

The Managerial Skills of Principal and Academic Supervision on Teacher's Performance

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Abstract: Head of madrasa should have managerial abilities since these skills help to concentrate the process of coordinating instruction. To promote the improvement of a madrasa head's administrative abilities, the supervisor arranges academic supervision on a continuous basis in an effort to improve educational quality by improving teacher's performance in executing their professionally. The purpose of this study was to demonstrate the impact of the madrasa principal's administrative abilities and academic supervision held by the supervisor on teacher's performance. As a result, the research was conducted utilizing a quantitative descriptive technique. According to the findings of this study, the madrasa principal's administrative abilities have an influence on teacher's performance in partial testing. Similarly, academic supervision provided by the madrasah supervisor had a good and substantial impact on teacher's performance in partial testing. Concurrently, the factors of management abilities and academic supervision have a favorable and substantial influence on the performance of Madrasah Aliyah instructors in Lempuing District, hence confirming the alternative hypothesis in this study.

Keywords: Managerial Skill, Principal, Teacher's Performance

A. Introduction

The use of information and communication technology in learning must be fully integrated in today's school. This is part of the obligation of the educational world to be able to adapt to the surrounding environment, as well as to increase human resource competency or abilities in living in global competitiveness. The true relevance of such learning activities is the need for educators to be creative and imaginative.

A teacher, for example, is designated as professional personnel and serves as the spearhead of educational achievement via learning success. Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education, as stated explicitly in Government Regulation of the Republic of Indonesia Number 19 of 2017.

(Government of the Republic of Indonesia, 2017). Similar provisions can also be found in Regulation No. 15 of the Ministry of Religion of the Republic of Indonesia.

The teacher's professional description contributes to clarifying the major duties of the instructor; therefore, it is suitable that the implementation of education is dependent on the teacher's success in carrying out learning. As a result, every instructor is expected to maximize his or her performance. Similarly, the teacher's performance is defined as all of the accomplishments of the activities carried out by the instructor throughout a specific time period. About the requirements, you may refer to Law Number 14 of 2005, which stipulates that instructor must organize learning, carry out quality learning processes, and analyze and evaluate learning results in order to carry out their professional tasks. A kind of teacher's performance is the primary task of the instructor as represented in learning activities (Government of the Republic of Indonesia, 2005).

Teachers require synergy with each other supporting factor to reach peak performance. That is the case with the madrasah's head as a stakeholder who is directly accountable for planning the teacher's learning while at school. As a result, a madrasa head must be certified in educational administration. Managerial competencies or managerial skills are management competencies.

A school autonomy system has been adopted, particularly in recent years, through school administration implementation. That is, each madrasa head has the ability to carry out educational activities deemed essential with clear indicators in order to avoid violating the norms above them. According to Syarafuddin (2008), giving school heads autonomy to arrange education is part of an integrated education management process, as is the notion of education management, so that they may optimally empower all available resources to meet the educational goals that have been specified.

The provision of this power is supposed to optimize all current resources in the school, allowing it to become a quality school capable of producing the outcomes demanded by its period. As is well known, the madrasah head serves as a manager and must be able to use this job to manage and improve educational quality through the execution of management functions inherent in him. According to a Purnama (2016), managerial competence is the most important ability required for a school principal in order to maximize the implementation of school-based management.

Karweti's point of view (2010) A management skill for a school unit leader is a device or set of skills in a technical sector that a leader must learn in order to carry out responsibilities as a school manager and use all available resources to achieve school goals effectively and efficiently. As a result, a madrasa principal must be proficient in or have managerial abilities. By these abilities, the madrasa head may organize, align,

and optimize the empowerment of available resources. In general, managerial abilities refer to the execution of management duties, such as creating solid agenda plans, grouping tasks, responsibilities, and authority, and becoming a leader who can control and regulate each stage.

In addition to the function of managerial abilities in a madrasa head, authorities above him supervise him. Such oversight at educational institutions is referred to as supervision, particularly in the field of education administration, primarily academic supervision. In this study, supervision referred to the supervision provided by the madrasah supervisor. As the major duty and function of his responsibility is to oversee, lead, and develop the execution of education.

This is done in stages in order to optimize the implementation of education, with the expectation that it would result in higher quality education that is meaningful. Academic supervision by the madrasah supervisor will aid in the correction procedure if a mistake occurs during the ongoing process. Numerous studies have found that implementing academic monitoring has an impact on teacher's performance. According to Budiyo, et al., (2020), the school principal's supervision can have a good and considerable influence on teacher's performance.

As a result, investigations focusing on these two critical features of educational delivery to investigate their influence on teacher's performance are extremely feasible. Another factor that researchers are concerned about is the outcome of a preliminary investigation on the subject of research. That the headmaster's judgment of managerial abilities is a type of educational planning that is restricted to financial and administrative management. In reality, appropriate managerial abilities include the ability to manage education as a whole, from developing educational programs to assessing the success of each plan developed. Such a perspective is a mistake that leads to a lack of thorough system integration, which should be carried out by a madrasa head.

Similarly, there is still a belief among education components in schools that madrasah supervisors just carry out administrative procedures when it comes to academic supervision. While academic supervision carried out by the madrasa supervisor is one of the key tasks and functions related to their job, and is carried out in the framework of maximizing the educational process that takes place at the madrasa, which is part of their duty.

According to the descriptions of the previous research, there are several significant factors to consider in order to maximize teacher effectiveness. As previously stated, in order to assess teacher effectiveness, certain requirements must be met (Leniwati & Arafat, 2017). Addressing the standards for assessing teacher's performance, the accomplishment of educational, personality, social, and professional competences has

been stressed in the Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 137 of 2014. According to Gibson (2002), numerous factors can impact teacher effectiveness, including the traits associated with the individual concerned, willingness to do the job, and support from the organization or agency or the surrounding environment.

According to this definition, the administrative abilities of a madrasa head, backed up by the application of academic supervision, fall within the category of support from institutions, particularly schools. As a result, it is considered that enhancing teacher's performance may be accomplished by paying attention to these two factors and ensuring that they function as smoothly as they should.

A preliminary investigation was done by the researcher to support the research proposal. According to the preliminary study's findings, numerous teachers did not have comprehensive learning resources prepared when the academic year began. Learning tools should be available and clearly documented because they are connected to the learning implementation that should be operating. The findings indicated that the teacher's performance was not ideal, thus it is vital to investigate the factors that may be used to improve teacher's performance.

Additional early research has revealed that another implication of non-optimization of teacher's performance is the implementation of learning that becomes unstructured, resulting in low accomplishment of student learning outcomes. As a result, as professionals, teachers should be able to correctly organize learning in order to boost performance as it should. The research efforts are a form of assessing and maximizing the function of the madrasah head in carrying out his administrative tasks and organizing proper academic supervision, with the aim that teacher's performance would improve over time.

Based on this description, the researcher believes that it is important to conduct a study to confirm the impact of the managerial skills of the madrasa head and academic supervision on teacher's performance. In order for the research to be more focused and not biased, the title *The Managerial Skills of Principal and Academic Supervision on Teacher's Performance* is formulated.

This article formulates the problem, is there an influence of the managerial skills of the madrasa principal on teacher's performance? Is there any influence of academic supervision by the madrasa supervisor on teacher's performance? Is there an effect of the managerial skills of the madrasa principal and academic supervision by the madrasa supervisor together on teacher's performance?

B. Methods

The correlational quantitative research approach was applied in this study. According to Arikunto (2013), correlational quantitative research seeks to investigate whether there is a link between data or numerous factors. The research was focused on three primary factors in this study. Two independent variables and one dependent variable make up the variables.

Teachers and madrasah heads from Madrasah Aliyah in the Lempuing District participated in this study. In this research, the total population was 171. As a result, with sufficient sampling, the whole population may be employed for study. According to Arikunto (2013), if the population is smaller than 100, it should be utilized solely as a research sample. If the number of samples is more than 100, however, samples representing the features of the population can be employed. As a result, the samples in this study were gathered using purposive sampling approaches, which involves taking samples based on the needs of the researchers while still paying regard to population representativeness. There were 85 principals as sample involved in the study's implementation.

In this study, questionnaires and documentation approaches were employed to collect data. Inferential statistics are used in this study's data analysis approach. Inference is a process that results from logical conclusions drawn from known or presumed to be true premises. Inference Statistics is used to draw conclusions about a collection of data derived from a sample (Kasmadi & Sunariah, 2013).

D. Results and Discussion

The Influence of Head of Madrasa Administrative Abilities on Teacher's Performance

The responder received the highest score of 97.78 for his impression of the madrasa head's managerial qualities. Respondents received the lowest possible score of 72.59. The highest score obtained by research participants was 78.52, with a total of 13 (thirteen) persons or 15.3% participating. If we categorize the managing abilities of madrasah principals, we can see that only 6 (six) persons believe that their managerial skills are extremely excellent, while the remainder believe that their managerial skills are good.

The sample average at MAS Al Aqidah Kuta Pandan was 83.00, which was higher than the other sample groups, as was the case with the sample's lowest average score, 77.68, at MAS Miftahi Huda Tugu Agung. The difference between the two sample groups was deemed to be insignificant since the two mean values were still included

in the same category that the madrasah principal's managerial abilities were in the good category. The gap between the greatest and lowest values is only 5.32.

According to the correlational test, there was a substantial association between the madrasah head's administrative abilities and the performance of Madrasah Aliyah instructors in Lempuing District. Similarly, in regression testing, the t-count value is 7.203 and the significance level is 0.000. According to its significance value, the alternative hypothesis for the first hypothesis is declared accepted, implying that the madrasa principal's administrative abilities have a positive and substantial impact on the performance of Madrasah Aliyah instructors in Lempuing District. This statement is consistent with the testing criteria, which specify that the alternative hypothesis (H_a) is accepted if the significance level is 0.05. $t\text{-count} = 7.203 > t\text{-table} = 1.989$ also indicates that the alternative hypothesis (H_a) for the first hypothesis is accepted.

The correlation value of 0.620 represents a 62.0% association and falls into the category of a rather tight relationship between the administrative abilities of the madrasah head and the performance of Madrasah Aliyah instructors in Lempuing District. If the test is only partially administered, the coefficient of determination or magnitude of effect is 0.385, indicating that 38.5% of the madrasah principal's administrative abilities have an influence on the performance of Madrasah Aliyah instructors in Lempuing District. The remaining 61.5% is impacted by factors not investigated in this study.

This study got a regression equation = $40.691 + 0.492 X_1$ from the analysis findings. Based on these findings, this study lends credence to various earlier studies done by Sopiah and Herman (2018), which found that school administrators' administrative abilities had a beneficial influence on teacher competency. Similarly, Karweti (2010) found that school administrators' administrative qualities had an impact on teacher's performance. Astuti, et al., (2020) affirms these findings, stating that managerial skill has a favorable and substantial influence on the quality of implementing school-based management.

The Effect of Academic Supervision by Madrasah Supervisors on Teacher' Performance

The sample or responder had the highest score of 85.3, while the lowest score was 77.04 for academic supervision by the madrasah supervisor. The lowest score is also the maximum earned by research participants, namely seventeen persons or 20%. Just three of the numerous respondents in this survey reported that the execution of academic supervision by supervisors had achieved the very good category. The others felt that the supervision provided by the madrasah supervisor was of high quality.

MAS Al Aqidah Kuta Pandan had the best score of 82.04, while MAS Miftahul Huda Tugu Agung received the lowest score of 78.65. In general, the gap between the

greatest and lowest scores is just 3.39. While the value interval at each school contained in the category of academic supervision by the supervisor is claimed to be good, this value does not convey a distinct meaning to this achievement.

The correlation test revealed a substantial association between madrasah supervisors' academic supervision and the performance of Madrasah Aliyah instructors in Lempuing District. Similarly, the t-count value in the regression test is 7.279 and is significant at 0.000. According to the significance value, the alternative hypothesis for the second hypothesis is declared accepted, indicating that the academic supervision of the madrasa supervisor has a positive and substantial impact on the performance of Madrasah Aliyah instructors in Lempuing District. This statement is consistent with the testing criteria, which specify that the alternative hypothesis (H_a) is accepted if the significance level is 0.05. $t\text{-count} = 7.279 > t\text{-table} = 1.989$ also indicates that the alternative hypothesis (H_a) for the second hypothesis is accepted. The correlation coefficient of 0.624 is interpreted as a magnitude of 62.4% and falls into the category of a moderately significant association between academic supervision of madrasa supervisors and the performance of Madrasah Aliyah instructors in Lempuing District. If the tests are conducted individually, the coefficient of determination or size of impact is 0.390, indicating that 39.0% of the academic supervision of the madrasa supervisor has an influence on the performance of Madrasah Aliyah instructors in Lempuing District. Other factors not addressed in this study impact the remaining 61%.

The regression equation $= 23.740 + 0.701 X_2$ is created based on the study's data analysis results. The findings of this study also confirm prior research, as mentioned by Alpian, et al., (2020), that academic supervision has an influence on the quality of instructing teachers. Similarly, Mardalena, et al., (2020) discovered that academic supervision can have a positive impact on teacher's performance.

Therefore, it would be better if the implementation of academic supervision was held on a scheduled basis. Likewise in the process, it should be done well, namely by paying attention to all aspects that should be supervised. Not just a release of responsibility or in the formality of supervision.

The Influence of Head of Madrasa Administrative Abilities and Academic Supervision by Madrasah Supervisors on Teacher's Performance

A total of twelve research participants or those with the greatest number of other scores got a final score of 80.77. The greatest score recorded for the teacher's performance variable was 90.77, which was included in the very good performance category, and the lowest score was 74.62, which was included in the good performance category. If the results are studied further, only three persons have extremely high

performance, as their accomplishment score surpasses 85.0. The others fall within the category of excellent performance.

MAS Al Aqidah Kuta Pandan had the best score of 82.54, while MAS Miftahul Huda Tugu Agung received the lowest score of 77.32. In theory, the gap between the top and lowest scores on the teacher's performance variable has no additional significance. This is due to the fact that the value acquired is still included in one category, namely that the teacher's performance is excellent.

The regression test obtained an F-count value of 44.986, and when compared to the F-table of 3.108, it is clear that the alternative hypothesis for the third test is stated to be accepted, or that the madrasa principal's managerial skills and the academic supervision of the madrasa supervisor have a positive and significant influence on the performance of Madrasah Aliyah teachers in Lempuing District. More specifically, the Sig value in the test is 0.000, and when compared to the significance level used in this study, which is 0.05, it is clear that 0.000 < 0.05, which means that the alternative hypothesis (Ha) for the third hypothesis is stated accepted and the statistical hypothesis (H0) is rejected.

The correlation coefficient is 0.723, indicating that the magnitude of the relationship between the madrasa head's managerial skill variables and the academic supervision of the madrasa supervisor, as well as the performance of Madrasah Aliyah teachers in Lempuing District, is 72.3% and falls into the category of close relationship. The size of the effect is 0.523, which suggests that the administrative abilities of the madrasa head and the academic supervision of the madrasa supervisor have a combined influence of 52.3% on the performance of Madrasah Aliyah instructors in Lempuing District. The impact of the two independent factors on the dependent variable is classified as moderately strong.

The regression equation $\hat{Y} = 15.341 + 0.330 X_1 + 0.476 X_2$ is derived from the data analysis findings. The findings of this study also support the findings of Meidiana et al. (2020) that there is a significant effect of the school principal's managerial competency on teacher's performance; there is a significant effect of academic supervision on teacher's performance; and there is a significant effect of the school principal's managerial competency and academic supervision on teacher's performance. As a result, this study demonstrates the consistency of the independent variable's influence on the dependent variable.

E. Conclusion

The managerial abilities of the madrasa head have a favorable and significant influence on the performance of Madrasah Aliyah instructors in Lempuing District. The effect of the management ability variable on teacher's performance is in the low

category, namely 38.5%, with the remaining 61.5% influenced by other factors not investigated in this study. The academic supervision of the madrasa supervisor has a good and substantial influence on the performance of Madrasah Aliyah instructors in Lempuing District. The effect of the madrasa supervisor's academic supervision variable on teacher's performance is 39.0%, with the remaining 61% influenced by other factors not investigated in this study.

There is a favorable and considerable effect on the performance of Madrasah Aliyah instructors in Lempuing District on the administrative abilities of the madrasa head and the academic supervision of the madrasa supervisor. The effect of the madrasa head's administrative skill variables and the academic supervision of the madrasa supervisor on teacher's performance is rather strong, at 52.3%, while the remainder is influenced by other factors that have not been investigated at this time.

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