074
Kolmogorov-Smirnov Z	.966
Asymp. Sig. (2-tailed)	.309

a. Test distribution is Normal.

Figure 2. Normality test results

Based on the provisions in normality test decision making, if the significant value is > 0.05 then the data is normally distributed, but if the significant value is < 0.05 then the data is not normally distributed. In Figure 4.1 it is known that the Asymp value Sig = 0.309 > 0.05 , which indicates that the data is normally distributed.

b. Linearity test results

Through the linearity test, the relationship between the independent variable and the dependent variable can be seen. The linearity test results can be seen in Figure. 0.05 which indicates that the data is normally distributed.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	2061.590	20	103.080	4.545	.000
Linearity	1588.905	1	1588.905	70.058	.000
Deviation from Linearity	472.685	19	24.878	1.097	.370
Within Groups	1791.720	79	22.680		
Total	3853.310	99			

Figure 3. The result of linearity test of leadership style and teacher performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	1386.153	26	53.314	1.577	.067
Linearity	970.064	1	970.064	28.703	.000
Deviation from Linearity	416.089	25	16.644	.492	.975
Within Groups	2487.157	73	33.797		
Total	3853.310	99			

Figure 4. The result of the linearity test of teacher supervision and performance

In Figure 3, the sig value is 0.370 > 0.05 , which shows the results that leadership style (X1) has a linear relationship with the teacher performance variable (Y). Likewise, in Figure 4, the sig value is 0.975 > 0.05 , which shows the results that supervision (X2) has a linear relationship to the teacher performance variable (Y).

c. Multicollinearity test results

The purpose of the multicollinearity test is to determine whether there is no correlation between the independent variables in the regression equation. The multicollinearity test results can be seen in Figure 5.

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta	t			Tolerance	VIF
1	(Constant)	22.074	4.798		4.600	.000			
	Leadership style_X1	.538	.084	.523	6.383	.000	.810	1.235	
	Supervision_X2	.221	.066	.274	3.343	.001	.810	1.235	

Figure 5. Multicollinearity test results

In Figure 5, the results show that the tolerance value for the independent variables is 0.810 < 0.10 and the VIF value is 1.235 < 10 , which indicates that multicollinearity does not occur between the independent variables and the dependent variable.

d. Heteroscedasticity test results

This test is carried out to test whether the regression model has an inequality of variations from the residual value of one saving to another. The results of the heteroscedasticity test can be seen in Figure 6.

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta	t		
1	(Constant)	7.615	3.269		2.330	.022	
	Leadership style_X1	-.092	.057	-.178	-1.596	.114	
	Supervision_X2	.016	.045	.040	.361	.719	

a. Dependent Variable: Abs_Res

Figure 6. The results of the heteroscedasticity test

In Figure 6, the sig value of the leadership style variable is 0.114. The sig value obtained shows that the sig value > 0.05 , which means that there are no symptoms of heteroscedasticity. Likewise, the sig value of the supervision variable is 0.719 > 0.05 , which means that there are no symptoms of heteroscedasticity. The result of the sig value of the two variables is greater than 0.05, the conclusion is that there are no symptoms

of heteroscedasticity in the regression model.

After testing the prerequisites above, then testing the hypothesis. the results of testing the language hypothesis:

1. t-test

The t-test is an individual test. The decision making criteria in the t test can be to see the sig value or the result of the t-value value. The following t test results can be seen in Figure 7.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.074	4.798		4.600	.000
	Leadership_style_X1	.538	.084	.523	6.383	.000
	Supervision_X2	.221	.066	.274	3.343	.001

Figure 7. The results of t-count

Based on Figure 7, the t-count value is $6.383 > 1.984$ (t-table), while the sig value is $0.000 < 0.05$. The results obtained indicate that H_0 is rejected at a significance level of 0.05, meaning that the leadership style variable has a significant effect on teacher performance.

The results of t-count for the variable of the Principal's supervisory ability were $3.343 > 1.984$ (t-table), while the sig value was $0.001 < 0.05$. These results indicate that H_0 is rejected, meaning that the variable of the Principal's supervisory ability has a significant effect on teacher performance.

b. f-test

The f-test is performed to identify the accuracy of the model and the effect of the variables simultaneously. The f test results can be seen in Figure 9:

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1822.824	2	911.412	43.540	.000 ^a
	Residual	2030.486	97	20.933		
	Total	3853.310	99			

Gambar 8. The results of f-count

Figure 8 shows that the f-table value is $43.540 > 3.09$, while the sig value is $0.000 < 0.05$. These results indicate that H_0 is rejected at a significance level of 0.05, meaning that the leadership style and supervisory abilities together have a significant influence on teacher performance.

The percentage of the influence of the leadership style and the ability of the principal's supervision on teacher performance can be tested for the coefficient of determination (R²). The following are the results of the determination coefficient test in Figure 9.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688 ^a	.473	.462	4.575

a. Predictors: (Constant), Supervision_X2, Leadership_style_X1

Gambar 9. Result of determination test

Based on Figure 9 above, the R² (R Square) figure of 0.473 is a moderate criterion when viewed in terms of the efficiency of the correlation. This shows that the percentage of the contribution of the leadership style and the ability of the principal's supervision to teacher performance is 47.3%, which means that the contribution of other factors besides the leadership style and the ability of supervision on teacher performance is 52.7%.

After knowing the results of the coefficient of determination test, then a correlation analysis is carried out to see how many % of an effective contribution the leadership style variable (X1) and the principal's supervision (X2) have on the teacher performance variable (Y). The results of the correlation analysis can be seen in Figure 11.

Correlations				
		Gaya Kepemimpinan_X1	Supervisi_X2	Kinerja_Y
Gaya_Kepemimpinan_X1	Pearson Correlation	1	.436 ^{**}	.642 ^{**}
	Sig. (2-tailed)		.000	.000
	N	100	100	100
Supervisi_X2	Pearson Correlation	.436 ^{**}	1	.502 ^{**}
	Sig. (2-tailed)	.000		.000
	N	100	100	100
Kinerja_Y	Pearson Correlation	.642 ^{**}	.502 ^{**}	1
	Sig. (2-tailed)	.000	.000	
	N	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 10. Result of correlation analysis

Based on Figure 10, the results of the person correlation on the leadership style variable are 0.642 and the supervision variable is 0.502. After calculating, the results showed that the effective contribution of the leadership style variable (X1) to teacher performance (Y) was 33.5%, while the supervision variable (X2) on teacher performance (Y) was 13.7%.

Based on research that has been conducted at SMK Talang Ubi District, data obtained from the research findings that there is a significant influence between the leadership style of the Principal and the Principal's supervisory ability on the performance of SMK teachers in Talang Ubi District.

a. The influence of the principal's leadership style on the performance of vocational school teachers in Talang Ubi District

The school principal has a very big role in the management of the school he leads. Leadership style is a critical factor in carrying out school management responsibilities. The teacher's performance will improve as a result of his or her leadership style. The behavior of educational leaders becomes an example for all education personnel to achieve educational goals and optimize educational resources which in turn create a more advanced educational culture.

The leadership style variable has a significant effect on teacher performance in this study. This is consistent with the findings of Hidayathi (2015) and Ishaqi (2018), who discovered that leadership style influences teacher performance. Similar to the findings of Mawaddah et al. (2020) and Seriyanti et al. (2020), which show that leadership style has a significant impact on teacher performance.

The leadership possessed by the Principal includes a process to give influence in determining an organizational goal, then motivate behavior to subordinates to achieve organizational goals. To achieve the maximum performance of a teacher, the use leadership styles must use the right leadership style, Gutierrez and Supartha (2016).

The importance of the principal's leadership style is as a basis for the trust of its members because through this leadership style a school principal will be able to move, provide direction, provide guidance and motivate teachers to improve their good performance to achieve targets and goals in the organization according to planning (Kartono, 2005). This shows that teacher performance will continue to increase in line with the increase in the leadership style used by the Principal.

- b. The influence of the principal's leadership style and the principal's supervisory ability on the performance of vocational school teachers in Talang Ubi district

The results showed that the principal's supervisory ability had a significant effect on teacher performance. Even though the influence given is small, there is still a contribution to the influence of the principal's supervisory ability variable on teacher performance. Through the results of research by Margareta (2016) that the supervisory ability of the Principal affects teacher performance. This research is also supported by research by Hapizoh, et al. (2020), Meidiana, et al (2020) and Nurkhalis, et al (2020), with the result that there is an effect of the principal's supportive ability on teacher performance.

The principal who acts as a supervisor, the principal should be able to carry out coaching and development which includes providing assistance or guidance to teachers related to a quality learning process to produce satisfactory student learning achievement (Pidarta, 2009). The development of the abilities possessed by the teacher can automatically improve teacher achievement and performance in various ways, especially in teaching and learning activities.

Through supervision activities, the principal must be able to create conducive conditions in the school he leads so that teachers will feel motivated to increase their morale. This is following the opinion (Suhardan: 2010) which states that the understanding of supervision activities has changed and shifted to a broader direction, namely towards creating essential conditions in schools that stimulate a quality spirit of teaching.

- c. The influence of the principal's leadership style and the principal's supervisory ability on the performance of vocational school teachers in Talang Ubi district

The leadership style of the principal and the ability of supervision together affect teacher performance, due to an increase in the teaching and learning process which is a complex system. A principal in carrying out his duties and responsibilities has a leadership style that can affect the performance of the teacher. The success and failure of a school are very dependent on the main role

of the principal in managing human resources in the school, namely teachers and other employees.

The results showed that there was a positive influence between the leadership style and the principal's supervisory ability on teacher performance. In general, the performance of SMK teachers is quite good, this indicates that the teachers in Talang Ubi Vocational High School are quite capable in planning teaching programs such as preparing lesson plans and compiling materials based on learning objectives, than in implementing learning each teacher has implemented learning activities as well as perhaps which includes using a variety of methods in teaching, using relevant sources and mastering the learning material that will be delivered. In the learning evaluation indicator, the teachers carry out an assessment which includes the percentage of evaluation tool preparation, variations, and techniques for evaluating, implementing the evaluation program, and preparing remedial time.

4. CONCLUSION

Based on the results of research and analysis that has been carried out on the Effect of Leadership Style and Supervision Ability of Principals on the Performance of Vocational School Teachers in Talang Ubi District, the conclusions in this study are: 1) the leadership style of the Principal has a significant influence on the performance of SMK teachers in Talang District Ubi, 2) Principal's supervisory ability has a significant influence on the performance of Vocational School teachers in Talang Ubi District, 3) The leadership style and supervisory ability of the Principal have a significant influence on the performance of SMK teachers in Talang Ubi District.

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