

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

**Dwi Sucipto Mandala Putra<sup>1</sup>, Yasir Arafat<sup>2</sup>, Nur Ahyani<sup>2</sup>**

<sup>1</sup>SD Negeri 11 Sungaiselan, Kepulauan Bangka Belitung, Indonesia <sup>2</sup>Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: [dwisuciptomp12@gmail.com](mailto:dwisuciptomp12@gmail.com)

Article History: Received on 14 January 2024, Revised on 13 March 2024,  
Published on 8 April 2024

**Abstract:** The study reveals that there is a noteworthy correlation between the supervision and leadership of school principals and teacher performance. Would the outcomes of this study, however, alter or remain the same if it had been carried out at a different location and time from earlier research? As a result, in contrast to earlier studies, this one will examine the effects of principle supervision and leadership concurrently but in a different setting. The purpose of the study is to ascertain and evaluate if the leadership and supervision of the school principal have an impact on the performance of teachers. The Export Facto approach is utilized in quantitative research. There are 25 study trials out of 75 populations, with a sample of 50 teachers. Data collecting approaches include questionnaires, paperwork, and interviews to get research data. This study found that principal supervision (X2) and leadership (X1) together had a substantial impact on teacher performance (Y) of 56.7%.

**Keywords:** Principal's Leadership, Principal's Supervision, Teacher's Performance

### **A. Introduction**

Human Resources (HR) is one factor that affects the performance of organizations, both government and non-government. Every firm, especially in this age of globalization, aspires to have excellent human resources. The secret to accomplishing an organization's objectives is having highly motivated employees. As formal companies, schools also require highly performing human resources. Teachers are among the in question human resources. Instructors are one of the human resources, so they need to perform well. Such teacher performance undoubtedly affects the school's quality and advancement, making it simpler for the institution to meet its objectives.

According to the teacher and lecturer laws now in effect in Indonesia, a teacher is defined as an individual who holds a formal educational background of at least a bachelor's degree and possesses the competencies and abilities necessary to teach in

public or private schools (Uno & Nina, 2016). Teachers are professional staff members who are responsible for organizing and carrying out the learning process, evaluating learning outcomes, offering guidance and training, conducting research, and performing community service, as stated in Article 39 paragraph (2) of Law Number 20 of 2003 concerning the National Education System (Depdiknas, 2003). Teachers must therefore possess integrity as well as a morally upright attitude. In addition, instructors serve as role models for their students, a reason why they are respected and emulated. As a result, for instructors to fulfill these roles, they must perform well.

According to information gathered by UNESCO for the 2016 Global Education Monitoring (GEM) Report, Indonesia's education system is ranked 10th out of 14 developing nations, and the nation's teachers are ranked 14th out of 14 developing nations globally (Marsudi, 2021). Aside from that, according to a 2020 assessment by World Bank researcher Rythia Afkar, Indonesian instructors continue to have poor-quality instruction. Rythia expressed this when a World Bank survey on learning loss brought on by the COVID-19 epidemic in Indonesia 1.5 last year was released (Indonesia: 2021). According to him, the competency and teaching skills of Indonesian instructors are the root cause of their low quality.

In addition to the information provided above about education and teacher quality in Indonesia generally, the news article "Developing the Quality of Human Resources for Educators, Babel Teachers Intern in Student City" that appeared in the Bangka Belitung Islands Province's Bumi Serumpun Sebalai media also reveals that Bangka Belitung is the birthplace of researchers and that the local government places a premium on teacher quality. Teachers, center heads, and principals of schools in Bangka Belitung were sent by the provincial government of the Bangka Belitung Islands to participate in an internship program in Jogjakarta. This is an attempt to raise the standard of Human Resources (HR) in Bangka Belitung specifically for teachers (Balbelprov, 2022).

Mulyana defines teacher performance as the instructor's achievement in facilitating learning in the classroom, as demonstrated by the methods and outcomes (Hafidulloh, 2021). Individual, psychological, and organizational aspects are the three variables that Gibson claims affect performance (Hafidulloh, 2021). Education reports also illustrate aspects of teacher performance over the past few years at school that will be investigated by the researchers. There is still room for improvement in the teacher performance indicators. The expected green color was primarily yellow and red instead of the expected green tint and the value attained was still lower than expected. This is what one of these schools' education reports looks like:

| A     | B                                                                          | C           | D                           | E      | F      | G      |
|-------|----------------------------------------------------------------------------|-------------|-----------------------------|--------|--------|--------|
| C.2.3 | % driving supervisor                                                       | Indicator B | Indicators Not Yet Relevant |        |        |        |
| C.3   | GTK training experience                                                    | 20          | Pioneering                  | 14.34  | 13.54  | 14.03  |
| C.3.1 | Knowledge of field of study (including internships for vocational schools) | 0%          | Pioneering                  | 16.68% | 7.35%  | 10.4%  |
| C.3.2 | Pedagogy                                                                   | 60%         | Develop                     | 19.26% | 29.69% | 26.29% |
| C.3.3 | Managerial                                                                 | 0%          | Pioneering                  | 7.06%  | 3.57%  | 5.4%   |
| C.5   | Teacher competency test scores                                             | 51.38       | Enough                      | 50.21  | 50.81  | 51.08  |
| C.5.1 | Pedagogical competence                                                     | 51.22       | Enough                      | 49.38  | 49.72  | 50.44  |
| C.5.2 | Professional competence                                                    | 51.53       | Enough                      | 51.04  | 51.9   | 51.72  |

**Figure 1.** Teacher's Performance as Reflected in the 2021 Education Report

The term "teacher performance" is made up of two words: teacher and performance. In the English language, "performance" refers to accomplishment (Sunarsi, 2020). In addition to education report cards, quality reports covering the previous five years also show how well teachers performed in the locations where the researchers will conduct their research. Teacher performance indicators continue to receive low scores, averaging 2.7 or two stars. Even yet, this number is much below expectations. The expected number is number 7, which means it has SNP (National Education Standards). The quality report's screenshot that follows provides more information:

|                                                                      |      |       |               |
|----------------------------------------------------------------------|------|-------|---------------|
| Standards for Educators and Education Personnel                      | 2.73 | ★★    | Towards SNP 2 |
| 5.1. Availability and competency of teachers according to provisions | 3.84 | ★★★   | Towards SNP 3 |
| 5.1.1. Minimum qualifications S1/D4                                  | 5.44 | ★★★★  | Towards SNP 4 |
| 5.1.2. The ratio of class teachers to study groups is balanced       | 7    | ★★★★★ | SNP           |
| 5.1.3. Available for each subject                                    | 7    | ★★★★★ | SNP           |
| 5.1.4. Certified educator                                            | 3    | ★★    | Towards SNP 2 |
| 5.1.5. Minimum good pedagogical competence                           | 3.91 | ★★★   | Towards SNP 3 |
| 5.1.6. Minimum good personality competency                           | 0    | ★     | Towards SNP 1 |
| 5.1.7. Minimum good professional competency                          | 4.36 | ★★★   | Towards SNP 3 |
| 5.1.8. Minimum good social competence                                | 0    | ★     | Towards SNP 1 |

**Figure 2.** Quality Report is Still Yellow Star

The Educator and Education Personnel Standards about teacher performance continue to receive two stars in yellow, as shown in the above photo. This indicates that there is room for improvement in this area, which will help teachers perform better and earn a score of seven or five stars. Researchers obtained the following information about teacher performance over the previous five years from a quality report from one of the schools.

**Table 1. Quality Reports Related to Teacher Performance in the Last 5 Years**

| Standards Related to Teacher Performance        | Mark |      |      |      |      |
|-------------------------------------------------|------|------|------|------|------|
|                                                 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Standards for Educators and Education Personnel | 4,69 | 3,76 | 4,78 | 5,99 | 6,98 |

The findings from the researchers' interviews with several Sungaiselan District elementary school principals and school supervisors, particularly those in Cluster III, indicate that there is a genuine need to enhance some of the teachers' performance in this area. Nonetheless, they think that the Sungaiselan District's elementary school teachers essentially have good potential, quality, and performance. Nonetheless, there exist additional variables that necessitate the enhancement of certain educators' performance. The researcher will investigate whether there are disparities in school leadership or whether the principal's oversight of the school has an impact on the unequal performance of teachers in the Sungaiselan subdistrict. The goal is to determine how these two factors affect teachers' performance.

We can see from the data and explanation above that there is still a low level of teacher performance, which is indirectly caused by the poor quality of Indonesian instructors. But many Indonesian instructors also perform well, therefore not all of them are performing poorly. What then accounts for these teachers' inconsistent performance? This will undoubtedly be a significant issue, and for Indonesian education to advance in the future, a solution must be found.

A wide range of internal and environmental factors can affect a teacher's performance. Nonetheless, internal school variables like the principal's leadership are the main emphasis of this study. Teacher performance is also influenced by the principal's leadership. The implementation of good school principal leadership will also have a good influence on the decisions taken, as well as influencing teachers to produce more effective and efficient performance to achieve good teacher performance.

According to Djafri (2017), leadership is nothing more than the act of influencing others or subordinates. This implies that in a leadership role, there will undoubtedly be a leader, members who will be led, and the leader's attempts to sway the members who report to him. In this particular scenario, the leader's effect might be either positive or harmful depending on how he leads. This is dependent upon the type of leadership the leader uses to try to sway his followers. There are many

different styles of leadership, including charismatic, authoritarian, military, and more.

Principal leadership has a major impact on teacher performance, according to the findings of earlier research by Firmawati and colleagues that was published in a journal under the title *The Influence of Principal Leadership and Work Motivation on Teacher Performance* (Firmawati et al., 2017). Similarly, research by Alya Adelia Safrina Putri Yunus titled *The Influence of Principal Leadership on Elementary School Teacher Performance* demonstrates that principal leadership has a major impact on the performance of elementary school teachers (Yunus et al., 2021). In addition to the data mentioned above, numerous more studies have demonstrated that the principal's leadership in the school can have an impact on teacher performance. For this reason, this study will examine the impact of principal leadership in schools on teacher performance once more, but at a different time and place.

A teacher's performance can also be influenced by internal factors, such as the principal's academic supervision, in addition to the principal's leadership. Oteng claims that the terms "supervision" and "directing" are frequently used interchangeably (Shulhan, 2012). The activities of directing, guiding, assessing, and evaluating teacher performance to attain educational goals are the supervisory activities in issue, if we relate it to the supervision that the school principal does towards teachers.

Principal supervision has a favorable and significant impact on teacher performance in schools, according to research findings titled *The Effect of Principal Supervision and Teacher Work Motivation on Teacher Performance* (Aprida et al., 2020). Raberi et al. (2020) found that principal supervision has a noteworthy impact on teacher performance, based on their research findings published in a journal article titled *The Influence of Principle Supervision and the Role of School Committees on Teacher Performance*.

Nasution (2021) states that supervision is an activity to carry out teacher professional learning and development effectively, therefore teachers need guidance, facilitation, motivation, and assessment from the school principal or supervisor. The aforementioned explanation of how the principal's supervision and leadership affect teacher performance in schools indicates that there is a major impact on teacher performance. Would the findings of this study remain the same, though, if it had been carried out at a different location and time than earlier research? Alternatively, it will display different outcomes. As a result, in contrast to earlier studies, this one will examine the effects of principle supervision and leadership concurrently but in a different setting. The title of this research is "The Influence of Principal Leadership and Supervision on Teacher Performance at SDN Gugus III, Sungaiselan District".

## **B. Methods**

This research was carried out at a State Elementary School in cluster III, Sungaiselan District, Central Bangka Regency. In this study, a quantitative method was adopted. In the meantime, the Export Facto research method was employed in this study. Meanwhile, the method used in this research is the Expost Facto research method. According to Kerlinger Expost Facto is a systematic research method, there is no control over the independent variables, this is because the manifestation has already occurred or these variables cannot be inherently manipulated (Lestari & Yudhanegara, 2015).

The population in this study were all teachers in cluster III Sungaiselan, totaling 75 people. Of the 75 teachers in the population, 50 were selected as a sample, while the other 25 were used in research studies. The Proportionate Stratified Random sample approach, which is employed when the population comprises members that are not homogeneous and proportionally stratified, is the sampling strategy used in this study. Teachers with a bachelor's degree and at least two years of experience teaching made up the study's sample. The data collection techniques that will be used in this research are as follows interview, questionnaire, documentation.

## **C. Results and Discussion**

### **The Influence of Principal Leadership on Teacher Performance**

The study's findings indicate that the principal's leadership at Gugus III Public Elementary School in the Sungaiselan District has a major impact on teachers' performance. In essence, the principal is a leader with varying traits and leadership philosophies in their particular school. Effective leadership will result in high-quality teaching outcomes. Firmawati et al. (2017) found that there is a noteworthy 35.8% impact of principal leadership on teacher performance, which is consistent with the research findings they published in the journal *The Influence of Principal Leadership and Work Motivation on Teacher Performance*. He asserts that teacher effectiveness improves with the principal's level of accommodating leadership.

The findings of Alya Adelia Safrina Putri Yunus's study, *The Influence of Principal Leadership on Primary School Teacher Performance*, are similar. The study's findings demonstrate that the leadership of the principal has a major impact on elementary school teachers' performance (Yunus et al., 2021). He maintained that teacher performance was positively correlated with the principal's leadership qualities. Conversely, the quality of teacher performance decreases with the principal's leadership caliber.

The principal's leadership is crucial to the success of the school for several reasons, which is why it has such a great impact on teacher performance. This occurs as a result of the fact that policies and choices are made by school principals. The fate of the school he heads will depend on whether he makes the incorrect choice or policy. Nevertheless, despite the principal's intelligence in policymaking, his programs will fail because he cannot support his subordinates and the teachers.

Another element that affects whether or not a principal of a school exercises appropriate leadership is their style. School principals can have a variety of leadership philosophies; possibly every leader has a unique approach. These leadership philosophies include authoritarian, militaristic, diplomatic, charismatic, and so on. Furthermore, every leadership style has benefits and drawbacks of its own. An authoritarian leader, for instance, might be able to force followers to follow all rules, but some followers are anxious and fearful, which in turn breeds a sense of unease and security in the followers.

Teacher performance is influenced by the principal's morality and leadership qualities in addition to their style of leadership. A person needs to possess several attributes to be a leader, including wisdom, courage, integrity, inventiveness, honesty, caring, and selflessness. Imagine how teacher performance would suffer if a principal or leader lacked any of the aforementioned attributes. For instance, if a principal of a school lacks integrity, or if he consistently tells falsehoods, then neither his peers nor subordinates will believe a word he says. Performance by teachers will be impacted if this is the case.

### **The Influence of Principal Supervision on Teacher Performance**

The research findings indicate that teacher performance is significantly impacted by the principal's supervision as well. According to research by Elisabet Saddi published in a journal titled *The Influence of Principal Leadership and Supervision on Teacher Performance at Barana Christian High School*, the principal's leadership and supervision together have a major positive impact on the performance of the teachers at Barana Christian High School.

Similarly, research by Pujiyanto and colleagues titled *The Influence of Principal Academic Supervision and Work Environment on the Performance of Air Salek State Primary School Teachers* demonstrates that the performance of State Primary School teachers in Route 8 Air Salek District, Banyuasin Regency, is influenced by the academic supervision provided by individual principals. It may be concluded that supervision does affect teachers' performance based on the aforementioned studies and independent research.

The impact of principal supervision on teacher effectiveness can be attributed to multiple factors. First, let's get back to the definition of supervision, which is the actions, services, and initiatives taken by school principals to guide, assist, and inspire teachers in their classrooms to raise the standard of instruction according to a well-thought-out plan.

According to the description given above, supervision is a type of assistance provided by the principal to instructors to enhance their performance. This service is provided in the following forms: guiding, motivating, assessing, and evaluating. Teachers truly need services like this because of the challenges or issues they confront daily to improve teacher effectiveness. For example, when new teachers don't have much experience, they need guidance from both colleagues and the school principal. Therefore, initially, the teacher could not become proficient, nor was he skilled enough to become proficient.

Motivating employees during supervision tasks is another example. Naturally, the administrator has to be able to inspire teachers whether they are facing challenges at work or in their personal lives. Failure to do so could negatively impact the teacher's performance and hinder the advancement of the school. Being motivated will, in any case, have some effect on the teacher's psychology to enable him to maintain or even raise his level of performance. In addition, teacher performance will be impacted by the principal's evaluation actions conducted during supervision. This occurs as a result of the fact that all teachers have benefits and drawbacks when performing their jobs. As a result, teacher assessment procedures administered by school principals will preserve instructors' strong points and address their weaknesses.

Next is the assessment activity. The assessment activity in question is the activity of assessing teacher performance. Teachers who are assessed for their performance will certainly have tears in their eyes as to what their performance has been like at certain times. Moreover, for example, the performance in the previous supervision did not get a very high score, therefore it will be a motivation to increase the score in the next supervision. Of course, this will affect teacher performance.

The purpose of supervision, according to the researchers' theoretical study, is to help teachers teach and learn with students in a way that improves student learning, the teaching profession advances, and educational goals are met. This conclusion was reached after considering a variety of viewpoints. These goals demonstrate that supervision is beneficial in and of itself for raising teacher performance. According to the outcomes of the hypothesis tests that have been conducted, these elements are what cause the principal's supervision to have such a substantial impact on teacher performance, particularly at the Gugus III public elementary school, Sungaiselan District.

## **The Influence of Principal Leadership and Supervision Together on Teacher Performance**

What would happen if leadership and supervision were provided in tandem, given their apparent impact on teacher performance? if it makes a difference or not. The researcher's earlier description of the research's findings is consistent with the hypothesis test that was conducted; teacher performance is significantly impacted by the principal's leadership and supervision combined. The results of the following hypothesis test demonstrate how much of an influence was made:

**Table 2. Percentage of the Influence of Variables  $X_1$  and  $X_2$  Together with Variable Y**

| <b>Model Summary</b> |                   |          |                   |                            |
|----------------------|-------------------|----------|-------------------|----------------------------|
| Model                | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                    | .753 <sup>a</sup> | .567     | .548              | 6.92671                    |

a. Predictors: (Constant), Principal Supervision, Principal Leadership

We can see that the value 0.567 is included in the R Square column of the output table above. When expressed as a percentage, this number equals 56.7%. This indicates that the combined effect of the principal's supervision and leadership on teacher performance is a significant 56.7%. This is not without explanation; several factors contribute to the significance of these two variables.

These two factors, the principal's leadership, and supervision over the school, have the potential to positively affect teacher performance, as previously indicated by the theoretical study and research findings that were presented. Similar to leadership, teacher performance is influenced by the policies in place at the top as well as the personality and traits of the leader. Additionally, guidance, incentive, evaluation, and other forms of supervision will all have an impact on how well teachers work.

When these two enormous forces are combined, there will undoubtedly be a far stronger ability to affect teacher effectiveness. Different leaders have different styles of leadership based on their personal preferences. Teacher performance will then improve when this is paired with scheduled supervision. The principal's monitoring duties will also be ineffective if, for instance, the principal's leadership cannot be deemed to be good. Because effective leadership also results in effective oversight. Therefore, the principal's leadership and the principal's supervision have a significant influence, especially at the Gugus III Sungaiselan Public Elementary School.

## **D. Conclusion**

Drawing on the research findings and the above-mentioned debate, the following conclusions can be made:

1. At SDN Gugus III, Sungaiselan District, the principal's leadership ( $X_1$ ) has a major impact on teachers' performance (Y). Tcount of 2.612 and Ttable of 2.612 demonstrate this. Since 2.612 is more than 2.612,  $H_a$  is accepted and  $H_o$  is denied. This indicates that there is a mutual relationship between these two variables teacher performance and the principal's leadership. A teacher's performance improves with a school principal's guidance.
2. At SDN Gugus III Sungaiselan District, principal supervision ( $X_2$ ) has a major impact on teacher performance (Y). The t-count of 2.578 and the ttable of 2.012 demonstrate this. Since 2.578 is greater than 2.012,  $H_a$  is approved while  $H_o$  is refused. This indicates that there is a mutual relationship between these two variables principal oversight and teacher performance. The teacher's performance will improve in proportion to the principal's level of supervision.
3. There is a significant influence of the principal's leadership ( $X_1$ ) and the principal's supervision ( $X_2$ ) together on teacher performance (Y) amounting to 56.7%. This is also proven by the f-count of 30.758 while the f-table is 3.191. Because  $30.758 > 3.191$  then  $H_a$  is accepted while  $H_o$  is rejected. This means that these three variables influence each other and can go hand in hand. The better the leadership and supervision of the school principal, the better the teacher's performance.

## **E. Acknowledgement**

We would like to express our acknowledgment to our respondents, and colleagues in SDN Gugus III Sungaiselan District who helped us in this article.

## **References**

- Aprida, Y., Fitria, H. & Nurkhalis, N. 2020. The Influence of Principal Supervision and Teacher Work Motivation on Teacher Performance. *Journal of Education Research*, 1(2): 160-164.
- Balbelprov 2022. *Develop the Quality of Human Resources for Educators, Babel Internship Teachers in Student City*. Balbelprov.go.id. <https://babelprov.go.id/berita/all>.
- Depdiknas 2003. *Law Number 20 of 2003, Concerning the National Education System*. Departemen Pendidikan Nasional.
- Djafri, N. 2017. *Principal Leadership Management*. Yogyakarta: deepublish.
- Firmawati, Yusrizal & Usman, N. 2017. The Influence of Principal Leadership and Work Motivation on Teacher Performance. *Jurnal Magister Administrasi Pendidikan*, 5(3): 167-171. <https://jurnal.usk.ac.id/JAP/article/view/9025>.

- Hafidulloh 2021. *Teacher Management, Improving Teacher Discipline and Performance*. Yogyakarta: Bintang Pustaka Madani.
- Indonesia; C. 2021. *World Bank Experts Value Teacher Quality in Indonesia is Still Low*. CNN: Indonesia. Tersedia di <https://www.cnnindonesia.com/nasional/20210917142431-12-695785/ahli-world-bank-nilai-kualitas-guru-di-indonesia-masih-rendah>.
- Lestari, K.E. & Yudhanegara, M.R. 2015. *Mathematics Education Research*. Bandung: Refika Aditama.
- Marsudi, R.A. 2021. *Educational Problems in Indonesia*. Tersedia di <https://www.kompasiana.com/risqi95/6103e7e19f7b9d27a05d5213/permasalahan-pendidikan-di-indonesia>.
- Nasution, I. 2021. *Educational Supervision*. Medan: Pusdikra Mitra Jaya.
- Raberi, A., Fitria, H. & Fitriani, Y. 2020. The Influence of Principal Supervision and the Role of School Committees on Teacher Performance. *Jurnal Al- Qiyam*, 1(1): 11-20.
- Shulhan, M. 2012. *Educational Supervision: Theory and Application in Developing Teacher Resources*. Surabaya: Achima Publishing.
- Sunarsi, D. 2020. *Guide to Improving Teacher Performance and Satisfaction*. Banten: Desanta Muliavisitama.
- Uno & Nina 2016. *Teacher's Duties in Learning*. Jakarta: PT Bumi Askara.
- Yunus, A.A.S.P., Hidayat, M.T., Djazilan, M.S. & Akhwani, A. 2021. The Influence of Principal Leadership on Primary School Teacher Performance. *Jurnal Basicedu*, 5(5): 3625-3635.