

Academic Supervision and Principal's Leadership Influence on Teacher's Performance During a Pandemic

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Abstract

Academic supervision is a type of self-evaluation used to maximize educational implementation, which is also supported by the leadership of competent school principals. As a result, the purpose of this study was to describe the impact of academic supervision and principal's leadership on teacher performance. This study's execution is based on quantitative research methodologies. The data was examined proportionately using data from surveys, observations, and documents. The study's findings revealed a positive and significant effect of academic supervision on teacher performance; a positive and significant influence of principal leadership on teacher performance; and, in simultaneous testing, a positive and significant effect of academic supervision and principal leadership combined on teacher performance during the pandemic at SD Negeri Madang Suku III District. The effect of the two independent factors on the dependent variable is categorized as modest.

Keywords: Academic Supervision, Principal's Leadership, Teacher's Performance

A. Introduction

Every part of modern education must be active and creative, and the need to innovate on a regular basis is increasing. Educational innovation is not restricted to technology advancements; everything that aids in the implementation of education in general is a type of innovation. To do this, every component of education providers must be equipped with competent capabilities and capable of appropriately implementing them.

Of course, instructional workers are directly involved in the implementation of learning when it comes to the aspects that are most likely to innovate in education. That is, an educator is a critical component in maximizing educational innovation. Because instructors closely observe and communicate with kids. As it is acknowledged, all rules developed by stakeholders should benefit the subject of the regulation. This is plainly visible in the Indonesian state's founding document, the 1945 Constitution of the Unitary State of the Republic of Indonesia. The

Republic of Indonesia's 1945 Constitution clearly states that education is held in the framework of the nation's intellectual life (Pemerintah Republik Indonesia, 1945).

To realize the noble purposes of education established in the Republic of Indonesia's Constitution, a specific legislation governing education has been developed. The objective of education held nationally to develop one's talents and mold the character or character and culture of a nation that has dignity to build an enlightened national life is clearly described in Law Number 20 of 2003 concerning the National Education System, notably in Article. Education is also carried out to maximize all the potential possessed by students so that they are able and willing to become a complete human being, by believing in the existence of God, the implication is that the student or someone will have a noble character, physical and psychological health, the ability or knowledge to solve all problems, the ability or knowledge to be independent, which will eventually become a citizen who is responsible for all his action.

According to the findings of this study, every component of education should be aware of its roles and obligations. They, like policy stakeholders, should take suitable measures based on educational requirements, not only because they desire or even want something that looks different from the prior official. This might jeopardize national educational aspirations. Similarly, educational providers at the instructional level must grasp that education is required to obtain a higher standard of living.

Furthermore, a teacher who engages with kids on a regular basis. It is important for him to understand that the success of education and learning is primarily his responsibility. As a result, every instructor must be proficient in each subject. Similarly, the implementation or application of possessed competences should be carried out optimally in order to meet learning goals and even promote the attainment of national educational goals. A teacher is someone who deserves to be "lifted and emulated." That is, kids will observe and copy every facet of a teacher's life.

If every instructor has this knowledge, their performance will naturally improve from time to time. As previously indicated, all instructor activities have a standard of achievement. This accomplishment is known as teacher performance. Supardi (2014) defines teacher performance as a condition that demonstrates a teacher's capacity to carry out his tasks and explains the behaviors shown by the instructor during the learning process.

To achieve good performance, a teacher, of course, need direction, advice, and supervision from officials who are accountable for their performance. Teachers that teach in a school unit are directly responsible to the school leadership, sometimes known as the principal, in educational institutions. According to Mulyasa (2013), the principle is an educational component that has a significant influence in increasing educational quality. As a result, excellent leadership from a school principal may undoubtedly help teachers achieve learning objectives. Furthermore, the principal has adequate power to provide and oversee orders.

According to Permendikbud Number 6 of 2018, school principals have significant tasks and responsibilities. Management, entrepreneurship development, and supervision are examples of these indicators (Kementerian Pendidikan dan Kebudayaan, 2018). It is obvious from this power that the principle has the ability to control the actions of instructors under his supervision through the application of academic supervision. Academic supervision is an effort that can be made to optimize teacher performance; the presence of a principal is expected to assist teachers

in carrying out their duties professionally and being able to overcome problems that arise, with the expected result being that the quality of education is improved or increased (Maralih, 2014).

According to Darmawati, et. al., (2015), principals must have managerial abilities in order to direct and mobilize all available resources in order to achieve organizational goals, namely the achievement of efficiency and effectiveness of learning, so that one of the principal's duties is supervisor, namely supervising the work performed by educators and education staff. It is critical for school principals to act and supervise, because reliable information may be collected through a supervisor and utilized as a guide for adopting ways to increase teacher performance by optimizing their skills. Supervision may be used to manage and lead a group of teachers/staff members, each of whom has certain tasks. Supervisors must guarantee that each teacher can carry out their responsibilities in a cooperative work environment. According to Kompri (2015), supervision is an evaluation conducted by a school principal in order to collect reliable information about instructors' skills.

A school principal should and, in theory, must have sufficient talents or skills to carry out supervision, particularly in the academic sector. Many administrators carry out academic supervision by attending classrooms where learning is taking place and performing unstructured observations of learning implementation. It is then presented as a measurement in the context of academic supervision as a result of this brief observation. Such an interpretation is incorrect since academic supervision is not only visiting the teacher who is conducting learning in the classroom but also beginning an assessment of the completeness of the teacher's learning.

If academic supervision is carried out appropriately, the desired result is a rise in the quality of learning held by instructors. However, a preliminary examination on the item proposed to be investigated by researchers discovered numerous aspects that were highlighted as potentially significant concerns in the application of learning.

The results include the principal's academic supervision being more prominent in the normative element, implying that it is solely confined to the discharge of duty as a leader. The procedure for providing recommendations and following up with supervision was not done adequately. Similarly, some teachers believe that it is important for each principal to understand the characteristics of his subordinates so that they can position themselves as colleagues, not only giving instructions but also being expected to participate in providing direction regarding the completion of the intended instructions. Eventually, the teacher's performance was still subpar, particularly during the pandemic, which necessitated greater competency in the learning process. Learning may be done directly in the classroom, which is unusual, but it is necessary to be able to control other devices by leveraging technology that was previously only marginally understood by instructors.

Another factor that researchers examine is past study, such as that done by Handayani, et. al., (2018), which found that academic supervision can increase teacher performance. Previous study has shown that it is beneficial, thus the researcher believes that these variables can consistently influence teacher performance. The difference is that past studies was conducted under normal settings, but what is happening now is a pandemic. As a result, researchers are interested in assessing the consistency of the data obtained in various circumstances. A narrative titled "the effect of academic supervision and principal leadership on teacher performance during the pandemic" was produced to help concentrate this investigation.

B. Methods

The study was carried out in a public elementary school in Madang Suku III District, East Ogan Komering Ulu Regency. The research will be carried out from June to September 2021. This research uses quantitative methodologies. This was done since the research hypothesis was tested in this study. According to Sugiyono (2017), quantitative research is a study that collects data in the form of numbers or qualitative material that is numbered. According to the description, it is consistent with the prevalent research data in the form of numbers since it is gathered using a research questionnaire instrument that is tabulated based on scores to be examined statistically. This study included 61 participants from 18 public elementary schools in the Madang Suku III District. A total of 155 persons were sampled using the probability sampling approach. Questionnaires, observation, and documentation were used to collect research data. To acquire correct data, the study questionnaire was tested initially, yielding 77 valid statements. The data were analyzed using parametric statistical analysis. As a result, precondition tests such as the normality and heteroscedasticity tests are performed first. The hypothesis was then investigated using simple linear regression (t-test) and multiple linear regression (F-test).

C. Results and Discussion

The academic supervision variable has the greatest value of 85.38 and the lowest value of 76.92, with an average of 80.38 and a standard deviation of 2.124. The greatest value for the principal's leadership variable is 86.92, with a lowest value of 75.38, an average of 80.35, and a standard deviation of 2.516. Similarly, the best score for teacher performance was 84.00, the lowest was 76.80, and the average was 80.12 with a standard deviation of 1.942.

This study was carried out utilizing the proper methodology, namely quantitative research methodologies. The formulation of the problem can be solved using this technique, and the research objectives can be satisfied. This study employs three major variables, two of which are independent and one of which is dependent. This study focused on the effects of academic supervision and principal leadership on teacher performance during the pandemic in SD Negeri Madang Suku III District.

As is well known, every factor in the field of education may have a positive influence on the result generated. Similarly, teachers who structure learning do well. There are several aspects that might impact it, including the presence of academic supervision and excellent principle leadership. This is possible since empirical evidence has been gathered via this research.

Academic Supervision's Impact on Teacher's Performance

The maximum final score received by 3 (three) persons was 85.38, indicating that it falls into the category of extremely competent academic supervision. The research sample's lowest score for the academic supervision variable was 76.92, with as many as 4 (four) persons scoring in the excellent group. It is reported that the value with the highest frequency or the sample with the acquisition of this value is at a value of 79.23, with as many as 10 persons or 16.4% of the whole study sample acquiring this value.

The sample group at SD Negeri 01 Trans Batumarta IX had the highest average score of 84.87, while the sample group at SD Negeri 02 Trans Batumarta X had the lowest average score of 77.69. Essentially, the difference between the greatest and lowest scores is not that big; this is due to the classification of the attained scores, which is still practically the same, namely declaring that academic supervision was carried out successfully. The gap between the greatest and lowest readings, as is well known, is just 7.18. The majority of respondents thought that academic monitoring was done properly.

During the epidemic, there was a substantial association between academic monitoring and teacher performance at SD Negeri Madang Suku III District. This is predicated on achieving an r -count of $0.566 > r$ -table of 0.252 . As a result, it is continued in regression testing, the t -value for the academic supervision variable is $5.276 > t$ -table which is 2.001 , indicating that the alternative hypothesis (H_a) for testing the first hypothesis is accepted, implying that academic supervision has a significant influence on teacher performance during the pandemic in Indonesia. Furthermore, hypothesis testing analysis may be performed by examining the significance value of $0.000 < 0.05$, which indicates that the alternative hypothesis (H_a) for H_1 is accepted.

The correlation coefficient is 0.566 , indicating that the degree of the association between academic supervision and teacher performance at SD Negeri Madang Suku III during the pandemic is 56.6% , which falls into the category of a reasonably significant relationship. The determinant coefficient is 0.321 , indicating that the size of the academic supervision variable's effect on teacher performance during the pandemic at SD Negeri Madang Suku III is 32.1% , indicating a modest influence.

The findings of this study confirm the findings of Jumiatusun (2018), who found that partially academic supervision may offer a beneficial and substantial contribution to the optimization of teacher professional competence. Similarly, Asmawati (2020) discovered that the principal's academic supervision had a favorable and significant impact on teachers' teaching performance. The research of Zulfakar, et. al., (2020) also underlined the need of academic supervision on a regular and ongoing basis in order to maximize teacher effectiveness.

Another study backed by the results is that performed by Budiyo, et. al., (2020), which found that the principal's supervision has a favorable and substantial influence on teacher performance accomplishment. Academic supervision has a favorable impact on student learning activities, as mentioned by Susanti, et. al., (2020). Susanti, et. al., (2021) study found that supervision had a favorable and substantial influence on instructors obtaining optimal performance.

Another point of emphasis is the discovery by Meidiana, et. al., (2020) that the principal's administrative competence and academic supervision may both bring favorable optimization for enhancing teacher performance. According to the many study findings, it is appropriate for every leader to carry out academic supervision in a well-planned manner. This enables the leader to actively participate in attaining great education.

The Impact of School Principal's Leadership on Teacher's Performance

As many as 1 (one) individual received a final score of 86.92 for the principal's leadership. The research sample's lowest score for the principal's leadership variable was 75.38, which

comprised 1 (one) individual in the excellent group. It was reported that the sample attained the value with the highest frequency, namely 79.23 as often as 10 persons or 16.4% of the whole study sample.

The sample group at SD Negeri 01 Surabaya had the highest average score of 85.13, while the sample group at SD Negeri Banding Agung received the lowest score of 76.92. In this study, the gap between the highest and lowest scores for the principal's leadership is fairly large because the highest score earned falls into the very good category for the principal's leadership. As with previous sample groups, the lowest value is included in the good category.

During the pandemic, there was a substantial association between the principal's leadership and teacher performance at SD Negeri Madang Suku III District. This is predicated on achieving an r -count of $0.544 > r$ -table of 0.252 . As a result, regression testing was performed, and the t -value for the principal's leadership variable was $4,977 > t$ -table, which is $2,001$, indicating that the alternative hypothesis (H_a) for testing the second hypothesis is accepted, and thus the principal's leadership has a significant influence on teacher performance at SD Negeri Madang Suku III during the pandemic. Furthermore, hypothesis testing analysis may be performed by looking at the significance value of $0.000 < 0.05$, which indicates that the alternative hypothesis (H_a) for H_2 is accepted.

The correlation coefficient is 0.544 , indicating that the degree of the association between the principal's leadership and teacher performance at SD Negeri Madang Suku III during the pandemic is 54.4% , which falls into the category of a reasonably strong relationship. The determinant coefficient is 0.296 , indicating that the amount of the principal's leadership variable's influence on teacher performance during the pandemic at SD Negeri Madang Suku III is 29.6% , indicating a modest effect.

As with past research, which is supported by the findings of this study. According to Handayani, et. al., (2021), there was a positive and substantial influence of adopting the principal's leadership in a positive and significant way on enhancing teacher performance. As a result, it is advised that every school leader understand the qualities of instructors under their supervision so that they can promote the attainment of higher performance. According to Herry, et. al., (2020), excellent principal leadership can have a beneficial and considerable influence on obtaining more optimum teacher performance.

As a result, every leader must recognize that his role is to lead not only administratively, but also in all circumstances. Leading people to be better, leading instructors to continue to innovate in education, leading every part of education in schools to continue to operate in accordance with their primary tasks and functions, and leading to become future leaders. According to Kartini, et. al., (2020), a leader must be able to master effective communication so that it is easily understood by others. As a result, a leader must comprehend and have supporting abilities in carrying out his key tasks and functions as a leader, in addition to knowing his management leadership.

Academic Oversight and Principal's Leadership Influence Teacher's Performance

The maximum final score obtained for instructor performance is 84.00 by as many as 2 (two) persons, indicating that it falls into the good performance category. The research sample's lowest score for the teacher performance variable was 76.80 , with as many as 3 (three) persons

falling into the excellent group. It is reported that the value with the highest frequency or the sample with the acquisition of this value is at a value of 80.00, with as many as 11 persons or 18% of the whole study sample acquiring this value.

The sample group at SD Negeri 02 Trans Batumarta IX had the greatest average score of 82.20, while the sample group at SD Negeri 03 Trans Batumarta X and SD Negeri Banding Agung had the lowest average score of 77.60. Basically, the difference between the best and lowest ratings is not very important; this is because the values reached are still categorized as the same, meaning that the teacher's performance is good. The gap between the top and lowest scores, as is well known, is just 4.6. The teacher's performance was rated as good by all respondents in this research.

The F-count value is 16,477, and when compared to the F-table value of 3,156, it is clear that the alternative hypothesis for the third test, or that academic supervision and principal leadership together have a significant influence on teacher performance during the pandemic at SD Negeri Madang Suku III District, is accepted. The significance value is 0.000, and when compared to the significance threshold utilized in this study, which is 0.05, it is evident that 0.000 < 0.05, which indicates the alternative hypothesis (H_a) for the third hypothesis is accepted and statistical hypothesis (H_0) is rejected.

The correlation coefficient is 0.602, indicating that the degree of the association between academic supervision, principal leadership, and teacher performance during the pandemic at SD Negeri Madang Suku III is 60.2%, which falls into the category of a relatively close relationship. The determinant coefficient or magnitude of the impact is 0.362, which suggests that the factors of academic supervision and principal leadership had a combined influence of 36.2% on teacher's performance during the pandemic at SD Negeri Madang Suku III District.

Based on the findings of the data analysis, the multiple regression equation for this study was developed, which is $= 35.551 + 0.332 X_1 + 0.222 X_2$. According to how the equation is interpreted, there will be a change in the value of Y if the value of X_1 or X_2 is increased, even if the value is negative. The findings of this study also complement the findings of Hardono, et. al., (2017), who found that excellent principal leadership combined with planned academic monitoring may have a beneficial and substantial impact on teacher's performance accomplishment.

As a result, a leader must be conscious of his or her own leadership. One of them is to carry out academic supervision in a systematic manner, so that there is control over the execution of the primary responsibilities and functions as professionals. If this happens on a regular basis, it will be simpler for teachers to appreciate the accomplishments of their own work and, ultimately, strive to deliver superior performance every time.

D. Conclusion

Based on the results of the data analysis in this study, as well as understanding the discussion described, several conclusions can be drawn in this study, including the fact that academic supervision and principal leadership have a positive and significant effect on performance, both partially and jointly. During the epidemic, instructors at the Madang Suku III District Elementary School. The effect of the two independent factors on the dependent variable is categorized as modest.

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