

Research Article

The Correlation Between the Implementation of Supervision of Education and Leadership of School Principals on Improving Teacher Performance in Junior High Schools in The City of Palangka Raya

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ABSTRACT

The purpose of this study was to determine: (1) the correlation between the implementation of school principals supervision and the performance of teachers of state junior high schools in Palangka Raya City, (2) the correlation between leadership and teacher performance in public junior high schools in Palangka Raya City, (3) the correlation between the implementation of the principal's supervision and leadership together on the performance of the teachers of state junior high schools in the city of Palangka Raya. This study uses quantitative descriptive research methods. The variables in this study include independent variables; implementation of supervision and leadership of the Principal, while the dependent variable is the performance of teachers of Public Middle Schools in the City of Palangka Raya. The population in this study were all teachers from seven junior high schools in the city of Palangkaaya totaling 315 teachers. Sampling is done by using the formula from Taro Yamane so that 176 teachers are obtained. The questionnaire that has been tested for validity and reliability is used as the main data digging tool, while the feasibility of the data is tested using normality test, autocorrelation test, multicollinearity test, and heteroscedasticity test. To find out the contribution between each variable the study was carried out using simple and multiple regression. The results of the study show that: (1) There is a correlation between the implementation of the Principal Supervision and the performance of the teachers of Public Middle Schools in the City of Palangka Raya. (2) There is a correlation between Principal Leadership and teacher performance in Public Middle Schools in the City of Palangka Raya, and (3) There is a correlation between the implementation of Principal Supervision and Leadership of Principals of Public Middle Schools in the City of Palangka Raya. Based on the results of the study, it can be concluded that the implementation of Education Supervision and Principal Leadership has a positive and significant impact on improving the performance of junior high school teachers in the city of Palangka Raya.

Keywords: Teacher performance, education supervision, principal leadership

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Introduction

Teacher performance is a result of work achieved by a person in carrying out tasks assigned to him based on skills, experience, sincerity, and time. Teacher performance will be good if the teacher has done the elements that consist of loyalty and high commitment to the task of teaching, mastering and developing learning material, discipline in teaching and other assignments, creativity in teaching implementation, collaboration with all school members, leadership that becomes student role models, good personality, honest and objective in guiding students, and responsibility for their duties (Kusumaningrum et al., 2019).

The role of teacher performance from school principals can be contained in supervision activities. Supervision of the principal is intended so that the teachers always strive to improve their personal and professional abilities. Besides, supervision is also intended as a medium of communication between teachers and principals, especially when teachers need help in overcoming difficulties and obstacles faced in carrying out their duties (Murtiningsih et al., 2019).

The Principal is the key office as the determinant (Hartiwi et al., 2020), the driver, and the utilization of all available resources to function optimally in improving the quality of the learning process in the classroom. As for the efforts to improve the quality, it is strongly influenced by leadership and managerial abilities (Alayoubi et al., 2020). The principal in carrying out his functions. The functions of the Principal are as a manager, administrator, supervisor, leadership, innovator, and motivator in the school (Nellitawati, 2020).

A principal as a top manager has a central role in planning, coordinating directing, and controlling human resources in schools and the surrounding environment

(Agustina et al., 2021) so that in the implementation of School-Based Quality Improvement Management (MPMBS) the role of the principal as a manager is crucial in empowering human beings to create a conducive climate to achieve the goals that have been set effectively and efficiently.

The ability of a leader in designing and describing a cooperation program along with relevant steps determines the success of a predetermined goal (Corriveau, 2020). In ways that are strategic leaders can improve the performance of teachers and employees better (Jabbar & Hussin, 2019). Creating a conducive work situation needs to be done so that a pleasant working atmosphere can truly be realized (Sutoyo et al., 2020). Changing the mindset that states that work is not a burden but is a necessity is important and needs to be considered.

Principal supervision activities and leadership of the principal will have a psychological effect on teacher performance (Suratman et al., 2020) (Nguyen et al., 2020) (Abdullah et al., 2019). A teacher who is satisfied with giving supervision to the principal and his leadership will then voluntarily work which can ultimately make the work productivity of the teacher increase (Mufua, 2019). But if the teacher is dissatisfied with the implementation of the supervision of the principal and his leadership in running the wheel of an educational organization, the teacher is working less passionately, this results in teacher productivity decreasing.

Based on the results of interviews conducted with several teachers at Palangka Raya Middle School 1 that there are still many obstacles or problems related to the implementation of supervision of the principal. In general, these problems include: the quality of supervision from school principals is still relatively low though the purpose of supervision is to help teachers see

the goals of education and try to achieve the goals of education by fostering and developing better teaching methods and procedures.

In addition, some teachers are less successful in teaching because they are influenced by the leadership of the school principal (Ruslan et al., 2020) (Abdullah et al., 2018; Basanes, 2020), which they value is not good and wise so that it has an impact on decreasing teacher productivity/performance, therefore strong and wise headmaster leadership is needed to improve teacher performance (Birand et al., 2021).

Teacher performance is greatly influenced by many factors, including teacher professionalism (Maulida & Suriansyah, 2019), teacher welfare, working environment conditions (Hicklenton et al., 2019), supervision, and so on (Baluyos et al., 2019) (Gyeltshen & Beri, 2019). Supervision as an effort to develop the teacher's ability to be a more professional person (Kartini et al., 2020), if implemented effectively will greatly affect his performance, namely the improvement of the quality of the learning process in the classroom. For this goal to be achieved, supervision must be carried out effectively, and professional supervisors are needed (Khun-inkeeree et al., 2019).

To improve the quality of education, the factor of professionalism of the staff that takes place in the teacher class occupies a very strategic position (Bafadal et al., 2019). Enhancing teacher professional skills can be achieved by carrying out continuous coaching (Hui et al., 2020). For a coach, in this case, the principal needs leadership patterns as well as technical skills, human relations skills, conceptual skills are very necessary (Prestyadi et al., 2019). Thus the Principal as a manager can create a conducive atmosphere.

From the description above, it can be affirmed that the improvement of teacher performance is inseparable from the supervision of the principal and the leadership of the principal (Budiarti et al., 2020). In connection with the importance of improving the performance of these teachers, it is necessary to examine how far "the correlation between the implementation of educational supervision and the leadership of school principals towards improving teacher performance in junior high schools in the City of Palangka Raya".

Principal Supervision

Supervision is a coaching activity planned to help teachers and other school employees in carrying out their work effectively. The principal is someone who is authorized to lead and organize education in schools, this is following the opinion of Wahjosumijo, in his book entitled principal leadership, who suggests that the principal is a functional teacher who is given the task of leading a school where the process is held teaching and learning, or a place where there is the interaction between the teacher who gives lessons and students who receive lessons. The suggests operational duties of supervision, supervision received by teachers is:

- a. Guide and develop curriculum.
- b. Improve teaching and learning at school.
- c. Develop all teachers and staff in the school.

Therefore, supervision of the principal is an effort of a school principal in teacher training so that teachers can improve the quality of their teaching through the steps of planning, the appearance of real teaching and rationally making changes to improve student learning outcomes (Rusdiana et al., 2020).

Principal leadership

Leadership according to Miftha Thoha is someone who can lead, meaning having the ability to influence other people or groups without heeding the form of reason. A leader is a person who has the skills and advantages in one field, so he can influence others to jointly carry out certain activities, for the sake of achieving one or several goals.

Leadership emphasizes a person's ability to influence others in achieving goals in certain situations (Alvesson & Einola, 2019). While others emphasize how the ability of a leader to direct others to cooperate in achieving a certain goal, therefore leadership in this study consists of several sub-variables, among others: (1) sub-variable maturation of follower preparation, (2) sub-variable relationships between humans, (3) sub-variable becomes an example, (4) sub-variable persuasion and giving orders, (5) sub-variable use of appropriate communication, (6) sub-variable provision of facilities.

Teacher performance

Performance is the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve set goals and standards. While other experts argue that Performance is the result of the function of a particular job or activity in which it consists of three aspects, namely: Clarity of the task or work that is the responsibility; Clarity of expected results from a job or function; Clarity of the time needed to complete a job so that the expected results can be realized. From several explanations about the definition of performance above, it can be concluded that teacher performance is the ability shown by the teacher in carrying out the task or work. Performance is said to be good and satisfying

if the objectives achieved are following the standards set.

Teacher performance is very important to be considered and evaluated because the teacher carries out professional assignments, meaning that tasks can only be done with special competencies obtained through educational programs (Öztürk, 2019). The states that the achievement of teacher performance can be observed through three dimensions, namely:

- a. Arrange teaching programs which are about planning annual teaching programs, semester programs, teaching preparation programs (RPP).
- b. Carry out basic lessons / present teaching.
- c. Carry out learning evaluations.

Material and Methods

The research method used is descriptive quantitative research. The research design used in the explanatory level is the level of explanation, namely how the variables studied will explain the supervision of the principal and leadership together on the performance of the State Junior High School teachers in Palangka Raya City which are examined through collected data (Sugiyono: 2002) All data obtained will be processed and processed with quantitative analysis. The population in this study were all teachers from seven junior high schools in the city of Palangkaaya, totaling 315 teachers. Sampling was done using a formula from Taro Yamane. So that there were 176 teachers. The required data is collected using a questionnaire that is tested for validity and reliability. The collected data was analyzed using descriptive statistics and quantitative analysis using multiple regression equation models and simple regression used to test the proposed hypothesis.

Results and Discussion

Results

Principal supervision

It is known that the supervision of the Principal of the School of Public Schools in Palangka Raya City 86.36% is high because it is at intervals of more than 139, 13.64% are classified as moderate, and 0% are low in the level of Principal Supervision. Judging from the sub-variables developing the curriculum that is being implemented in schools (X1.1) it is known that the percentage (%) of respondents' answers; that 5.9% of teachers strongly agree with the statement submitted, 60.2% of respondents stated agree, 33.8% stated sometimes, and 0% of respondents stated that rarely and 0.5% stated that they had never been fostered in curriculum development that this is being carried out in schools. This fact shows that the role of the principal in fostering and developing the curriculum that is being implemented in school is good enough, especially helping teachers see the purpose of education, developing general principles of education and guaranteeing genuine implementation, explaining specific functions of school and plan efforts to achieve it, gain an understanding of new ideas and plan to use names that have proven good, and give real inspiration to the teacher.

Sub-variables improve the teaching and learning process in schools (X1.2) known the percentage (%) of respondents' answers; that 36% of teachers strongly agreed to the statement submitted, 53.3% agreed that respondents answered rarely and never. This fact shows that the learning process in the school is good enough, although it needs to be improved, especially in helping teachers in assessing the progress of students and the work of the teacher itself, helping teachers to use learning experience resources, and helping teachers meet student learning needs.

Respondents' answers to sub-variables developed all staff sentences in school (X1.3); 11.3% of teachers strongly agreed to the statement made, 68.6% said they agreed, 20.2% stated sometimes, and 0% stated rarely and never. This condition shows that the development of all school staff is quite good, such as providing learning resource books and explaining how to obtain learning resources for teachers, inviting meeting teachers to exchange ideas in improving school learning and help overcome various problems that exist in schools and provide motivation to teach and provide guidance on how to improve teacher performance and help develop the teaching profession.

Principal Leadership

Based on the frequency and percentage of the group score for the principal's leadership variables showed that 93.18% of principals had high leadership, 6.82% were moderate, and none (0%) of the principals were classified as low. Based on the sub-variable maturation of follower preparation in the principal's leadership variable (X2.1) it is known that the percentage (%) of the respondent's answers, that 34.8% of teachers strongly agree to the statement submitted, 56.6% agree to the statement, 8.7% stated Sometimes, and 0% who answered rarely and never agreed with the statement submitted. This fact shows that the maturation of follower preparation is quite good, especially in providing clear, clear, and thoughtful information. Although giving factual information needs to be improved.

Percentage based on sub-variable relations between humans (X2.2) can be seen that 34.8% of teachers strongly agree with the statement submitted, 56.6% agree to the statement, 8.7% state sometimes agree, and 0% of teachers answer rarely and never. The above facts show the relationship between people in

the leadership of the principal even though it is good enough but must still receive attention and improvement, especially the equalization of perceptions with superiors, with colleagues, and relations with the environment.

The sub-variable becomes an example (X2.3) in the leadership variable of the principal can be known to the percentage (%) of the respondent's answer, that 28.6% of teachers strongly agree to the statement submitted, 61.1% agree to the statement, 10.2% state sometimes, and 0% who answered rarely and never agreed with the statement submitted. The fact above shows the leadership level of the principal was quite good, especially in the example of the principal although the form of action and reality in the field needs to be improved.

Frequency and percentage based on Sub Variable Persuasion and giving orders (X2.4) can be seen that 53.5% of teachers strongly agree with the statement submitted, 35.8% agree to the statement, 10.9% state sometimes agree, and 0 % of teachers who answered infrequently and never. This fact shows persuasion and giving orders (X2.4), even though it is good enough but must still receive attention and improvement, especially about the level of teacher awareness of their duties and responsibilities.

Frequency and percentage based on facility provision sub-variables (X2.5) in teacher leadership variables can be known to the percentage (%) of respondents' answers, that 27.9% of teachers strongly agree to the statement submitted, 50.5% agree to the statement, 21.9 % states Sometimes, and 0% who answer rarely and never agree with the statement submitted. The facts above show that the provision of facilities is quite good, especially in the availability of facilities, use of facilities, and repair of facilities although maintaining

and maintaining facilities still needs to be improved.

Teacher performance

The smallest performance of state junior high schools in Kota Palangka District (28.65%) is high, quite large (71.35%) classified as moderate, and there is no (0%) score of teacher performance is low. It is seen from the Sub-variables compiling the annual program (Y1.1) that 15.6% of respondents stated strongly agree to the statement, 62.6% of respondents agreed, 21.8% of respondents stated that they sometimes agreed, and each 0% respondents stated rarely and never agreed. This shows that, although the aspects of preparing the year program have been quite good, especially in the preparation of the annual program and preparation of the RPP.

It is known that the percentage (%) of respondent's performance is based on Sub- Variables carrying out the main lesson / presenting teaching (Y1.2), that 22.1% of respondents stated strongly agree with the statement about carrying out the main lesson / presenting teaching, 49.9% of respondents agreed to express, 28.1% of respondents stated that sometimes and each of 0% of respondents stated that they were rare and never told about the accuracy and speed of applying, giving and completing the material.

Even though it is good enough, this condition can be further enhanced by improving the completion of the program, teaching following the academic calendar. The percentage (%) of the respondent's performance for the Sub-variables carrying out learning evaluation (Y1.3) is known that 15.6% of respondents stated strongly agree with the statement about implementing learning evaluation 53.8% of respondents agreed, 30.1% of respondents sometimes stated- sometimes, de-

clare rarely equal to 0.7%, and 0% of respondents say they never agree with the statement given. This condition shows that there are aspects that have been achieved such as the use of media and the use of methods, but for the ability of the teacher to manage tests and evaluation of learning it needs to be further improved.

Quantitative analysis

- *Principal supervision variable*

The frequency distribution of school principal supervision variable scores showed the highest frequency in the interval score 159 - 165 with a frequency of 51 or 28.98% while the least interval score was 139.5 - 145.5 with a frequency of 5.68 or 6%. The Total Answer Score Recapitulation also shows the mean 152.83 and the median 156, so it is clear that the mean is smaller than the median value. This means that more teachers score above the mean than those who score below the mean.

- *Principal leadership variable*

Based on the frequency distribution the score of the headmaster's leadership variable shows the highest frequency in the score interval of 90.5 - 93.5 with the frequency of each of 52 or 29.55% while the least interval score is 83.5 - 86.5 with a frequency of 7.39%. The total answer score also shows the mean 90.91 and median 92, so it is clear that the mean is smaller than the median value. This means that more teachers score above the mean than those who score below the mean.

- *Teacher performance variable*

The frequency distribution of teacher performance variable scores showed the highest frequency in the interval score of 107.5 - 110.5 with the number of frequencies 43 or 24.57% while the least interval score was 114.5 - 117.5

with a frequency of 7 or 4%. 105.82 and median 106 so it is clear that the mean is smaller than the median value. This means that more teachers score above the mean than those who score below the mean.

Discussion

The performance of the teachers of the Public Middle School in Palangka Raya City correlates with the supervision of the principal. So that the correlation between two independent variables on the dependent variable can be described as follows:

The Correlation between the Implementation of School Principal Supervision and Teacher Performance in Public Schools in Palangka Raya City

The correlation between the supervision of the principal and the teacher's performance is relatively strong at 0.680 between 0.600 to 0.799. This condition is caused by the teacher's answer to the development and development of the curriculum currently being implemented in the Public Middle School in Palangka Raya City, 60.2% agreed, and 33.8% answered sometimes. This fact shows the need for efforts made by the principal in carrying out supervision, especially regarding the purpose of teaching following KTSP, also about the general principles of education and the purpose of education and how to develop the school curriculum according to the socio-cultural conditions of the local community.

In the sub-variables improve the teaching and learning process in schools, (X1.2) 36% of respondents answered strongly agree, 53% of respondents answered agreed, and 11.1% of respondents answered sometimes. This condition shows that the improvement of the teaching and learning process has been quite good, especially seen from the tendency of respondents to agree to the question of using modern learning media and guiding how to

use it, and the presence of principals in the classroom to observe teachers teaching and giving examples of good teaching methods, and earnest attention RPP prepared by the teacher, and recommends and guides teachers to use teaching aids media teaching while teaching.

Sub-variables developing all staff in the State Middle School in Palangka Raya city have been quite good seen from 11.3% of respondents who answered strongly agree, 68.6% answered they agree, and there were 20.2% of respondents answered doubtfully. This is because indicators provide motivation to teach and provide guidance on how to improve teacher performance, provide learning resource books and explain how to obtain learning resources for teachers. Guiding how to assess the results of their work and help the teacher answer questions or difficulties faced, motivate to teach the people and give instructions on how to improve teacher performance, and help develop the teaching profession.

The correlation between principal teacher leadership and teacher performance in public junior high schools in the city of Palangka Raya

The principal's leadership of the teacher in carrying out the teaching and learning process in the Public Middle School in the City of Palangka Raya is relatively low because the calculation number of 0.463 is between 0.200 to 0.399.

This condition shows that there is a tendency for the teacher to answer that he agrees with the questions raised about the maturation of follower preparation as well as clear direction from the leader, giving clear, thoughtful information, and the tendency of the teacher to answer questions about factual indicators, education, and customs related to leadership.

Related to the sub-variable of human relations (X2.1) 38.1% of respondents answered strongly agree, 61.6% of respondents answered they agree, and there were 0.8% of respondents answered sometimes. This condition shows indicators related to understanding and deepening subordinates, achieving organizational goals, organizational interests, and equating perceptions that are good enough.

Based on the Sub Variable became an example (X2.2) 38.1% of respondents answered strongly agree and 61.6% of respondents answered they agree, and there were 0.4% of respondents answered sometimes. This condition shows sub-variables to be a pretty good role model, especially in the indicators of exemplary giving, the influence on subordinates, recommendations, and adhering to regulations is good, although for the realization and capabilities in the field the leadership of the principal needs to be improved.

Based on persuasive sub-variables and giving orders (X2.3) 53.5% of respondents answered strongly agree and 35.8% of respondents answered agree, and there were 10.9% of respondents answered sometimes. This condition shows that the indicator of willingness from the teacher and without coercion is good enough even though the awareness of the teacher needs to be improved.

Related to the sub-variable of human relations (X2.1) 38.1% of respondents answered strongly agree and 61.6% of respondents answered they agree, and there were 0.8% of respondents answered sometimes. This condition shows indicators related to understanding and deepening subordinates, achieving organizational goals, organizational interests, and equating perceptions that are good enough.

In connection with the sub-variable provision of facilities (X2.5) 27.9% of respondents

answered strongly agree, 50.5% of respondents answered agree, and there were 21.9% of respondents answered sometimes. This condition shows indicators related to maintaining and caring for facilities, although there are still teachers who lack facilities, lack of utilization of facilities, and improve facilities.

The correlation between principal supervision and teacher principal leadership with teacher performance in public schools in Palangka Raya City

Correlation of the principal's supervision variables and teacher principal's leadership variables with teacher performance variables obtained using multiple regression showed that the contribution of variance given by both showed 0.746 the amount of influence given by variable X1 (supervision of the Principal), and X2 (Principal Leadership), to variable Y (teacher performance).

Tested the performance of teachers in state junior high schools in the city of Palangka Raya based on the model summary obtained by a strong correlation coefficient between the supervision of the Principal and the Principal Leadership of the School towards teacher performance by 55.7%, while the remaining 44.3% was influenced by variables - other variables not included in this study.

This contribution can be described in eleven sub-variables, namely; fostering and developing a curriculum that is being implemented in schools; improving the teaching and learning process in schools; developing all teachers and staff at school; maturation of follower preparation; human relationship; being an example; persuasion and giving orders; provision of facilities; compile teaching programs; carry out the main lesson /present teaching; and carry out learning evaluations.

However, some things need to be corrected, such as the teacher must try to imple-

ment the teaching program following the academic calendar, the teacher must deliver the subject matter to students must be completed following the teaching program, trying to organize the school administration as well as possible new things that are more effective in managing school administration, teachers can carry out student learning outcomes assessments to measure student achievement levels, teachers carry out tutoring services to all students, teachers provide direction on how to learn well and correctly, teachers communicate things that are new to students in the implementation of learning (e.g., giving homework assignments), the teacher tries to communicate about how to complete homework assignments for students, and the teacher uses various techniques in managing the teaching and learning process.

Conclusion and Recommendation

Conclusion

Based on the results of the study, it can be concluded that the implementation of Education Supervision and Principal Leadership has a positive and significant impact on improving the performance of junior high school teachers in the city of Palangka Raya.

Suggestions

Based on the results of the study, several suggestions can be put forward such as:

It is expected that teachers at the Public Middle School in the City of Palangka Raya can improve coaching and develop the curriculum that is being implemented in schools and develop all teachers and staff in the school.

- a. It is hoped that the Principal of the Public Middle School in Palangka Raya City can improve education supervision by increasing the development of general principles of educa-

tion and guaranteeing genuine implementation, gaining an understanding of new ideas, and planning to use those that have proven good, and increasing inspiration actually to the teacher.

- b. The Education and Culture Office of Palangka Raya City can provide understanding to teachers in the Public Middle School in the City of Palangka Raya about the importance of the ability to carry out the learning process which is only obtained from the Principal Leadership, and the School Leadership itself as part of the learning process.
- c. It is expected that the results of this study can be used as material for thought for future researchers to continue this research to be able to contribute knowledge to the world of education.

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