

The Effect of Academic Supervision and Leadership Effectiveness on Teacher's Performance

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Abstract: This study was conducted to analyze and describe 1) The influence of academic supervision on teacher's performance; 2) the effect of leadership effectiveness on teacher's performance; and 3) the influence of academic supervision and leadership effectiveness on teacher's performance. The method used in this study refers to quantitative description. This research was conducted at SDN Koba and Lubuk Besar sub-districts with a sample of 82 people. Data collection techniques are carried out through questionnaires, observation, and documentation. Validity tests are conducted through expert and construct validation tests, and instruments are declared valid. Data analysis is carried out through prerequisite tests, namely normality, linearity, multicollinearity, and heteroscedasticity. After prerequisite testing, the analysis continues with regression tests. The results obtained stated that partially: 1) academic supervision affects teacher performance with a significant influence, namely 67%, 2) leadership effectiveness also contributes 51%. Simultaneous testing states that academic supervision and leadership effectiveness contribute significantly to teacher performance, which is 71% and the remaining 29% is influenced by other factors, therefore hypotheses regarding the influence of the two independent variables on the dependent variable can be stated.

Keywords: Academic Supervision, Leadership Effectiveness, Teacher's Performance

A. Introduction

Teacher Performance Assessment is a crucial tool for assessing teachers' performance in their roles, including education, teaching, and evaluating students. It is mandated by Law Number 14 of 2005 and requires teachers to meet government standards. The government seeks educators who are eager to learn and advance their skills to accommodate a range of learning requirements. In the age of globalization, educators need to become more proficient in information systems and technology as well as pedagogy. Promotions, career advancements, and awards may be contingent upon the results of assessments. The task of enhancing teacher performance in primary schools falls on committees, education offices, stakeholders,

supervisors, and school principals. To guarantee that the desired outcomes are achieved, teacher coaching activities must be effective, efficient, and ongoing. Teachers can equip pupils for the future in a competitive, globalized world by promoting a culture of learning and flexibility.

Based on 2021's Permendikbudristek No. 40. The primary responsibilities of teachers, who are professionals in the field of education, are to instruct, guide, train, direct, and assess pupils in early childhood education, formal education, basic education, and secondary education. The aforementioned regulations from the Minister of Education stipulate that all teachers are required to provide professional instruction. The Merdeka Mengajar Platform, a program designed by the government to suit all teacher learning demands to assist produce professional teachers, is a necessary place to study independently to become a professional teacher. A quality professional teacher, according to Mulyasa (2017), can manage learning, foster a positive learning environment in the classroom, offer constructive criticism and encouragement, and continuously better himself. To produce high-quality graduate results, teachers' primary responsibilities as professionals are to instruct, guide, direct, train, assess, and evaluate students' learning outcomes.

The principal's summary of academic supervision and the average assessment of class V students, which is still small, and the learning completion criteria for students are low, both show that the performance of elementary school teachers in Koba and Lubuk Besar subdistricts has not been at its best. In addition, report cards provide further evidence of this. The red area still has a lot of educational content. The bulk of elementary school teachers in the districts of Koba and Lubuk Besar still instruct students in dull, uninteresting material, giving the impression that the curriculum is teacher-centered rather than yet fully student-centered. There are currently no variations or interactive learning models for implementing learning in the classroom, and the utilization of methodologies, media, teaching aids, and learning resources in the learning process is ineffective.

Teachers are accustomed to using the teacher-centered teaching approach, which involves explaining, posing questions, and giving assignments, while students are expected to do nothing more than listen, ask questions, and complete the tasks found in the textbook or LKS. These kinds of teaching practices have persisted for years, and nothing much has been done to address the issue of poor learning. Teachers cannot expect to achieve excellent student learning results when the learning experience is less relevant and pleasant for pupils.

It has been difficult for teachers in the Koba and Lubuk Besar sub-districts to perform better in professional forums such as the Teacher Working Group, KKGO, and KKGA because of poor administration, a lack of reflection, follow-up, and recommendations, and a lack of oversight from relevant parties. School principals,

supervisors, and other qualified parties should offer direction, oversight, and support to teachers to enhance their performance. Programs for academic supervision can assist teachers in overcoming obstacles to learning and enhancing their professional and pedagogical competence, which will impact the learning outcomes of students.

Competency in planning, executing planning, reflecting, assessing, and monitoring outcomes is necessary for good teaching performance. While pedagogical competence entails acquiring techniques for efficiently running classes and delivering lesson content, professional competence entails keeping up with technological advancements and utilizing them to enhance the learning process. School principals must create well-thought-out plans for supervisory activities, including scheduling, conducting teacher interviews, deciding on evaluation tools, and offering recommendations for instructional strategies, role models, and media. Pre-, observational, and post-observation phases comprise academic supervisory activities. The objective is to deliver constructive modifications to educational activities in the classroom, ensuring that students are satisfied with the content that their teachers have taught and ready for the difficulties that lie ahead in the age of globalization. Student learning outcomes can improve if the performance of professional teachers and the effectiveness of leadership in a school are carried out well and consistently by their competencies and main duties. One of the main duties of a school leader/principal is to guide teachers by reflecting, following up, and providing the best recommendations after academic supervision activities.

Teachers might request supervision from their superiors so that they are not lulled by harmful habits. The principal of the school must help teachers solve learning challenges in the classroom, which will affect the caliber of graduates. Since not all teachers in educational settings can receive the best training possible, educators need ongoing professional development to fulfill their responsibilities. Because technology and times are changing so quickly, educators must constantly be creative and innovative to maximize student performance.

The way a teacher facilitates learning has a big impact on how well their students learn. In addition to imparting knowledge, teachers are also responsible for educating, training, developing skills, and improving the behavior of their students. Teachers with professional backgrounds in education are therefore essential. A school principal's ability to implement an academic supervision program is one of their skills. Conceptual, interpersonal, and technical skills are necessary for carrying out academic supervision efficiently. Consequently, all school principals must possess a comprehensive understanding of academic supervision, including its goals, roles, guiding principles, and substantive components.

The goal of supervision activities is to improve the way teachers carry out the teaching process. Supervisors and principals are essential in resolving issues related to learning and in helping teachers enhance their skills to raise the standard of the educational process. Teachers and school administrators can identify challenges, analyze how the learning process is being implemented, and evaluate teacher effectiveness through academic monitoring. It also aids in the planning of high-quality learning services and follow-up professional development programs. Academic supervision ensures teachers fulfill their duties and maintain a positive attitude, impacting students' achievements. However, some school principals in Koba and Lubuk areas have not carried out academic supervision activities due to a lack of technical guidance or time constraints. School principals must carry out supervision competencies, such as conducting class visits, to improve teacher performance and improve learning outcomes.

Teacher monitoring is a procedure that aims to raise instructor effectiveness, which will affect how well students learn. Believe that the use of teaching supervision by school principals can enhance teacher performance for several reasons, including the fact that principals have more time and interaction with teachers and can more effectively identify any areas in which they may be weak. Activities for academic supervision that incorporate student-centered learning and give students a voice considerably enhance instructor performance. To improve the learning process and produce more inventive and creative teaching techniques, educators employ a variety of learning models, techniques, and strategies. An activity report, which functions as an accountability tool for the school principal, teacher council, committee, supervisor, and assessment team, demonstrates how these tasks were carried out. Leadership plays a crucial role in developing and managing teaching staff and enhancing the ability of quality educators. However, a lack of competence can negatively impact learning outcomes and the quality of the learning process. Effective leadership must follow developments and progress according to the needs of the educators they lead.

To maintain the flow of activities in the school, school principals organize and oversee the primary responsibilities and functions of educators and other staff members effectively and efficiently. The competence of the principal to oversee the eight educational standards, from planning through evaluation, determines whether a school will grow or stagnate. A competent and committed leader leads by example for both the community and their subordinates.

However, because of a lack of support, the sheer volume of schools, and insufficient supervisor recruiting procedures, many school principals find it difficult to fulfill their primary responsibilities. With only one elementary school supervisor managing 109 public and private schools in the Koba and Lubuk Besar Districts last year, this led to a lack of supervisory performance in the development of school

administrators and teachers. Addressing these problems and ensuring that teachers have the resources and know-how to carry out academic supervision tasks efficiently are critical if school principals are to become more effective at their role.

It is best to put candidates through education and training before selecting school principals to ensure that they can adequately help leaders (school principals) in carrying out their primary responsibilities, particularly the ability to monitor the teachers they support. In a similar vein, supervisors appointed must undergo first-rate training to effectively oversee the institutions they assist. It is hoped that the results of this research can provide input and suggestions to school leaders/principals to increase the effectiveness of a school principal's leadership which has an impact on teacher performance in carrying out learning activities which will have an impact on student outcomes, for this reason, the effectiveness of a leader's performance is very necessary to improve the quality of quality learning activities and become a routine activity for educators in the education unit.

The highest leaders in the education unit, teachers and school principals, are responsible for implementing effective learning activities and making wise, exact, and accurate decisions that will clearly show their leadership effectiveness in raising the caliber of teacher performance based on targets and the goals of supervision and learning carried out by educators to raise the caliber of student graduates. Teachers are the spearheads of success in the world of education who go directly into the field and interact with students in schools who have a big responsibility in the learning process, so it can be said that teachers are the ones who determine the success or failure of achieving learning goals at school, for this reason, I am very interested in researching "The Influence of Academic Supervision and Leadership Effectiveness on Teacher Performance in SD Negeri Koba and Lubuk Besar Districts." This research was conducted to determine the extent to which the implementation of academic supervision carried out by school principals will have an impact on improving the performance of SD Negeri teachers in Koba and Lubuk Besar Districts.

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B. Methods

This research was carried out in several SD Negeri in Koba and Lubuk Besar Districts, Central Bangka. This research uses quantitative methods with multiple linear regression analysis. The population in this study were elementary school teachers in the Koba and Lubuk Besar subdistricts, Central Bangka, totaling 123 teachers from 11 schools, 6 schools in the Koba subdistrict, and 5 schools in the Lubuk Besar subdistrict. According to Sugiyono (2017), the population is a group that attracts researchers and the researcher uses this group as an object to generalize research results. The sample used in this research was 82 people. The sample is part of the number and characteristics of the population (Sugiyono, 2017).

The techniques used in data collection are as follows:

1. Questionnaire, a questionnaire is a data collection technique by asking written questions to be answered in writing by the respondent (Arikunto, 2013).
2. Documentation, Documentation is written objects that are also records of past events (Sugiyono, 2017).

C. Results and Discussion

This research was carried out according to the stages of scientific research referred to at the report writing stage as published and socialized by the PGRI Palembang University postgraduate program. Researchers prepare research instruments by paying attention to the indicators that will be known and analyzed. These indicators are prepared based on theoretical studies or literature reviews through expert opinions and then formulated by researchers so that they suit the implementation needs of this research. Through instruments that are well prepared by researchers, their validity and reliability have of course been tested through testing prerequisites and hypotheses. Instruments that have been declared valid and reliable are the instruments used in this research. As it is understood, good data must be obtained through good research instruments.

The study procedure proceeded according to plan because the stages of research preparation were completed correctly and on time. After that, the information gathered from the conducted research was summarized and examined. Priority testing is first conducted to identify the right test to evaluate the hypothesis and make it the solution to the research challenge. Researchers perform prerequisite tests such as multicollinearity, linearity, heterosketensity, and data normalcy checks. According to the results, the research data is normally distributed, which satisfies the primary prerequisites for using parametric statistical analysis to test the hypothesis. After testing the data for heteroscedasticity, the researcher concluded that there were no signs of heteroscedasticity because the data had been evenly distributed on both sides, as shown by the data distribution graph.

Each variable is said to have a significant linear relationship that will make this testing stage easier to further examine the linearity. because the majority of requirements have been met to perform parametric statistical tests. Similar to this, when testing for multicollinearity in data, it is reported that there are no symptoms of multicollinearity and that the data is good. As a result, the regression equation model that emerged from the analysis of research data has been deemed to be a good regression and is capable of accurately predicting the value of variable Y if the values of the independent variables X1 and X2 change.

After conducting an in-depth analysis of several tests that are categorized as prerequisite tests, in this study it is believed that it is appropriate for the research data to be tested through linear regression analysis because the various test requirements have been met.

1. The influence of Academic Supervision on Teacher's Performance

The research participants that obtained the maximum score of 88.00 about academic supervision were 10 individuals or 12.2% of the entire sample under study. The research participants' greatest score on the academic supervision variable was 94, 67, or 1.2%; only one responder received the lowest score, 83.33. It might be further mentioned that 20 research participants thought the school principal's execution of academic supervision fell into the "very good" category. This conclusion is supported by the fact that the value attained is higher than 90.55, which is the cutoff point for classifying an achievement as very good.

SD Negeri 10 Lubuk Besar received the lowest average score of 74.67 for accomplishing academic supervision, whereas SD Negeri 4 Koba and SD Negeri 6 Lubuk Besar received the best average score of 88.83. The highest and lowest scores fall into the same category, i.e., academic supervision is deemed good, when looking at the categorization or classification of academic supervision achievements. because the 1.27 value difference between the two is not too great. Since the two average successes fall into the same category, this value is deemed worthless.

The performance of teachers and academic supervision are significantly correlated. This is determined by looking at the computed r value of $0.747 >$, or 0.2461 , from the r table for $N 84 - 2 = 82$. With a t value of 8.853 , 0.000 is considered significant. Upon closer examination, the alternative hypothesis to the first hypothesis is deemed approved. This indicates that the performance of primary school teachers in the Koba and Lubuk Besar Districts is positively and significantly impacted by the academic supervision provided by school principals. The conclusion is by the criteria in the test, bring the alternative hypothesis or (H_a) is accepted if the significance value is <0.05 . It can also be seen from $t_{count} = 8.853 >$ from $t_{table} = 1.99$, which means the alternative hypothesis (H_a) for hypothesis one is accepted.

SD Negeri teachers' performance in Koba and Lubuk Besar sub-districts is closely correlated with academic supervision, as indicated by the correlation coefficient value of 0.747, which translates to a relationship size of 74.7%. If the testing is done in part, the determinant coefficient, or size of the effect, is 0.558, which indicates that the principal's academic supervision variable influences 558% of teacher performance in Koba and Lubuk Besar District Elementary Schools. Based on the test results, it is known that the regressive equation used based on this research data is $Y = 34.496 + 0.617$.

The study's findings corroborate earlier findings by Zulfakar et al. (2020), which said that regular procedures must be followed while conducting academic supervision. This is done to maximize the outcomes of the required supervision process as well as the findings of a study by Zulkarnain et al. (2021), which showed that well-executed academic supervision can positively affect teacher performance optimization.

Similar things can be found in studies conducted by Alpian et al. (2020) and Budiyo et al. (2020), which state that supervision that is carried out well and continuously can have a significant influence on optimal teacher performance, even though supervision was previously intended organized by the Principal, but has relevance because it carries out the same analysis, namely the implementation of supervision of teacher performance.

2. The Influence of Leadership Effectiveness on Teacher's Performance

The study's findings corroborate earlier findings by Zulfakar et al. (2020), which said that regular procedures must be followed while conducting academic supervision. This is done to maximize the outcomes of the required supervision process as well as the findings of a study by Zulkarnain et al. (2021), which showed that well-executed academic supervision can positively affect teacher performance optimization.

With a score of 89.42, 4 Koba received the greatest rating for leadership effectiveness, while SD Negeri 2 Koba had the lowest rating of 87.15. When examining the leadership effectiveness achievements through classification or categorization, the top and lowest scores fall into the same category; that is, they are deemed good because the 2.27-point difference in scores between them is not statistically significant. The two average achievements fall into the same category – good – so the score difference is deemed to be not particularly important.

As can be seen from the larger r value of 0.666, which is greater than the r table for $N - 2 = 82$, which is 0.2641, the calculated r -value is 7.474 and is significant 0.000. Based on the significance value, the alternative hypothesis for the first hypothesis is accepted, indicating that leadership effectiveness has a positive and significant impact on the performance of elementary school teachers in the sub-districts of Koba

and Lubuk Besar. This conclusion is by the criteria in testing, that the alternative hypothesis is accepted if the significance is smaller than 0.05. It can also be seen from the calculation that it is equal to 7.474, which is greater than $t_{table} = 1.99$, which means that the alternative hypothesis H_a hypothesis one is accepted.

The performance of SD Negeri teachers in the Koba and Lubuk Besar sub-districts is closely correlated with leadership effectiveness, as indicated by the correlation coefficient value of 0.66, which translates to a connection size of 68.8%. influenced, if testing is done in part, by the effectiveness of the leadership. Based on the research data, the regression equation that was employed is $Y = 44,156 + 0.507$.

The findings of this study corroborate those of Ruslan et al. (2020) study, which demonstrates that teacher performance can benefit from strong leadership. Teacher performance can be positively impacted by the quality of school principal leadership, according to research by Maryani et al. (2020). Research by Susanti et al. (2020) produced findings similar to these, indicating that teacher performance was significantly and favorably impacted by leadership effectiveness.

Similarly Herry et al. (2020) demonstrate that teacher performance is positively and significantly impacted by leadership effectiveness. It is so greatly hoped that school principals will carry on providing excellent leadership so that they can positively influence the teachers under their supervision. All community members feel at ease carrying out activities because of the principal's effective execution of their tasks. Of course, performance achievement will be even higher if such conditions can be maintained.

The present study's findings are corroborated by additional research conducted by (Handayani et al., 2021); (Herlina et al., 2020); (Juniarti et al., 2020); and (Kartini et al., 2020). Previous research has indicated that the achievement of learning objectives and educational goals in schools is significantly influenced by the effectiveness of school principal leadership. As a result, successful leadership needs to be more skilled at managing the school to fulfil its goals, vision, and mission. Studies have shown that good leadership can have a major impact on teacher performance.

3. The influence of Academic Supervision and Leadership Effectiveness Together on Teacher's Performance

Out of all the research respondents, 11 individuals, or 13.4% of the total, obtained the highest score of 89.33 concerning instructor performance. The study sample had the lowest score of 84.67, while the research respondents had the maximum score of 93.33. Following more examination, 23 respondents said the teacher's performance fell into the very good range. The sample group from SD Negeri 4 Koba obtained the highest average score of 89.92, while the sample group from SD Negeri 10 Lubuk

Besar achieved the lowest average score of 88.33. The scores achieved by each sample group fall into the same category which indicates that the teacher's performance is good. The difference between the highest value and the lowest value is 1.59, which is stated as not much difference.

The efficacy of leadership and academic supervision, as well as the performance of elementary school teachers in the Koba and Lubuk Besar sub-districts, are significantly correlated. The r count values of 0.688 and 0.747, which are higher than the r table for a sample size of 82, or 0.2461, indicate this. The alternative hypothesis for the third test is accepted, as evidenced by the f count of 50.366 and the f table of 3.148, which show that academic supervision and leadership effectiveness provided by schools jointly have a positive and significant impact on the performance of elementary school teachers in Koba and Lubuk Besar sub-districts. It can be seen from the significance value, that the significance is 0.000, and then compared with the significance level used in this research, namely 0.05, it is clear that 0.000 is smaller than 0.05, which means the alternative hypothesis or H_a for the third hypothesis is declared accepted and the hypothesis the H_o statistic is rejected.

4. The Correlation Coefficient or the Magnitude of the Relationship Between Supervision Variables

The Koba and Lubuk Besar sub-districts have 70% academic and leadership effectiveness combined with the performance of their primary school instructors, placing them in the close relationship category. The variables of academic supervision and leadership effectiveness of elementary schools in Koba and Lubuk Besar subdistricts together or simultaneously have a 62.3% influence on teacher performance in Koba and Lubuk Besar subdistricts, according to the determinant coefficient or magnitude of influence of 0.632. The dependent variable is in the quite high category, as are the independent variables. The analysis's regression equation is $Y = 21.724 + 0.511 X_1 + 0.250$.

The findings of this study corroborate those of several other investigations, such as those of Tengko et al. (2021), which found that school principals who provide continuous academic supervision can have a beneficial impact on teachers' performance. According to Ikhwandara (2013), attaining optimal teacher performance can be positively and significantly impacted by the efficacy of strong leadership. According to this study, it is evident that when the two variables are combined in an activity, teachers can perform at their best, resulting in high-quality instruction and a meaningful learning process that helps students meet national education goals.

A school principal needs to master his leadership. Because each teacher has different characteristics and dispositions to be developed, this should be taken into

consideration in determining the right leadership to create a supervision activity program which has become the routine task of the principal every semester. After knowing the magnitude of the influence of these activities, educators should have the awareness to collaborate to improve the quality of the learning process which will have an impact on graduate outcomes so that quality education can be achieved.

D. Conclusion

The research reveals that academic supervision positively impacts the performance of teachers SD Negeri in Koba and Lubuk Besar sub-districts. Additionally, leadership effectiveness positively impacts the performance of these teachers. Overall, the study highlights the positive impact of academic supervision and leadership effectiveness on teacher performance.

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