

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

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Article History: Received on 14 September 2023, Revised on 3 December 2023,
Published on 2 January 2024

Abstract: The purpose of this study is to ascertain how teacher performance in junior high schools in Simpangkatis District, Central Bangka Regency, is influenced by teacher work discipline and school principal academic supervision. 77 instructors from junior high schools in Simpangkatis District, Central Bangka Regency, made up the sample size. Purposive sampling was used in the sampling process, with some teachers from junior high schools in Simpangkatis District, Bangka Tengah Regency, serving as the respondents. To collect data, questionnaires with a 5-point Likert scale measuring 85 statement items were distributed. Multiple linear regression analysis is the method utilized for analysis. The study's findings indicate that teacher work behavior and the principal's academic oversight have an impact on how well teachers perform. Second, teacher work discipline has an impact on their performance. Third, the academic oversight provided by the principal has an impact on teachers' performance.

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

A. Introduction

The performance of all factors involved in carrying out school activities heavily influences how effective a quality school is. The instructor is one of the factors that affects how well teaching and learning activities go. To raise the level of education, a teacher's performance is essential. The skill and performance of the teachers themselves play a significant role in determining whether an educational process is successful or unsuccessful. High-performing teachers can handle the learning process in the best way possible to get the best results. There are requirements for teacher performance. The requirements or competency criteria that each teacher must meet can be used to evaluate and compare teacher performance. When a teacher engages in teaching and learning interactions in the classroom, including his preparation in the form of semester programs and teaching preparation, his performance can be observed.

Along with leadership, work ethic has a significant impact on how well educators can impart their knowledge to their students. Workplace discipline is a state that develops over time through a process of conduct, and respect for relevant laws and standards. If a person's principles of work discipline are deeply ingrained, their attitudes and behaviors cease to be burdened and instead become habits that, if neglected, will eventually become a burden.

The growth of the family, education, and experience, as well as the effect of role models in the surroundings, all contribute to the formation of the process and behavioral attitudes in work discipline. Work discipline is a management tactic used to motivate employees to comply with specific requirements (Siagian, 2014). Therefore, workplace discipline is unjust. a type of training that aims to enhance and mold an individual's knowledge, mental attitudes, abilities, and behavior such that they willingly attempt to interact constructively with other individuals.

According to research by (Diana et al., 2022), improving teacher performance in training programs and conducting training outside of the classroom, such as sending teaching staff when they receive invitations to training, are all parts of the academic supervision that school principals at SMK Negeri 4 Bandar Lampung are implementing. how well the academic oversight provided by the principal has improved teacher performance. (Diana *et al.*, 2022). According to Agung Indriansyah's research, the performance of 15 state junior high school teachers in Palembang City is significantly impacted by teacher work discipline (Indriansyah, 2018).

Performance (work achievement) is the result of a person's quality and quantity of work completed while carrying out the obligations assigned to them (Mangkunegara, 2018). According to (Rivai, 2015), performance is the outcome or general level of success of an individual throughout a given period in completing tasks in comparison to various possibilities, such as standards of work results, targets or objectives, or criteria that have been determined in advance and have been mutually agreed upon.

According to Sri Eka Lestari's 2019 research, work discipline and teacher performance are both positively and significantly correlated, as are principal leadership and teacher performance. Additionally, work discipline and principal leadership are positively and significantly correlated when taken as a whole. similar to how well teachers perform (Lestari, 2019).

For teachers to perform better, ongoing coaching must be provided through talks, workshops, evaluations of student progress, and supervision. The definition of supervision is an activity that establishes the fundamental circumstances or demands that will guarantee the accomplishment of educational objectives. The

principal's supervision serves as a communication link between teachers and principals by observing how teachers use a variety of teaching techniques, explore learning materials, conduct evaluations, and support teachers in adapting the curriculum to the interests, needs, and potential of their students.

Academic supervision is a form of professional support for teachers that involves a methodical cycle of planning, attentive observation, and honest evaluation that is given right away. (Fathurrohman, 2015) Academic supervision's primary goals are to enhance instructors' professional skills and raise learning standards through effective instruction. The purpose of this supervision is to help teachers perform better, particularly when it comes to planning, implementing, and assessing the learning process and its results.

Due to their hectic schedules as administrators at schools, principals often neglect supervision in today's classrooms. When a supervisor can successfully blend interpersonal and technical skills, effective supervision is attained. Such a supervisor can build self-acceptance, morale, and trust between the two parties (supervisor and teacher).

It is known that the results of the school quality report cards at Simpangkatis Middle School for the last four years from 2016 to 2019 are still not satisfactory, as can be seen in Table 1 below, based on the researcher's initial observations of several junior high schools where this research was conducted. It is known that the results of the school quality report cards at Simpangkatis Middle School for the last four years from 2016 to 2019 are still not satisfactory, as can be seen in Table 1 below, based on the researcher's initial observations of several junior high schools where this research was conducted.

Table 1. Quality Reports for the Last 5 Years at Simpang Katis Middle School

No	Standards/Indicators/Sub Indicators	SMPN 1 SK	SMPN 2 SK	SMPN 3 SK	SMPN 4 SK	Average	Category
1.	Graduate Competency Standards	6,32	6,23	6,28	6,13	6,24	
	1.2. Graduates have competence in the knowledge dimension	5,38	5,30	5,10	5,14	5,23	* * * *
2.	Content Standards	6,15	5,81	6,19	5,77	5,98	
	2.1. Learning tools according to the graduate competency formulation	6,33	6,09	6,23	5,83	6,12	* * * *
3.	Process Standards	6,24	6,24	6,26	5,79	6,13	

	3.3 Authentic supervision and assessment is carried out in the learning process	5,99	6,17	5,93	5,39	5,87	****
	3.3.4 Supervise the learning process for teachers	6,30	6,11	6,16	5,72	6,07	****
4.	Educational Assessment Standards	5,69	5,95	5,60	5,00	5,56	5,69
	4.1 Assessment aspects according to the competency domain	6,20	6,15	5,82	5,72	5,97	****

Source: Data from the District National Education Department. Central Bangka 2022

Apart from that, the results of the researcher's monitoring of the teacher administration equipment at Simpangkatis Middle School through document observation and interviews obtained data in the table below.

Table 2 Recapitulation of Teacher Administration Tools

No	Type of Activity	Should	Fulfilled	Gaps
1	Annual program and semester program	78	68	12,82
2	RPP	78	68	12,82
3	Assessment Instrument	78	67	14,10
4	Remedial and Enrichment Program	78	64	17,95
5	Develop Syllabus	78	71	8,97
6	Daily Agenda	78	60	23,08
7	Student absence book	78	78	0,00
8	KKM	78	75	3,85
	Total	78	68,9	11,70

Source: Data from the District National Education Department. Central Bangka 2022

Table 2's information on learning materials created by teachers reveals that the achievement percentage (%) fell short of the ideal (100%). The teachers of Simpangkatis Middle School continue to perform at a low level according to Permendiknas number 35 of 2010 article 2. Simpangkatis Middle School's school accreditation results show that 3 of the 4 schools are still rated B.

Based on this, the author plans to conduct research, with the overall goal of identifying the academic supervision of school principals and the impact of work

discipline on teacher performance in middle school-assisted schools, in Simpang Katis District, Central Bangka Regency.

B. Methods

This study adopted a quantitative descriptive methodology. All 158 instructors from the Simpang Katis District in the Central Bangka Regency made up the study's sample. 77 aided middle school teachers from Simpang Katis District in Central Bangka Regency made up the sample. Saturated sampling was used as the sampling method in this study. Questionnaires, observation, and documentation were the methods utilized by researchers to collect data for this study. Utilizing the Likert Scale methodology, data was gathered. Using SPSS For Windows version 26.00, the data analysis method employs both simple regression analysis and multiple regression.

Multiple regression analysis is used in this study to examine how two independent factors affect the dependent variable. In this study, teacher performance (Y) is the dependent variable, and the independent factors are teacher work discipline (X₁) and principal academic supervision (X₂), either partially or concurrently. The partial and simultaneous regression techniques utilized in this research method might be used for analysis or hypothesis testing. When one of the independent variables is controlled (made constant), the researcher wants to know how the independent and dependent variables interact.

C. Results and Discussion

The Influence of Teacher's Work Discipline on Teacher's Performance

The regression equation $Y = -5.555 + 0.880X_1$ represents the model of the association between teacher work discipline and teacher performance. based on the teacher performance at the Assisted Middle School, Simpang Katis District, Central Bangka Regency, the teacher work discipline variable's significant test. obtained t count $13.358 > t$ table 1.9912 where the t count value is greater than the t table and the significance value of 0.000 is less than 0.05, then Ho1 is accepted to indicate that teacher work discipline has an impact on teacher performance in assisted junior high schools in Simpang Katis District, Bangka Regency Middle.

Table 3. Teacher Work Discipline Coefficient

	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	-5.555	8.122			-0.684	0.496
Teacher work discipline	0.880	0.066	0.839		13.358	0.000

You can look at the findings of the summary model to determine how big of an impact the independent variable has on the dependent variable. The R-value, which is a symbol for the correlation coefficient value, is shown in the summary test results. The correlation coefficient is 0.839 for the value mentioned. This result can be understood to indicate a strong link between the two research variables. This table also provides the R Square value, also known as the coefficient of determination (KD), which indicates how effective the regression model created by the interaction of the independent and dependent variables is. The computed KD value of 0.704 indicates that the independent variable.

The Influence of the Principal's Academic Supervision on Teacher's Performance

The regression model of the relationship between the principal's academic oversight and teacher performance is expressed as $Y = 23,286 + 0.630$ obtained t count 18,543 > t table 1.9912 where the t count value is greater than t table and the significance value of 0.000 is smaller than 0.05, then H_0 is accepted so that there is an influence of the principal's academic oversight on the performance of teachers in Assisted Middle Schools in Simpang.

Table 4 Academic Supervision Coefficient

	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	23.286	4.316			5.395	0.000
Principal academic supervision	0.631	0.034	0.906		18.543	0.000

Source: SPSS output processed by researchers in 2023

You can look at the findings of the summary model to determine how big of an impact the independent variable has on the dependent variable. The R-value, which is a symbol for the correlation coefficient value, is shown in the summary test results. The correlation is 0.906 for the value mentioned above. This result can be understood to indicate a strong link between the two research variables. This table allows for the calculation of the R Square value, also known as the coefficient of determination (KD), which indicates how accurate the regression model created by the interaction of the independent factors and the dependent variable is. The computed KD value of 0.821 indicates that the independent variable.

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

The regression equation $Y = 2,197 + 0.362 + 0.445$ represents the model of the relationship between the principal's academic oversight and teacher work discipline on teacher performance.

A simultaneous test was conducted using the F test to ascertain the validity of hypothesis testing to ascertain the impact of the principal's academic oversight and work discipline on teacher performance. The following are the evaluation standards.

- a. Ho3 is rejected if the probability value (significant) is less than 0.005.
- b. Ho3 is acceptable if the probability value (significant) is greater than 0.005.

Based on a significant examination of the impact of the principal's academic supervision variable and teacher work discipline on teacher performance in Simpang Katis District, Central Bangka Regency, supported junior high schools. Since the significance value of 0.000 is less than 0.05 and the calculated f value is 245,139 > f table of 3.12, Ho3 is accepted, indicating that the principal's academic supervision variable and teacher work discipline have a significant impact on teacher performance in assisted middle schools in Simpang Katis District, Central Bangka Regency.

Table 5. Multiple Coefficients

	Sum of Squares	df	Mean Square	F	Sig.
Regression	13257.164	2	6628.582	245.139	.000 ^b
Residual	2000.966	74	27.040		
Total	15258.130	76			

Source: SPSS output processed by researchers in 2023

You can look at the model summary to see how much of an impact the independent variable has concurrently on the dependent variable. The R-value, which is a symbol for the correlation coefficient value, is shown in the summary model results. The correlation is 0.932 at the value mentioned above. This result can be understood to indicate a strong link between the two research variables. This table also provides the R Square value, also known as the coefficient of determination (KD), which indicates how effective the regression model created by the interaction of the independent and dependent variables is. The computed KD value of 0.869 indicates that the independent variable.

Efforts to Improve Teacher Performance Through Increasing Teacher Work Discipline

The findings of field observations show that instructors have applied the rules that are in effect at the school; this is demonstrated by good attendance, and teachers adhere to the leadership's directives to ensure that the anticipated goals are met. Most educators and teachers can adhere to the policies of each school's principal. It is hoped that everything will function as intended and that the anticipated performance will be realized.

In early childhood education through formal education, primary education, and secondary education, teachers' major responsibility is to educate and evaluate students. The Wawsan Wiyata Mandala's information defines teacher discipline as a mental attitude that includes willingness, regulations, and standards that apply when carrying out duties and obligations (Wibowo, 2016).

This study supports that of Srisiska, Nur Ahyani, and Missriani 2021. The findings of this study lead to the following conclusions: 1) Discipline has an impact on State Middle School teachers' performance in the North Wonosari Prabumulih District; (Srisiska *et al.*, 2021). Research from Nunu Nurjaya, 2021 based on a study Currently, it is known that: (1) Work discipline variables have a positive and significant effect on the performance of PT employees. Hazara Cipta Pesona (Nurjaya, 2021)

Efforts to Improve Teacher Performance Through Increasing Supervision of School Principal's Leadership

The outcomes of observations in the area of the principal's academic supervision have been positive; the principal's supervision offers firmness and policy in the direction of the school's goals so that teachers and educational staff have a clear direction in reaching the anticipated school goals.

Academic supervision is an initiative whose goal is to support or assist teachers in their efforts to grow and even enhance the teaching and learning process. It also aims to provide learning environments for students that are efficient and effective in helping them reach their academic objectives. According to (Arikunto & Yuliana, 2009), academic supervision can assist teachers in understanding not only education and the role of schools in achieving their objectives but also students' conditions and needs, which can then be used as a basis for analysis when creating activity plans. learning how to instruct effectively.

The findings of this study concur with those of Susanti, Dessy Wardiah, and Bukman Lian from 2020. According to the study's findings, the principal's academic supervision variable has a favorable and significant impact on teachers' ability to

impart knowledge (Lian *et al.*, 2020). According to research by Zulfakar, Bukman Lian, and Happy Fitria 2020, academic supervision can enhance teachers' performance at SD Negeri 16 Gelumbang (Zulfakar *et al.*, 2020). According to the study, academic supervision has a favorable and considerable impact on Prabumulih City's performance. State Middle School teachers; (3) the academic supervision of the education unit supervisor and the leadership of the school principal together have a positive and significant effect on the performance of Prabumulih City State Middle School teachers (Oktaviani, 2018).

Efforts to Improve Teacher's Performance through Increasing Teacher's Work Discipline and Supervision of School Principal's Leadership

The outcomes of observations in the area of teacher performance are generally positive, as evidenced by the fact that every school has attained its stated goals. Some schools still hold B accreditation, which is fortunate given that this research is being conducted in a district that is still in the early stages of development. Performance has a significant impact on a facility or the caliber of lecturers or personnel, claims Andi Rahman 2020. Organizational leaders frequently conduct evaluation activities aimed at their subordinates. In the context of this study, self-evaluation is carried out via a self-monitoring approach, which is defined as a reflection on one's performance carried out through students' viewpoints or opinions on teaching outcomes in class (Rahman, 2020). This study supports that (Juniarti *et al.*, 2020), found that the leadership style of the principal and teacher discipline have a very significant positive impact on teachers' performance.

D. Conclusion

According to the findings of the data analysis, teacher work discipline at the Assisted Middle School in Simpang Katis District, Central Bangka Regency, partially has a favorable and significant impact on teacher performance. The magnitude of the impact of teacher work discipline on performance is 0.704 or 70.4%, as shown by the t count $13.358 > t$ table 1.9912 and the significance level of 0.000 is smaller than sig 0.05 established. At the Assisted Junior High School, Simpang Katis District, Central Bangka Regency, the principal's academic oversight partially has a favorable and considerable impact on teacher performance. This is proven by the t count of 18.543 $> t$ table 1.9912 and the significance level of 0.000 is smaller than the $< sig$ 0.05 set. and the magnitude of the influence of the principal's academic supervision on performance is 0.821 or 82.1%. At the Assisted Middle School in Simpang Katis District, Central Bangka Regency, the academic supervision of the principal and the discipline of the teachers' work both have a good and significant impact on the performance of the teachers. The magnitude of the effect of teacher work discipline and principal academic supervision on performance is 0.869 or 86.9%, which is

demonstrated by the estimated f of $245,139 > f$ table 3.12 and the significance level of 0.000 is smaller than the sig 0.05 set.

E. Acknowledgement

We would like to express our acknowledgment to our respondents, colleagues at Middle School Assisted Schools in Simpangkatis District, Central Bangka Regency, and Universitas PGRI Palembang who helped us with this article.

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