

## **The Influence of The Principal's Supervision and Teacher's Pedagogical Competence on Teacher's Performance**

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**Abstract:** This study aims to examine 1) the effect of principal supervision on teacher performance 2) the effect of pedagogic competence on teacher performance, and 3) the effect of principal supervision and teacher pedagogic competence together on teacher performance in schools. The method used in this research is quantitative. The data collection tool uses observation, questionnaire and documentation methods. Data analysis using data regression. The results of the study stated that 1) there was a significant influence between the principal's supervision value on teacher performance, 2) there was a significant influence between the value of teacher pedagogic competence on teacher performance, meaning that teacher performance is influenced by teacher pedagogic competence, and 3) there was a significant influence between principal supervision and pedagogical competence on teacher performance scores, statistically the data used proves that all independent variables. The conclusion from this study is that in improving teacher performance it is necessary to have school principal supervision and pedagogical competence.

**Keywords:** Pedagogic Competence, Performance, Supervision.

### **A. Introduction**

In facing the current era of global competition, efforts to improve the quality of human resources through education have become one of the main issues faced by all countries. Because of this, quality education is needed to improve the quality of human resources by emphasizing aspects of competency that are based on, and oriented towards life skills (Kooli & Abadli, 2022). Law No. 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education paths in basic education and secondary education. Therefore, efforts are needed to improve the quality of education which is influenced by the level of teacher performance in carrying out their main tasks and functions at school.

To realize teacher performance that is in line with expectations, professional school principal leadership is needed. This is in line with the results of research conducted

by Kartini et al., (2020) which states that the supervision of school principals has a positive and significant impact on teacher performance, so that principals as part of a school system have a strategic position in directing and supporting teacher activities in student learning. The principal is the leader of the school organization who has a very important role in improving teacher performance. The leadership role of the school principal is very useful in supporting the creation of quality professional teacher performance in schools. Principal supervision can be controlled through a monitoring and coaching system that is implemented through eliciting supervision activities.

The leadership role of the school principal is very useful in supporting the creation of quality professional teacher performance in schools. Supervision of school principals can be controlled through a monitoring and coaching system that is implemented through supervision activities to generate higher enthusiasm so as to encourage educational staff to act productively. Through the utilization of the supervisory function, school principals can provide services in a professional manner to improve the quality of education through increasing teacher discipline.

In a more operational view, Jahanian & Ebrahimi, (2013) states that supervision at the school level should refer to the following principles: (1) lead to efforts to improve teacher performance; (2) is a function of the individual characteristics of the teacher; (3) includes aspects of attitude, desire, ability, motivation, and; (4) exploit the power of the environment. In the narrative presentation, Jahanian & Ebrahimi, (2013) states that supervision is an effort to help and serve teachers through the creation of a conducive environment for the stages of quality knowledge, skills, attitudes, discipline, and meeting the needs and welfare of teachers so that they have the will and ability to be creative and try to improve themselves in order to improve quality teaching and learning process to achieve educational success.

Jahanian & Ebrahimi, (2013) show that educational supervision activities are one way of coaching teachers, having a strategic position in efforts to improve teacher performance. Because of this, various efforts to improve and improve the curriculum related to supervision are carried out by the government. The methods used include: (1) refining and improving the curriculum with supervision guidelines, (2) upgrading and supervision training for school principals and supervisors, then (3) adding supervision facilities and systems. Through these various efforts it is hoped that supervision in schools, especially elementary schools, can be carried out in a professional manner and leads to the right goals, namely fostering performance, personality, personality aspects, work environment, and teacher's sense of responsibility.

Supervision activities can realize their function as a process of improving teacher quality through activities that emphasize self-realization, self-growth, and self-development. This development is based on activities to help improve and grow the abilities, attitudes, skills and knowledge of members (Nurhayati et al., 2022). Under such coaching conditions, it is hoped that teachers will have competencies that lead to increased performance. From the description above, it can be drawn that more optimal efforts are needed to increase the role of schools in efforts to educate students, one of which is optimizing the supervision of school principals, increasing teacher competence as educators so that it leads to more optimal improvement of teacher work. This is what prompted the researcher to conduct this research. Researchers conducted quantitative research on the results of initial observations that had been made by researchers. Thus, based on what has been described, the researcher will examine under the title the effect of the supervision of the school principal and teacher pedagogic competence on performance in public high schools/vocational schools in the Tanjung Lubuk district.

## **B. Methods**

This research was conducted in high schools/vocational schools in Tanjung Lubuk district using a quantitative approach. Data collection techniques using observation techniques, questionnaires and documentation. The respondents of this study were all State High School/Vocational High School teachers in Tanjung Lubuk District, OKI Regency. Data collection techniques used interview techniques, observation and documentation. The essence of this study is to analyze the influence of the principal's supervision on teacher performance, the influence of pedagogical competence on teacher performance, and the influence of principal supervision and teacher pedagogic competence together on teacher performance in SMA/SMK in the Tanjung Lubuk sub-district, OKI Regency.

Data analysis uses quantitative data. According to Ahmad et al., (2019) research that is based on the study of objective phenomena to be studied quantitatively. This research method uses the partial correlation method, this is used for analysis or hypothesis testing if the researcher wants to know the effect or relationship of the independent and dependent variables with one of the independent variables controlled (fixed) (Sugiyono, 2016). The design of this study uses an ex post facto research design. Sugiyono, (2016) suggests that the ex post facto research design is research that aims to find out events that have occurred and then trace back to find out the factors that led to these events. The stages carried out in the research refer to Sugiyono (2016) theory, observational data collection techniques are used when the research is related to human behavior, work processes, natural phenomena, and if the observed respondents are not too large. Observations are carried out carefully and systematically to obtain reliable results. Then according to Wulandari et al., (2021), a

questionnaire is a data collection method that is carried out by giving a set of statements or written statements to respondents to respond according to user requests. If there are difficulties in understanding the questionnaire, the respondent can directly ask the researcher. The type of questionnaire used in this study is a closed questionnaire with the type of scale used is an interval scale. A closed questionnaire is a questionnaire that is presented in such a way that the respondent only has to put a tick (✓) in the appropriate column or place. Arikunto, (2017) Closed questionnaires are direct questionnaires, namely questionnaires that already have answers so that respondents only have to choose answers about themselves. Then the last stage is drawing conclusions and verifying the findings then described in the form of a report.

## **C. Results and Discussion**

### **Descriptive Statistical Analysis**

The frequency distribution of data from teacher performance variables, principal supervision and teacher pedagogical competence uses a reliability test for items that have been tested for validity, so that invalid items are not included. The content validity of the questionnaire in this evaluation research has been pursued by developing the instrument through a grid prepared based on theoretical studies. The theoretical study of the process is carried out carefully by the author under the guidance of supervisors and experts in the field of management. After obtaining the supervisor's approval, the research instrument (questionnaire) was tested in the field. The trial was also to determine the level of legibility of the questionnaire and the validity of the items. The results of the estimation of item validity, of the 60 items, show an item-total correlation above 0.30 so that everything is acceptable, only on a few question items it is necessary to make editorial changes so that they are easier to understand by respondents. A summary of the results of item validity estimation can be seen in the Appendix.

Estimation of reliability in this evaluation research is carried out per section. The full results of calculating the estimated reliability of the instrument can be seen in the appendix. Based on the results of the analysis, all variables have a reliability index of more than 0.7 or 0.6. Thus, this instrument can be said to have reliability and can be used to collect data. Prerequisite analysis test is carried out with the aim of providing an overview of the extent to which the requirements have been met in accordance with the planned analytical techniques. Based on the purpose of this study, the analysis technique used is multiple regression analysis technique. While the assumptions that must be met are (a) the conditional distribution of the dependent variable for each combination of independent variables has the same variance; (b) the values of the dependent variable must be independent (Pedhazur, 1982; Lewis, 1980; Dajan, 1986). The following are several tests that must be met before the analysis is carried out,

including the normality test, homogeneity test, and linearity test. The normality test is intended to determine whether the data distribution is normal for each research variable, namely the school principal's supervision variable (X1), teacher pedagogic competency variables (X2), and teacher performance variables (Y). Basic decision making based on probability. If the probability  $> 0.05$ , then the research data is normally distributed. While the probability values of the three variables are all greater than 0.05. Thus, the research data from the three research variables is normal.

The Linearity Test was used to examine the relationship between the independent variables of school principal supervision (X1), teacher pedagogical competence (X2), and the dependent variable: teacher performance (Y) is linear. The test was carried out with the Ramsey Test and tested using the SPSS (Statistical Package for the Social Science). From the analysis, the direction and linearity were obtained. The guideline for seeing linearity is to look at the calculation results of the F value. For the linearity test the degrees of freedom are (k-2, n-k) where n is the sample size, while k is the number of cells. If the linearity coefficient F count  $> F$  table, then the regression direction is declared significant, otherwise if F count  $< F$  table, then the regression direction is stated to be meaningless. Based on research with  $n = 136$ , so that the F table for the significance of the regression direction for a probability of  $0.05\% = 2.68$ . The degrees of freedom for linearity are seen in the number of cells (k). The following summarizes the results of the analysis of the linearity test and the direction of regression which states that there is a relationship between the independent variable (predictor) and the dependent variable (criterion).

The multicollinearity test is the relationship between the independent variables contained in the model that has a perfect or nearly perfect relationship (high correlation coefficient  $> 0.90$ ). The consequence of the existence of multicollinearity in the regression model is that the standard error of estimation will tend to increase with the addition of the independent variable. The significance level used to reject the null hypothesis (Ho) will be greater and the probability of accepting the wrong hypothesis will be greater. To test the occurrence of multicollinearity, product moment correlation analysis is used. The guideline for taking the results is based on the opinion of Wheeler & Tiefelsdorf (2005), which states that a relationship (correlation) between independent variables that is greater than 0.90 indicates the occurrence of multicollinearity.

The calculation results show that the correlation coefficients between the independent variables are all less than 0.05 so that the correlations between these variables do not occur with multicollinearity. So, the magnitude of VIF (Variance Inflation Factor) and Tolerance as a guide are: a) having a VIF value around number 1, b) having a tolerance close to number 1. Hocking & Pendleton, (1983) state that the multicollinearity feature

in the regression analysis occurs when the correlation coefficient  $r_{ij}$  approaches 1;  $R^2 = 1 - 1/r_{ii} > 0.9$ .

The analysis is the Principal Supervision (X1) VIF=1.161 while Teacher Pedagogic Competence (X2) VIF= 1.175. The VIF of the classical assumption test results is still between 1-10 so there is no multicollinearity. The research hypothesis reads "there is a positive and significant influence between the principal's supervision on teacher performance. The model for the relationship between school principal supervision and teacher performance is expressed in the form of a regression equation  $Y = 24,120 + 1,127 X_1$ . The significance test of the regression equation can be presented in table 1

**Table 1. Significance of Principal's Supervision on Teacher's Performance**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	24.120	9.492		2.509	.000
Principal's supervision	1.390	.216	.390	2.731	.000

Based on the significance test of the principal's supervision variable on teacher performance, the t-value was 5.761 with a significance of 0,000. After being consulted with the t table price of 1,975 where the calculated t price is greater than t table then  $H_0$  is rejected so that the principal's supervision variable significantly affects teacher performance. So, there is an influence between the principal's supervision on teacher performance, the magnitude of the effect is 0.238 (which is the squaring of the correlation coefficient), or  $(0.488 \times 0.488 = 0.238)$ . R Square can be called the coefficient of determination which in this case means that the magnitude of the variance of teacher performance that is influenced or determined by the supervision of the school principal is 23.8%. The strength of the relationship between principal supervision and teacher performance is expressed by the correlation coefficient ( $r$ ) 0.488 with  $p=0.000$ . This shows that the null hypothesis ( $H_0$ ) is rejected, which means that the research hypothesis which states that there is a positive and significant effect of the principal's supervision on teacher performance can be accepted. The Effect of Pedagogic Competence on Teacher Performance.

The research hypothesis reads "there is a positive and significant influence between teacher pedagogical competence on teacher performance. The relationship model of teacher pedagogic competence to teacher performance is expressed in the form of a regression equation  $Y = 26.284 + 1.355 X_2$ . The significance test of the regression equation can be presented in table 2 below:

**Table 2. Significance of Teacher’s Pedagogic Competence on Teacher’s Performance**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	26.284	9.331		2.805	.000
	Pedagogic Competence	1.355	.379	.309	3.135	.000

Based on the significance test of the teacher’s pedagogical competence variable on teacher performance, the t-value was 17.321 with a significance of 0.000. After being consulted with the price of the t table of 1,975 where the value of t count is greater than t table then H0 is rejected so that the teacher’s pedagogic competence variable significantly affects teacher performance. There will be an effect of teacher pedagogical competence on teacher performance, the magnitude of the effect is 0.275 (which is the squaring of the correlation coefficient), or  $(0.524 \times 0.524 = 0.275)$ . R Square can be called the coefficient of determination which in this case means that the magnitude of the variance of the teacher’s performance which is influenced or determined by the teacher’s pedagogical competence is 27.5%.

The strength of the relationship between principal supervision and teacher performance is expressed by the correlation coefficient (r) 0.524 with p=0.000. This shows that the null hypothesis (H0) is rejected, which means that the research hypothesis which states that there is a positive and significant effect of the principal’s supervision on teacher performance can be accepted. The Mutual Influence of Principal Supervision and Teacher Professional Competence on Teacher Performance. Based on the calculation results, the regression equation is obtained as follows:  $Y = 29,373 + 0,358 X_2 + 1,149 X_1$ . This significance can be seen in the following table:

**Table 3. Results of Multiple Regression analysis X1 and X2 against Y**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4443.722	2	2221.861	29.222	.000 <sup>a</sup>
	Residual	10112.388	133	76.033		
	Total	14556.110	135			

The R value is 0.553 which is the result of calculating the multiple correlation coefficient which shows that the percentage influence of 2 independent predictors/variables on teacher performance (Y). The R<sup>2</sup> (R square) number has a coefficient of determination of 0.305 which is the square of 0.553. Based on the formula  $0.553 \times 0.553 \times 100\% = 30.5\%$  it can be said that the effect of school principal supervision (X1) and pedagogical competence (X2) on changes in teacher performance scores is 30.5% and the remaining 59.5% is influenced by variables other than the variables studied. From the Anova test, it was obtained that F-count was 55.088 with a significance level of <0.001, while F-table corresponded to a significance level of 0.05

of 3.07 so that  $F\text{-count} > F\text{-table}$  ( $55.088 > 3.07$ ) meaning that statistically the data used to prove that all variables are independent (principal's supervision and pedagogical competence) affect the value of teacher performance. Or in other words, the supervision of the school principal (X1), pedagogical competence (X2) jointly influences teacher performance (Y). The decision is to reject the null hypothesis and accept the alternative hypothesis. This means that the multiple regression coefficient values of school principal supervision (X1), pedagogical competence (X2), are simultaneously different from zero. So that the supervision of the principal (X1), pedagogical competence (X2), jointly influences teacher performance (Y).

Based on the test results that have been described, the principal's supervision (X1) and pedagogical competence (X2) have a significant effect on teacher performance (Y). The full description is as follows:

### **Supervision of the principal affects performance**

Referring to the results of data analysis, it can be proven that the supervision of the school principal (X1) has a major effect on teacher performance (work productivity). The magnitude of this influence can be seen by the large coefficient of determination of 23.8%. Compared to the other independent variables in this study, the principal's supervision variable has a major influence on teacher performance (Isjoni, 2020). This is understandable because the supervision of the school principal or in social organizations has a very important role in moving the wheels of the organization.

The results of this study support the hypothesis put forward in Chapter II that there is a positive and significant effect of the principal's supervision on teacher performance. Based on the results of the regression analysis, it was found that the magnitude of the influence given by the school principal's supervision on teacher performance can be seen from the regression equation. It can be concluded that the effect of the principal's supervision on teacher performance is significant, with the regression equation  $Y = 24.120 + 1.127 X1$  indicating that every one unit increase in the principal's supervision score will cause an increase in the teacher's performance score by 1,127 units at a constant of 24.120. In connection with the results of this study, the implementation of school principal supervision needs to be improved so that it makes a greater contribution to teacher performance.

### **Pedagogic competence influences teacher performance**

It can be seen that the influence of the teacher's pedagogic competence variable (X2) on teacher performance (Y) is calculated based on the correlation coefficient ( $r_{y2}$ ) of 0.486 or the coefficient of determination ( $r^2$ ) of 23.6%. This proves that pedagogical competence is a variable that has a major influence on teacher performance. It can be

understood that when a person has qualified pedagogic competence, his knowledge will increase (Hakim, 2015). On the other hand, the mindset will also change in a positive direction (Allevato, 2020). Thus, their performance will also increase along with their increased performance as teachers.

### **Principal supervision and pedagogic competence together have a significant influence on teacher performance**

There is an influence between the principal's supervision and pedagogical competence together with teacher performance. Based on the calculation results of multiple regression analysis (multiple regression) obtained from the table analysis, R square is 0.305 which is the square of 0.553 or 0.5532. This score is the coefficient of termination, which means that 30.5% of the contribution is determined by the principal's supervision variable and pedagogical competence, while the remaining 69.5% is explained by other reasons (besides the variables in this study). So, the supervision of school principals and teacher pedagogical competence together contribute to teacher performance by 30.5%. The large influence of school principal supervision on teacher performance (work productivity), implies that school principal supervision plays a very important role in determining the quality of teacher performance in schools. So that the implementation of systematic and educational supervision activities really needs to be implemented in order to improve the quality of teacher performance. On the other hand, it can be seen that a person learns to improve his ability to work. Increased insight into education and changes in mindset as a result of learning will have a very positive effect on improving the quality of teacher performance. Therefore, teachers must always try to improve their pedagogical competence by increasing the level of education (Rahman, 2014). Because with the support of good school principal supervision and increasing pedagogical competence will have a positive effect on teacher performance.

### **D. Conclusion**

Based on the results of the research that has been done, several conclusions are drawn, including Supervision of school principals that is carried out properly results in increased performance and vice versa. Principal supervision is not carried out properly, resulting in low teacher performance and Teachers pedagogic competence is done well, the teacher's performance will continue to increase and vice versa. Teacher pedagogical competence is not well implemented, teacher performance is low. Supervision of school principals and pedagogical competencies are jointly carried out well, so the desired goals of teacher performance will be good and vice versa.

Based on the conclusions of the research results, the suggestions that can be recommended are as follows Supervision of school principals that has been good so

far must be maintained and needs to be improved and efforts to be developed that make it possible to further maximize the quality of teacher performance and there needs to be similar research with different themes to test various theories of human resource management in order to add to our learning discourse, as well as by selecting other variables that are still within the scope of teacher performance to reveal other variables that have a major influence on teacher performance.

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