

## **The Influence of Principal's Academic Supervision and Work Environment on Teacher's Performance**

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**Abstract:** This study aims to determine the effect of the Principal's Academic Supervision and the work environment on the performance of SMK teachers in Mesuji District. This type of research is quantitative research with a research design using an ex post facto research design. The sample in this study is a total of all SMK teachers in Mesuji District, consisting of 100 teachers. Data collection technique using a questionnaire. Data analysis techniques using quantitative descriptive analysis techniques, and multiple regression. The results of this study state that 1) there is a significant effect of Principal Academic Supervision on the performance of SMK teachers in Mesuji District; 2) there is a significant effect of the work environment on the performance of SMK teachers in Mesuji District; 3) there is a jointly significant effect of the Principal's Academic Supervision and the work environment on the performance of SMK teachers in Mesuji District.

**Keywords:** Principal's Academic Supervision, Teacher's Performance, Work Environment

### **A. Introduction**

Education is the key to developing a nation. Without education, humans seem to be in a closed room, and with education a person will find himself in a room with all windows open to the outside world (Olaleye & Oluremi, 2013). In the implementation of teacher education is the key holder for the development of a nation. The teacher is a determinant of the success or failure of a nation and is considered the most powerful agent of social change (Thakor et al., 2014).

One of the interesting aspects to study from the figure of a teacher is the performance aspect, because according to the teacher's performance is the most important input in the implementation of education. Prawirosentono suggests that performance is the result of work that can be achieved by a person or group of people within an organization, according to their respective authorities and responsibilities (Sutrisno, 2011).

Teacher's performance is a very important thing in efforts to achieve the goals of school institutions, because performance is a real behavior that is displayed by everyone as work performance produced by the teacher according to his role in educational institutions. To be able to perform well, teachers must have the ability to work. He must have the motivation, capacity or skills to work (personality, abilities and skills) in accordance with the characteristics of the work for which he is responsible (Umstot, 2014).

The facts show that teacher performance is still not optimal. It was found that teachers did not make Learning Implementation Plans (RPP), ignored the completeness of teacher administration, gave assignments without face-to-face processes, used monotonous models and methods, and evaluated learning that was not optimal. Given the importance of teacher performance in education, efforts are needed to improve teacher performance. Efforts to improve teacher performance must of course be supported by increased competence. Competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by teachers in carrying out professional tasks (Janawi, 2013).

Competence is one of the factors that affect teacher performance because if the work assigned to a teacher is in accordance with ability, then he will work seriously and have good discipline to do it. But if the work is beyond their capabilities, then sincerity and discipline are low (Hasibuan, 2011).

There are several factors that can improve teacher performance, including the leadership of the school principal. The role of the school principal in carrying out academic supervision is one of the efforts in conducting supervision and coaching to improve the quality of learning through continuous improvement of teacher performance (Usman, 2015).

Supervision of school principals aims to improve the quality of teaching, knowledge, motivation as well as improving the quality of teachers in carrying out their duties. In accordance with the function of the principal besides being a leader, he is also an educator, manager, administrator, supervisor, leader, innovator and motivator (Mulyasa, 2010).

The statement above is supported by research conducted by Purbasari (2015) with the results of the research showing that between the two research variables has a positive relationship with a value of 75.977, this positive relationship can be interpreted that the increasing the quality of the implementation of academic supervision, the teacher's performance is also increasing. in learning activities. The relationship between the effect of academic supervision on teacher performance in learning is shown by a percentage of 23.2%. Recommendations based on the results of the research are that

in the implementation of academic supervision, school principals must pay more attention to aspects of implementing supervision, whereas in terms of teacher teaching performance, teachers must further improve their performance, especially in the aspect of learning evaluation and following up on student assessment results (Purbasari, 2015).

Supervision activities should be carried out continuously whether requested or not, because supervision is not an activity to spy on teachers but rather as assistance provided to improve teaching-learning situations. Improving teaching and learning situations is interpreted broadly not only as curriculum development, improvement of PBM and teacher development, but improvement of teacher motivation and morale. Therefore, supervision services are sought to reach all teachers and are provided individually (Sahertian, 2011).

Considering the importance of improving the quality of learning, school principals have a dominant role in these improvement efforts. There is a close relationship between the quality of school principals and various aspects of school life such as school discipline, school cultural climate and decreased student naughty behavior. Development The professional abilities of elementary school teachers are the responsibility of the school principal. The school head is responsible for organizing educational activities, school/elementary school administration, coaching other education staff and the utilization and maintenance of facilities and infrastructure. The academic and non-academic achievements of elementary schools are also determined by the school supervisor base (Supardi, 2013).

Teacher's professionalism is focused on meaningful learning for students. Permendiknas number 41 of 2007, that learning must meet process standards including planning the learning process, implementing the learning process, evaluating learning outcomes for the implementation of an effective and efficient learning process (Permendiknas No 41, 2007).

The statement above is supported by the results of research which stated that Teacher Professionalism, Training, and Teacher Achievement affect the Quality of Education. Then the results of research conducted by Fransiska (2016) stated that there is an influence of Competence Professional Teachers who are positive and significant to the Quality of the Learning Process. From the results of the *product moment* correlation analysis, it was stated that there was a significant relationship between Teacher Professional Competence and the Quality of the Learning Process (Syaifulloh & Pranoto, 2017). The purpose of academic supervision is to provide guidance especially to teachers so that they can improve their ability to develop the ability to manage learning better (Bafadal, 1992). Furthermore, Bafadal (1992) suggests that the stages of supervision are 1) identifying problems; 2) diagnosis of the cause of the problem; 3)

developing an activity plan; 4) carry out planned activities; 5) review the implementation of supervision activities (follow-up) (Bafadal, 1992).

The above statement is supported by the results of research conducted by Suwartini (2017) which shows that: 1) There is a positive and significant influence of the school principal's academic supervision on the quality of education of 30.9%. This implies that the better the academic supervision of the principal, the better the quality of education; 2) There is a positive and significant influence between teacher professionalism on the quality of education of 20.2%. This means that the better the professionalism of the teacher, the better the quality of education; 3) There is a jointly positive and significant influence between the academic supervision of school principals and teacher professionalism on the quality of public elementary school education in Purwakarta Regency by 36.3%. It implies that the better the academic supervision of the principal and the better the professionalism of the teachers, the better the quality of education (Suwartini, 2017).

Thus, academic supervision and teacher performance have a very important role in determining the quality of learning. Through academic supervision activities carried out by school principals, teachers are expected to be able to always strive to improve the quality of teaching and learning innovate in classroom management. The factors affecting the quality of learning include 1) student motivation; 2) teacher motivation; 3) teacher competence and 4) school environment (Suhadi et al., 2014). Then Deming (1982) describes that the quality of learning is influenced by several factors, namely systems, knowledge, variations and parties involved in the learning process.

Another factor that affects teacher performance is the work environment. Supporting working conditions are needed, namely a comfortable working environment for them. A good working environment will facilitate them to work better too. They prefer physical conditions that are not dangerous or comfortable. In addition, most prefer relatively close workplaces (Usman, 2015).

The work environment in schools is influenced by the quality of leadership, levels of trust, mutual communication, feelings of doing useful work, responsibility, fair incentives (Supardi, 2013). The first thing that must be attempted to improve teacher performance is to ensure that teachers can carry out their duties in a condition that meets the requirements (Barnawi & Arifin, 2015). Thus, teachers can carry out their duties without experiencing tensions or in other words the government must provide a good working environment for teachers. If the work environment at school is fun, it will stimulate teachers to have the responsibility to carry out their duties and obligations properly and happily (Supardi, 2013).

This research was conducted in Vocational High School Mesuji District. Based on initial observations made by researchers on May 20 2022, it is known that the performance of Mesuji Vocational High School teachers is not in good condition based on the findings of researchers through preliminary observations which state that 1) teachers have not been able to design lesson plans that suit the abilities of students in class. This is necessary to shape the learning process, and create a learning process that is educational as well as creative and interactive; 2) the provision of inadequate teaching media causes the interactions that occur between teachers and students in the teaching and learning process to become passive; 3) the lack of teacher ability in mastering information and communication technology, especially for some elderly teachers, as well as the lack of teacher participation in professional development activities that should be followed at school. So that the teacher's ability to determine how to deliver material and manage teaching and learning interactions will be greatly reduced. This competence is not maximal, it is an indicator of teacher performance not in accordance with what is expected.

Regarding the academic supervision carried out by the principal of the SMK school, it has not run optimally towards improving the quality of learning. Where the implementation of academic supervision carried out by the school principal is still administrative in nature and does not touch on aspects of teacher development which certainly has an impact on efforts to improve the quality of learning. Another problem encountered by researchers is that teachers are also not open in the supervision process and teachers tend to be more prepared during monitoring than when their performance appraisal is not monitored. One of the reasons for the low performance of teachers is because the assessment of teacher performance through the academic supervision of school principals is still not optimal, so teachers only prepare and make improvements based on certain substances or components (Danim, 2015).

This situation is in accordance with the existing reality conditions, that teacher performance assessment instruments are still limited in certain substances, moreover in that substance is an accumulation of several components that should be assessed separately. As a result, teachers in improving their performance are limited in limited substance as well.

The results of preliminary observations conducted by researchers stated that most SMKs in Mesuji District did not yet have a good work environment, this can be seen from among others: 1). Some schools do not yet have a teacher's room or teacher's room and administration; 2). Teachers do not yet have their own desks; 3). They do not yet have learning media and practical tools so that teachers have difficulty delivering vocational subject matter.

The academic supervision of school principals at SMKs in Mesuji District is still limited to assessing the completeness of administration of learning planning and class observations without any assessment and follow-up of the results of the principal's supervision. This is considered by researchers to have an effect on improving teacher performance in SMKs throughout Mesuji District. The results of preliminary observations made by researchers can be used as an initial basis for researchers to conduct further research with the title *The Influence of Principal's Academic Supervision and the Work Environment on Teacher's Performance in Vocational Schools in Mesuji District*.

## **B. Methods**

This type of research is quantitative research. Quantitative research is a research approach that requires a lot of numbers, starting from data collection, interpretation of the data, and the appearance of the results (Arikunto, 2010). This research method uses the partial correlation method, partial correlation is used for analysis or hypothesis testing if the researcher intends to determine the influence or relationship of the independent and dependent variables, where one of the independent variables is controlled (fixed) (Sugiyono, 2012). *Ex post facto* research design is research that aims to investigate events that have occurred and then trace back to find out the factors that led to these events (Danim, 2015). The study consisted of two independent variables, namely Principal Academic Supervision ( $X_1$ ), work environment ( $X_2$ ), while the dependent variable was Teacher performance ( $Y$ ). Quantitative data collection analysis has been performed.

The population in this study were all 131 vocational school teachers in Mesuji district. The sampling technique in this study uses *probability sampling technique*. Sugiyono explains that *probability sampling* is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample. Determination of the number of samples is done by means of calculations using the *Slovin Formula*. The formula is used to determine the sample size at a level of 5%. Based on the calculation above, the sample obtained was 100 respondents. The number of samples obtained was then divided into all schools so that the determination of the number of samples in each school had the same proposition.

Data collection techniques in this study were carried out using questionnaires, observations and documentation. Data collected by using the Likert scale model (Sugiyono, 2012). The analytics methodology included simple regression and linear regression with SPSS For Windows version 22.0.

### C. Results and Discussion

#### The Influence of Leadership on the Performance of SMK Teachers in Mesuji District

The relationship model of the school principal's academic supervision to the work environment is expressed in the form of a regression equation  $Y = 8.345 + 0.429 X_1$ . The significance test of the regression equation can be presented in the following table.

**Table 1. Principal Academic Supervision Hypothesis Test Against the Performance of SMK teachers in the Mesuji District**

Coefficients a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1 (Constant)	8,345	6037		1,382	.170
Principal Academic Supervision	.429	085	.425	5023	.000
Work environment	.486	099	.417	4,929	.000

Based on the simple regression test above, the t-count value is 5.023 > the t-table price is 1.660 where the t-count price is greater than t-table, so  $H_0$  1 is rejected, so there is a significant influence between leadership on the performance of SMK teachers in Mesuji District.

#### The Influence of the Work Environment on the Performance of SMK Teachers in the Mesuji District

The model of the relationship between school work environment and teacher performance is expressed in the form of a regression equation  $Y = 8.345 + 0.486 X_2$ . The significance test of the regression equation can be presented in the following table.

**Table 2. Hypothesis Test of the Effect of the Work Environment on Performance of SMK teachers in Mesuji District**

Coefficients a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1 (Constant)	8,345	6037		1,382	.170
Principal Academic Supervision	.429	085	.425	5023	.000
Work environment	.486	099	.417	4,929	.000

Based on the significance test of the work environment variable on the performance

of SMK teachers in Mesuji District, it was obtained that the t value was  $4.929 \geq$  the t table price was 1.660 where the t calculated price was greater than t-table then  $H_0$  2 was rejected, so that there was a significant influence between the work environment on performance teacher of SMK in Mesuji District.

### The Joint Influence of Leadership and Work Environment on the Performance of SMK Teachers in the Mesuji District

Based on the results of the multiple regression test, the constant value of the regression equation ( $a$ ) is 11,290 and the coefficient value of the independent variable ( $b_1$ ) is -0.019 and the value ( $b_2$ ) is 0.825, so the regression equation is obtained as follows.  $Y = 8.345 + 0.429 X_1 + 0.486 X_2$ .

Teacher performance has increased positively through the principal's academic supervision and teacher performance. To find out the truth of hypothesis testing, a simultaneous test was carried out using the F test to determine the effect of leadership and work environment variables on teacher work discipline variables. The test criteria are as follows. If the probability value (significant)  $< 0.005$ , then  $H_0$  3 is rejected. If the probability value (significant)  $> 0.005$ , then  $H_0$  3 is accepted. Then for the F test, the test criteria are as follows.  $H_{a4}$  is accepted if  $F_{count} > F_{table}$ .  $H_{04}$  is accepted if  $F_{count} \leq F_{table}$ . The results of multiple regression analysis can be seen in the following table.

**Table 3. Results of Multiple Regression analysis**

ANOVA a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2193070	2	1096535	65,443	.000 b
	residual	1625,290	97	16,756		
	Total	3818.360	99			

From the Anova test above, obtained F count of 65.443 with a significance level of  $0.000 <$  probability value  $\alpha$  0.05 while F table corresponds to a significance level of 0.05 (2.98) of 3.09 so  $F_{count} > F_{table}$  ( $65.443 > 3.09$ ) so that  $H_0$  3 is rejected, meaning that there is a jointly significant influence between the academic principal's supervision and the work environment on the performance of SMK teachers in Mesuji District. To find out how much influence the independent variables have on the dependent variable simultaneously, it can be seen in the following model summary table. Outcomes of the multiple regression analysis can be seen in the table below:

**Table 4. The results of multiple regression analysis School culture and organizational commitment to teacher performance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3361.897	2	1680.948	57.521	.000 <sup>b</sup>
	Residual	1957.946	67	29.223		
	Total	5319.843	69			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), School culture, Organizational Commitment

Based on the table, it can be obtained that the *R square* value is 0.574, thus the termination coefficient is 57.4% so that it can be concluded that the influence of leadership and work environment on the performance of SMK teachers in Mesuji District is 57.4% and the remaining 42.6% is influenced by other factors not examined in this study.

Based on a simple regression test, the t-count value is 5.023 > the t-table price is 1.660 where the t-count price is greater than t-table, so  $H_0$  is rejected, so there is a significant influence between the principal's academic supervision on the performance of SMK teachers in Mesuji District. This shows that the principal's academic supervision factor plays a role in the teacher's performance. 1) plan supervision according to teacher needs; 2) supervising the proper technique; 3) follow up on the results of supervision; 4) develop performance standards for educational programs that can be measured and assessed; 5) able to monitor and evaluate performance with appropriate techniques; 6) prepare reports in accordance with standard monitoring and evaluation reports.

Based on the significance test of the work environment variable on the performance of SMK teachers in Mesuji District, it was obtained that the t value was 4.119  $\geq$  the t table price was 1.660 where the t calculated price was greater than t table then  $H_0$  was rejected, so that there was a significant influence between the work environment on performance teacher of SMK in Mesuji District. The results of this study state that the work environment, both the physical and non-physical environment of the school influences efforts to improve teacher performance. The more conducive the school work environment, the more teacher performance will be improved. The results of this study are supported by the results of research conducted by Lubis (2020); Manik & Syafrina (2018); Nugraha (2020) there is an effect of the work environment on teacher performance.

From the Anova test, it was obtained that F count was 65.443 with a significance level of 0.000 < probability value  $\alpha$  0.05 while F table corresponded to a significance level of 0.05 (2.98) of 3.08 so F count > F table (65.443 > 3, 09) so that  $H_0$  is rejected, meaning

that there is a jointly significant influence between the academic supervision of the school principal and the work environment on the performance of vocational school teachers in Mesuji District. Based on the *R square* value of 0.574, the termination coefficient is 57.4% so that it can be concluded that the influence of the school principal's academic supervision and work environment on the performance of SMK teachers in Mesuji District together is 57.4% and the remaining 42.6 %. The results of this study indicate that the academic supervision of school principals and the work environment have a positive and significant effect on the performance of teachers of SMKs in Mesuji District. The results of this analysis are supported by research from Pujianto et al (2020); Handayani et al (2018); Suharto (2018) which states that there is an influence of the school principal's academic supervision and the work environment on teacher performance.

#### **D. Conclusion**

Based on data analysis and hypothesis testing, the following conclusions can be drawn: 1) there is a significant influence between leadership on the performance of SMK teachers in Mesuji District; 2) there is a significant influence between the work environment on the performance of SMK teachers in Mesuji District; 3) there is a jointly significant influence between leadership and the work environment on the performance of SMK teachers in Mesuji District.

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