

## **Contribution of Principal Leadership and Academic Supervision to the Performance of Public Elementary School Teachers in Lubuk Basung Subdistrict, Agam Regency**

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### **Abstract**

*This study was motivated by observations made by researchers in public elementary schools in Lubuk Basung District, Agam Regency, which showed that teacher performance was still low. Factors that influence teacher performance include principal leadership and school academic supervision. The purpose of this study was to see: (1) the contribution of principal leadership to the performance of teachers in public elementary schools in Lubuk Basung Subdistrict, Agam Regency, (2) the contribution of academic supervision to the performance of teachers in public elementary schools in Lubuk Basung Subdistrict, Agam Regency, and (3) the contribution of principal leadership and academic supervision to the performance of teachers in public elementary schools in Lubuk Basung, Agam Regency. The method used in this research is quantitative research with a population of 172 teachers. The sample size was taken using stratified proportional random sampling method, totaling 66 teachers. The instrument in this study used a questionnaire. Data analysis indicates that: (1) the leadership of school principals contributes significantly to the performance of public elementary school teachers in Lubuk Basung District, Agam Regency by 14.1%. (2) Academic supervision significantly contributes to the performance of public elementary school teachers in Lubuk Basung Subdistrict, Agam Regency by 7.3%. (3) Principal leadership and academic supervision significantly contributed to the performance of teachers of public elementary schools in Lubuk Basung Subdistrict, Agam Regency by 15.1%. This finding can show that the hypothesis can be accepted empirically and the variables of principal leadership and academic supervision are two factors that contribute to the performance of public elementary school teachers in Lubuk Basung Subdistrict, Agam Regency, the remaining 86.9% support outside the two variables studied.*

**Keywords: Principal Leadership, Academic Supervision, Teacher Performance**

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## **INTRODUCTION**

The realization of educational goals as proclaimed by the Government of Indonesia has many influencing factors. One factor that plays a role in determining the success of education is the teacher. Teachers are at the forefront of determining the quality of education in a country. It is in the hands of teachers that quality students are expected to emerge both academically and non-academically, as well as the spiritual and socio-emotional aspects of students. Therefore, teachers who have high dedication and performance are needed in realizing the goals of education as mandated by the Law.

Teachers are one of the urgent components in education because teachers integrate directly with students. Supardi in Nellitawati (2022) said that teachers are a very important component in improving the quality of human resources, because teachers are a professional profession where they are required to make every effort to carry out their profession as well as possible. As a professional, the teacher's duties as an educator, teacher and trainer should have an impact on students.

Therefore, it is very necessary for teachers to have high performance in carrying out their duties. Teachers who have high performance will have good behavior that should be imitated and emulated by their students and will also show good achievements by improving their teaching quality. Teachers who have high performance will be able to carry out learning creatively through appropriate methods and strategies that make students understand what the

teacher is teaching. This is in line with Oktiani's (2017) opinion that "Creative educators can utilize everything available to ensure that teaching and learning takes place in a way that is interesting and inspires students to participate in learning". High-performing teachers will ensure that learning takes place smoothly and will raise the standard of teaching and learning.

Teacher performance is one of the supporting things of the high and low quality of education. However, teacher performance is influenced by various factors. According to (Susanto, 2012) states that teacher performance is influenced by factors: "(a) Motivation, (b) teacher competence and (c) principal leadership. Another opinion from Sehorningsih in (Sobirin, 2012) states that there are 4 factors of teacher performance, including: (a) high teacher ability and enthusiasm, (b) coaching provided by the principal on a regular basis (c) the ability of the principal to conduct supervision so that it can carry out supervision and control of learning implementation, and (d) the success of the principal in creating a conducive school climate so that teachers are enthusiastic in carrying out learning activities.

To realize high teacher performance, the Government of the Republic of Indonesia issued Law number 14 of 2005 concerning Teachers and Lecturers article 1 that Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education, and secondary education.

Based on preliminary observations and information that researchers conducted with principals and teachers in several schools of Public Elementary Schools in Lubuk Basung District, Agam Regency, which began on April 10, 2017 at Public Elementary Schools in Lubuk Basung District, Agam Regency. Researchers found that teacher performance was still low. This can be seen from 1) some teachers still have the perception that making teaching preparations is only to complete class administration, not to be applied in the teaching and learning process, so that the planning prepared in the form of lesson plans and implementation in the classroom is not the same, (2) some teachers in the implementation of learning still use the lecture method, (3) some teachers in assessing student learning outcomes are not yet objective, teachers only prioritize students' cognitive assessments without paying attention to students' affective and psychomotor values, (4) some teachers do not utilize media or teaching aids as tools in learning in class, so that students seem bored in participating in learning activities in class.

Based on the above phenomenon, it indicates that teacher performance is still low, so it needs to be addressed because it is directly related to the ongoing teaching and learning process activities. If this is ignored it will have an impact on the quality of education, and the quality of graduates, for this reason there needs to be a systematic effort to improve teacher performance. If teachers have high performance, it will have an impact on student learning outcomes which will ultimately improve the quality of learning. On the basis of the above, the authors are interested in conducting research on teacher performance and factors related to the performance of public elementary school teachers in Lubuk Basung District, Agam Regency. The purpose of this study is to determine and explain that:

1. The contribution of principal leadership to the performance of public elementary school teachers in Lubuk Basung District, Agam Regency.
2. The contribution of academic supervision to the performance of teachers in public elementary schools in Lubuk Basung Subdistrict, Agam Regency.

The contribution of principals' leadership and academic supervision to the performance of teachers in public elementary schools in Lubuk Basung Subdistrict, Agam Regency.

## RESEARCH METHODS

This study uses quantitative methods with correlational research to see the strength of the relationship between the variables of principal leadership and academic supervision on the performance of teachers of public elementary schools in Lubuk Basung District, Agam Regency. The population in this study were all public elementary school teachers in Lubuk Basung District, Agam Regency, totaling 150 people. The sample of this study was taken using stratified proportional random sampling technique with a sample size of 76 people. Data collection was done by meeting the research subject directly. The research data analysis technique was processed using correlation and regression techniques with the help of the SPSS version 20 program.

## RESULT AND DISCUSSION

The first hypothesis tested in this study is that principal leadership contributes to teacher performance, to test this hypothesis, a correlation analysis was conducted which can be seen in Table 1.

**Table 1. Summary of Correlation Analysis Results Between Principal Leadership Variables (X1) and Teacher Performance (Y)**

Correlation	Correlation coefficient (r)	Coefficient of Determination (R <sup>2</sup> )	Contribution	Sig . (p)
ryx <sub>1</sub>	0.375 <sup>a</sup>	0.141	14,1%	0,000

The calculation results in Table 1 show that the correlation coefficient ( $r_{xy}$ ) = 0.375a with  $p = 0.000 < \alpha 0.05$ . This means that there is a very significant relationship between principal leadership and teacher performance. The magnitude of the coefficient of determination (R<sup>2</sup>) is 0.141. Based on the test results that have been done above, it can be concluded that the hypothesis that principal leadership contributes to teacher performance can be accepted. The magnitude of the contribution of principal leadership to the performance of teachers at Lubuk Basung Public Elementary School, Agam Regency is 14.1%. This means that the more the quality of the principal's leadership increases, the more the teacher's performance increases. To improve the quality of the principal's leadership, there are several ways that can be done by the principal including 1) influencing teachers to increase morality and high motivation at work, 2) providing motivation in improving intellectual abilities, and giving attention to teachers, 3) guiding teachers in carrying out their duties to work together, and 4) directing teachers in developing school programs.

The second hypothesis tested in this study is the contribution of Academic Supervision to teacher performance, to test this hypothesis, a correlation analysis was carried out which can be seen in Table 2.

**Summary of Correlation Analysis Results Between School Climate Variables (X1) and Teacher Performance (Y)**

<b>Correlation</b>	<b>Correlation coefficient (r)</b>	<b>Coefficient of Determination (R<sup>2</sup>)</b>	<b>Contribution</b>	<b>Sig. (p)</b>
ryx <sub>2</sub>	0,271	0,073	7,3%	0,000

Table 2 shows that the correlation coefficient ( $r_{xy}$ ) = 0.271 with  $p = 0.000 < \alpha 0.05$ . This means that there is a very significant relationship between academic supervision and teacher performance. The coefficient of determination ( $R^2$ ) is 0.073. To determine the form of the predictive relationship between Academic Supervision and teacher performance, a simple regression analysis was conducted. Based on the test results above, the hypothesis that academic supervision contributes to teacher performance is accepted. The magnitude of the contribution of Academic Supervision to the performance of teachers at Lubuk Basung Public Elementary School in Agam Regency is 7.3%. This means that the more academic supervision increases, the more teacher performance increases. Improvement towards a better direction can be done by 1) the principal creates an open attitude in the school environment in order to create good relationships and conducive Academic Supervision, 2) the principal facilitates teachers in the implementation of the teaching and learning process, 3) the principal tries to give freedom to teachers and staff in working, but with due regard to existing rules, so as to improve teacher performance.

The third hypothesis tested in this study is the contribution of principal leadership and academic supervision to teacher performance, to test this hypothesis a multiple correlation analysis was conducted. The results can be seen in Table 3.

**Table 3. Summary of Correlation Analysis Results between Principal Leadership (X1) and Academic Supervision (X2) Variables on Teacher Performance (Y)**

<b>Correlation</b>	<b>Correlation coefficient (r)</b>	<b>Coefficient of Determination (R<sup>2</sup>)</b>	<b>Contribution</b>	<b>Sig. (p)</b>
Ryx <sub>1.2</sub>	0,389	0,151	15,1 %	0,000

The calculation results in Table 3 show that the correlation coefficient ( $R_{yx1.2}$ ) = 0.389 with  $p = 0.000 < \alpha = 0.05$ . Thus it can be concluded that there is a very significant relationship between principal leadership and academic supervision on teacher performance. Based on the test results above, it can be concluded that the third hypothesis which reads that principal leadership and academic supervision together contribute to teacher performance can be accepted at the 95% confidence level. The amount of contribution is 15.1% while 84.9% is determined by other factors not included in this study.

## CONCLUSION

Based on the results of the analysis above, it can be concluded that the principal's leadership makes a significant contribution to the performance of teachers in public elementary schools in Lubuk Basung District, Agam Regency by 15.8%. Academic Supervision makes a significant contribution to the performance of teachers in public elementary schools in Lubuk Basung Subdistrict, Agam Regency by 50.9%. Principal leadership and academic supervision significantly contributed to the performance of teachers in public elementary schools in Lubuk Basung sub-district by 54%.

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