

The Effect of Principal's Academic Supervision and Work Discipline on Teacher's Performance

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Abstract: This study aims to determine the Effect of Principal Academic Supervision and Work Discipline on Teacher Performance at SD Negeri Gugus Satu Sungaiselan. This type of research is quantitative research with a research design using an ex post facto research design. The sample in this study was a total of all teachers at SD Negeri Gugus Satu Sungaiselan consisting of 81 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 the principal's academic supervision on the performance of teachers at SD Negeri Gugus Satu Sungaiselan; 2) there is a significant effect of work discipline on teacher performance at SD Negeri Gugus Satu Sungaiselan 3) there is a significant effect jointly with the academic supervision of the school principal and work discipline on the performance of SD Negeri Gugus Satu Sungaiselan teachers.

Keywords: Principal's Academic Supervision, Teacher's Performance, Work Discipline

A. Introduction

Education is a deliberate effort made to improve human resources through the academic learning process. For this, teachers, who are the most crucial part of the learning process, must be professional and competent in how they carry out their duties. A teacher with high competence will be able to adjust to changes in science and technology, which will ultimately lead to high-quality education. The community will offer instructors the confidence they need to educate and assist in the professional development of the next generation with superior educational processes. According to Anang (2019) a program's effectiveness is judged by its ability to produce academic and extracurricular brilliance in the participants who are designated to pass for a particular degree of education.

Teachers must possess the necessary credentials and the capacity to grow their competence to inspire the public's confidence. Teachers also play a key role in raising the standard of the school as a whole. According to Agustinus et al., (2023) research findings, the effectiveness of teachers directly affects the caliber of education. According to the study's findings, effective teachers are necessary for a high-quality education.

The clarity of the task or work for which the teacher is responsible, as well as the clarity of the amount of time needed to finish a task for the intended result to materialize, are two factors that the teacher's performance affects. Suherman & Saondi (2010) as a result, for learning to be fully accomplished, the teacher, who is in charge of the work and is accountable for the accomplishment of the learning objectives, must perform at a high level. The teacher's mastery of the fundamental skills that a teacher should possess in general, so that the teacher's performance in the classroom is optimized, will undoubtedly assist and have a significant impact on the success of learning.

However, the current occurrence suggests that Indonesian instructors are not very professional, as evidenced by the fact that just 21.07% of national teachers and 28.94% of private teachers have SD-level teaching certifications. According to the data, in Indonesia's public and private elementary and secondary schools, half of the teachers are deemed to be unqualified to teach. Additionally, it indicates that half of the primary school kids are taught by inexperienced teachers (Sarbiti, 2016). As one of the procedures used to assess the teacher's performance skills, the head of the school should conduct ongoing assessments and training of the instructor. The evaluation's goal is to determine how well a teacher is doing; the performance assessment results will provide feedback to the teacher.

Academic supervision of education, as a network of educational management activities, is the term used to describe the training program for teachers and other educational staff. According to Mulyasa (2013), the goal of the head of the school's supervision is to enhance the standard of instruction, knowledge, motivation, and teacher performance. based on the roles of a leader as an educator, manager, administrator, supervisor, leader, innovator, and motivator as well as the head of the school. Because monitoring is not a means of spying on instructors but a means of assisting in the improvement of teaching conditions, it should be done continuously whether it is asked or not (Suhertian, 2011).

The head of the school is supposed to be capable of directing and supervising the performance of instructors through academic supervision activities, particularly through the program, implementation, and evaluation of supervision effectively and efficiently, to improve student performance (Ajasan et al., 2016). The findings of research conducted by Purbasari (2015), which claim that teachers perform better in

learning activities the greater the quality of academic supervision performance, corroborate the aforementioned claim. There is a 23.2% correlation between academic monitoring and teachers' performance in the classroom.

Teachers' attitudes and understanding of their roles as educators and pursuers, as well as their development and awareness of their position and obligation to improve the quality of their performance, are anticipated to be fostered through the activities of supervisors. Work discipline is another element that influences instructors' performance. The idea of discipline refers to a mindset of submission to a rule or regulation that is in effect inside an organization. The degree of discipline a teacher exhibits when carrying out basic tasks and activities in the classroom has a significant impact on their ability to perform well. Since instructors are educators who frequently contact students directly, their participation in the learning process is crucial and calls for rigorous guidance and support in line with student growth (Rochimah et al., 2018).

For the discipline needed to carry out the schoolwork, a teacher was required. Discipline is derived from the Latin term *disciple*, which denotes a follower or pupil of a learned master. Teacher work discipline refers to the management of teachers' behavior and actions by the laws, policies, and additional rules that have been developed collectively in the school. A weak, short-lived discipline that does not stem from man's conscience, one that does not live, and one that does not last long. Every man has a discipline that is ingrained in him from birth since self-consciousness is the foundation of what is expected (Uno, 2013a).

A great degree of discipline is one of the traits of such professionalism. This mindset has to do with adhering to or following all applicable laws and regulations. Teachers must therefore perform their official duties with complete accountability and strict work discipline (Samsuadi, 2015). One of the primary educational institutions in the Bangka Central district is SD Negeri Gugus 1 Sungaiselan. The performance of teachers in SD Negeri Gugus 1 Sungaiselan has not yet produced the best outcomes, according to a variety of phenomena discovered based on the findings of the researchers' early observations. This suggests that the assessment made by the school's head was not made objectively, and that's why supervision hasn't affected helping instructors perform better. The implementation of subjective school supervision has an impact on the teacher's discipline and reduces his or her level of enthusiasm for performing his or her job tasks. Since the teacher will have a great motivation to work happily or without feeling pushed under the right supervision of the school's target head, this will ultimately boost the teacher's performance. It is anticipated that improved teacher performance will enhance student learning outcomes, which will raise the caliber of the school's graduates.

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The results of the researchers' observations revealed that certain teachers are less confident in their ability to carry out their obligations, which has an impact on performance. When it's time to teach, it frequently happens that the instructor is still in the office. If members of the class visit the office, the teacher enters and begins to teach. Additionally, even though the lecture is still in progress, the teacher has already concluded it and left the room. In this instance, it can be argued that the teacher is not doing his job to the best of his ability.

When looked at more closely, this situation is caused by the teachers' continuing lack of discipline, which hurts their performance. SD Negeri Gugus has a culture where there is still little discipline among the professors. One Sungaiselan can be identified among others by their propensity for procrastinating, poor use of spare time, inability to fulfill tasks assigned to superiors on time, frequent lack of concern for established rules, infrequent consumption of apples, and frequent loitering during school hours.

So that teachers can effectively manage learning from planning (materials, learning media, methods, and evaluation) through implementation (opening, core activities, and closing) to the evaluation of student learning outcomes, academic supervision of teachers becomes crucial. The results of the researchers' initial observations, however, also indicate that academic supervision activities carried out by the school's head are more likely to result in inspections, in which the supervisor looks for errors rather than the teacher without providing a constructive justification or correction of something that has been blamed. running administrative procedures at the school he runs. When supervisors can successfully juggle interpersonal and technical skills, effective supervision results. These managers can help both parties develop morality, self-acceptance, and trust. guru and supervisor. As a result, the researchers' initial findings suggest that the head of school is still less effective in Based on the explanation provided above, a study with the title *Impact of Academic Supervision of Head of School and Working Discipline on the Performance of Teachers in State SD Grade One Sungaiselan* can be conducted to determine the impact of supervision and work discipline on teacher performance.

B. Methods

This study was conducted in the State Department of Health Group One Sungaiselan, i.e., State Departments 1, 2, 3, 16, 17, and 21 Sungaiselan. Researchers selected the State Department and the Health Department based on several factors, including other resources for educators and the oversight of routinely carried out school activities. The trial lasted for a total of 12 weeks. September through November 2020. This study uses both descriptive and quantitative methodologies to conduct its investigation. The teacher and the head of the school are the research subjects, and the academic oversight of the head and the work-related rules in the SD Negeri Gugus Satu Sungaiselan are the research objects.

The complete teacher population in SD Negeri Gugus Satu Sungaiselen, which included 81 respondents, is the subject of this study.

Table 1. Population Research

No	School Name	Teacher
1	SD Negeri 1 Sungaiselan	19
2	SD Negeri 2 Sungaiselan	17
3	SD Negeri 3 Sungaiselan	9
4	SD Negeri 16 Sungaiselan	9
5	SD Negeri 17 Sungaiselan	18
6	SD Negeri 21 Sungaiselan	9
Total		81

Documentation: SD Negeri Gugus I Sungaiselan, Year 2022

In Asra & Prasetyo (2015) ,Bailey asserts that samples represent a subset of the population being investigated. As a result, the sample rather than the population as a whole should be considered. According to , it is preferable to collect all the samples from a subject with fewer than 100 participants. However, if the subject is large or has more than 100 participants, it is possible to take 10–15%, 20–25%, or even more samples. The lift is used as the data collection method in this investigation. The lift was issued to the teacher who was the respondent to gather information regarding the outcomes of the academic supervision of the head of school (X1) and the work discipline (X2), both of which involved teachers as respondents.

C. Result and Discussion

Statistical Test Results for Descriptive Variable Research

The Academic Supervision of Chief High Schools of State Grade One is very good with 0 or 0%; either category is 70 or 48.95%; the very good category is 40 or 27.97%; the less good category is 17 or 11.89%; and the very little category is 16 or 11.19%, according to the aforementioned analysis. The analysis's findings indicate that

academic supervision in chief high schools falls into the "good" category. The statistical analysis of the discipline of teachers' work in the state grade one is then very well 0 or 0, good class is 76 or 53.15%, category is fairly well 31 or 21.68%, less 24 or 16.78%, and category is very little 12 or 8.39%. Such analyses' findings indicate that the state's first-grade teacher job discipline falls under the proper heading.

Hayati et al., (2020) stated that work motivation has a positive and significant influence on teacher performance. Umami et al., (2020) stated that teachers' work discipline influences the discipline of the teacher's work. According to (Hayati et al., 2020) job motivation has a favorable and considerable impact on teachers' effectiveness. According to Umami et al., (2020) the discipline of instructors' work has an impact on that discipline.

Due to the importance of teacher performance and discipline in fostering successful performance, teacher performance is a crucial component of the learning and educational processes. Like the study by Devi (2015) which found that teacher work discipline had a favorable impact on student achievement with sig. t values of (0,000) (0,05) and thitung (3,650) > t table (1,666). According to Kusmaningtyas (2013) research findings, professional performance is significantly influenced by competence, reward systems, work environments, and dedication. Since a teacher's competency is crucial to enhancing teaching performance, the head of the school should make an effort to provide incentives to help teachers develop their skills. The teacher can develop himself in his job or office, such as discipline, discussion, and motivation, by adhering to education and training, whether done by the school institution itself or by other educational institutions. To state the relationship between the competency and discipline of the teacher's job and the performance of teachers, however, the results of the statistical descriptive analysis discussed above cannot be relied upon strongly.

The Impact of Academic Supervision of the Head of School on the Performance of Teachers in the State Department of Education

There is a significant correlation between the academic oversight provided by the head of school and the performance of the State SD Teachers of Grade One Sungaiselan, as evidenced by the simple regression test's finding that the t count value of 3,884 > the t price of the table of 1,664, where the t count price is greater than the t table, then Ho1 is rejected. The correlation coefficient's R-value, which was calculated using the results of statistical tests, is 0.770. This result indicates that there is a substantial link between the two variables. The value of R Square, or the determination factor, is also obtained from this table, and it can be deduced that competence variables have a 64.1% influence on teachers' performance. Thus, the implementation of the head of the school's academic supervision will necessitate professional effort from teachers, which will enhance their output. As a result of

research done by Saiful Bahri (2014), who claims that if teachers have enough competency, they will work professionally. It implies that when a teacher is fully competent, he will work professionally.

Therefore, teachers must strive to improve their competence through academic qualifications, work experience, and continuous training. As the results of research from Dahlan et al. (2020) indicate, there is a significant influence on the performance of teachers in the State Department of the River Candle. Then research Eliyanto & Wibowo (2013) showed that the combination of education, training, and teaching experience together influences the professionalism of teachers, as proved by Fhitung = 2,433, $p = 0,079$, and $R^2 = 0,154$, or 15.4%. Then, given the results of research from (Mulyana, 2013) that stated that experience in training is the biggest factor affecting the performance of the teacher in the field of study, the teacher can use his time as much as possible to add knowledge and skills through training.

The effectiveness of teachers will significantly improve thanks to supervision. According to Pujianto et al. (2020) the performance of teachers at the State Elementary School on Route 8 in Banyuasin was affected by the academic supervision of the school's head individually, with a sig value of 0.015 less than the probability value of 0,05 and a thitung of 2.608 more than Table 2.04841. According to the results of the determination coefficient test, the academic oversight provided by the school's principal can account for 21.3% of teacher performance. Then, according to research by Hasanah & Kristiawan (2019), there is a connection between the academic oversight provided by the madrasah head and the effectiveness of the teachers at Madrasah Tsanawiyah Tabek Prefecture Pariangan District of Tanah Datar. The t-test has a test condition that says if $t_{\text{counts}} > t_{\text{table}}$, then H_0 is rejected by getting $t_{\text{counts}} > t_{\text{table}}$, or $(2,950 > 1,746)$, then H_0 . It might be said that academic supervision significantly affects how well teachers perform at Madrasah Tsanawiyah Tabek. With a hypothesis test result of 0.009, there is a strong positive influence between the two variables. Because the result is less than 0.05, H_0 is rejected, and the correlation coefficient is 0.594. The association between the two variables is now classified as being in the intermediate group thanks to this acquisition.

Impact of Teacher's Work Discipline on Teacher Performance in SD Negeri Kelompok Satu Sungaiselan

Using a simple regression test to compare a teacher's work behavior to their performance, Gugus SD Negeri There is a considerable correlation between the work disciplines of the teachers and their performance. Gugus SD Negeri one Sungaiselen, as evidenced by the one Sungaiselan t count value of 4,465 and the price t table of 1,664. If the t count price is larger than the t table, then H_{02} is rejected. The correlation coefficient's R-value, or value, is 0.871 based on the outcomes of the

statistical tests. This value indicates that the two variables' relationship falls under the category of strong relationships. This table also yields a value of R Square, or the determination coefficient, of 70.3%, which indicates that the teacher's job discipline is a variable with a 70,3% influence. According to the analysis's findings, there are correlations and significant impacts between the work disciplines of instructors and their effectiveness.

Many elements, including discipline in the fulfillment of duties and obligations or strong working discipline, contribute to the increase or decline in teachers' performance. High working discipline will have an internal effect on the work that is exhibited in high working spirit behavior; teachers with high work discipline will constantly attempt to conduct themselves professionally. With the help of research from , which found that work discipline has a positive and significant impact on teachers' MTs performance in Bandar Lampung City, it has been demonstrated that the calculation of the determination coefficient or R Square, with a known value of determination coefficient of 0.624 (62.4%), is accurate. i.e., 62.4% of teacher performance (Y) is strongly influenced by the teacher's discipline (X), while the remaining 37.6% is influenced by other variables not examined in this study.

According to Husna (2017), the work environment has a favorable and significant impact on the effectiveness of teachers in the SMAN 1 Canduang Agam district. F acquired a significance value of 0,007 and counted 8,244 from the significant test findings. Given that the significance value is 0.05, evaluating the hypothesis as a whole is acceptable. This suggests that the regression model may be used to predict the bound variable, namely teacher performance. According to Setianigsih & Kader (2018), the work environment has a positive and significant impact on teachers' performance. In other words, if the work environment is disciplined, it will have a positive impact on teachers' performance. Competence will also have a positive and significant impact on teachers' performance. According to Nugraheni & Rahmayanti (2016) the value (Variable X-Y (7,450 > 2,262) shows that the work discipline has a very favorable and significant impact on the performance of teachers at MI Al Islam Tempel and MI Al Ihsan Medari. According to the R Square value, the working discipline variable can account for 0.686 or 68.9% of the teacher's performance variables, with the remaining percentage (100%-68.9%=31.1%) being influenced by unknown external factors.

Impact of Academic Supervision of Head of School and Teachers' Work Discipline on Teacher Performance in State SD

From the Anova test above, obtained F count of 386,783 with a significance level of $0,000 < \text{probability value } \alpha 0.05$ while F table corresponds to a signification level of 0.05 (2,78) of 3.08 until F count > F table (386,783, > 3.06) so that Ho3 is rejected, meaning there is a significant influence jointly between the Academic Supervision of

the Chief School and the discipline of the teacher's work on the performance of State SD Teachers One Grade Sungaiselan. by the R square value of 0.953. Since the coefficient was set at 95.3%, it can be concluded that the Head of School's academic oversight and the teachers' work-related discipline had a significant impact on the performance of State SD Teachers in One Grade Sungaiselan, with the remaining 4.7% being influenced by factors not covered by this study.

According to the research's findings, the academic oversight of the school's top administrator and the structure of teachers' work have a big impact on how well they do. The findings of Jarir et al.'s research from 2022, which claimed that (1) Academic supervision of supervisors has a positive and significant impact on the performance of State SD teachers, complement the findings of the aforementioned analysis. Bulu Bulu (2) The performance of the State SD teacher is significantly and favorably impacted by the head of the school's leadership. Bulu (3) Workplace policies and procedures have a good and significant impact on teachers' performance State SD Bulu (4) The work discipline, leadership of the school's head, and academic supervision all have an impact on performance.

The research's findings, according to Safiuddin et al. (2023), revealed that (1) the variable Academic Supervision of Chief Schools (X1) had a favorable and substantial impact on the Teaching Performance of the SMKN district of West Muna, with a t count value of 0.002 and 3.265. Work Discipline (X2) had a 0.001 with a t count of 3.678 negative and significant impact on the performance of teachers in the MSKN of West Muna district. The research's findings, according to Kitta and Salim (2023), revealed that (1) the variable Academic Supervision of Chief Schools (X1) had a favorable and substantial impact on the Teaching Performance of the SMKN district of West Muna, with a t count value of 0.002 and 3.265. Work Discipline (X2) had a 0.001 with a t count of 3.678 negative and significant impact on the performance of teachers in the MSKN of West Muna district.

D. Conclusion

The following conclusion can be reached after data analysis and hypothesis testing: 1) The performance of the State SD instructors at Gugus One Sungaiselan is significantly impacted by the academic oversight provided by the head of the school; 2) The discipline of the teacher's job has a big impact on SD State Teacher One Gugus Sungaiselan's performance; 3) The performance of state high school teachers in Grade One Sungaiselan is significantly influenced by both the discipline of the teacher's job and the academic supervision of the head of school.

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