
The Effect of Principal Supervision and Managerial Competence on Teacher Performance at SDIT EL-HAQ Sidoarjo

Azzam Dhia El-haq¹, Imam Fauji^{,2}*
Universitas Muhammadiyah Sidoarjo

Annotation: The aims of this study was to determine the effect of the supervisory and managerial competence of the principal on the performance at SDIT EL-HAQ. The research method used is a quantitative approach. Data collection techniques in this study used 3 questionnaires distributed to 52 teachers as research participants. The analysis technique used in this research is descriptive statistics and inferential statistics consisting of product moment correlation analysis and multiple regression analysis with the aim of knowing the two variables with a significance level of 0.05. The results showed that: (1) the supervisory competence of the principal has a positive influence on teacher performance by 78.0% (2) the competence of the principal has a positive and significant influence on teacher performance by 79.6%.

Keywords: Supervision Competence; Managerial Competence; Teacher Performance.

INTRODUCTION

Quality and quality education is the biggest challenge in the world of education to compete to become a more advanced country, so it poses a challenge to teachers as the leading role holders in developing the world of education. The demand for teachers is in the form of an effort to improve the quality of education. Teachers enhance the quality of education by implementing teacher working groups and good facilities. Along with the development of science and technology, teachers have heavy tasks and roles in improving the quality of education through teacher performance.

Teacher performance is used as the primary target in improving the quality of education so that it can influence enhancing the quality of human resources, especially in Indonesia. Teacher performance includes laziness in activities, low achievement, lack of improvement in the quality of learning, teacher indiscipline in teaching time, lack of understanding of technology, a factor in the deterioration of the quality of school organizational conditions—teacher performance assessment in terms of process quality and quality results. If the teacher can actively involve participants physically, mentally, and socially in the learning process, it becomes an assessment of teacher performance in terms of the teacher's approach. Meanwhile, if the learning can change most students' behaviour towards mastering essential competencies, it becomes teacher achievement in terms of performance.

Teacher performance is used as the primary target in improving the quality of education so that it can influence enhancing the quality of human resources, especially in Indonesia. Some of the factors that decrease teacher performance include laziness in working activities, low-performance performance, lack of improvement in the quality of learning, teacher indiscipline in teaching time, and lack of understanding of technology which is a factor in the deterioration of the quality of school organizational conditions. Teacher performance

assessment in terms of the quality process and quality results. Suppose the teacher can actively involve students physically, mentally, and socially in the learning process. In that case, it becomes an assessment of teacher performance regarding the teacher's approach. Meanwhile, if the learning can change most students' behaviour towards mastering essential competencies, it becomes an assessment of teacher performance in terms of results. Suppose the teacher can actively involve students physically, mentally, and socially in the learning process. In that case, it becomes an assessment of teacher performance regarding the teacher's approach. Meanwhile, if the learning can change most students' behaviour towards mastering essential competencies, it becomes an assessment of teacher performance in terms of results.

Teacher performance is the ability shown by the teacher related to the roles, duties, and responsibilities they carry based on their professional skills. [1]. Quality of education will increase if the teacher's performance is good. It is in line with what Darmawati said, which states that the teacher is the party directly with students in the learning process, so teacher performance will significantly determine the quality of educational outcomes. [2]. The low quality of teacher performance can affect the achievement of educational goals caused to early identification of teacher performance, so the role of the principal in identifying teacher performance is an important thing to implement to foster a conducive climate in the process of improving the quality of teachers. Teacher performance can have several influencing factors, into two factors: internal and external factors. Internal factors that affect teacher performance include talents, abilities, skills, interests, life goals, health, personality, self-motivation, intelligence, and goals at work. While external factors that affect teacher performance include aspects of the environment, family, colleagues at work such as principals, teachers, students and elements in the school environment. [3]. From these two factors, it is expected that teachers have professional competencies and can carry out their duties well as educators so that they can grow students with character to realize better Indonesian education and have high power values..

Evaluation of teacher abilities is one of the processes carried out by agencies in assessing teacher performance. The implementation of teacher performance assessment to evaluate the development of teacher quality as a reference in knowing the shortcomings and advantages of learning carried out by teachers. In addition, teachers can find feedback in teacher performance assessments called supervision. Brown and Broune define supervision as a particular thing in helping and participating in seeking improvement and improvement of the quality of education [4]. Supervision is an activity to assist teachers and supervisors in carrying out their duties in activities that occur in schools to maximize the knowledge and abilities of teachers in providing optimal services to parents and schools, as well as having efforts to improve the quality of schools carried out by school principal [5]. To achieve this interest, educators, including teachers, must continuously improve their knowledge and skills to manage the teaching and learning process effectively and efficiently. Therefore, there is a need for continuous and continuous direction with targeted and systematic programs for teachers and school staff as a series of educational management activities. For this reason, Supervisors and Principals must understand supervisory and management skills, both in terms of understanding, nature, objectives and functions, as well as techniques for conducting supervision, so that they can do it well..

Quality improvement can be achieved in various ways, through teacher education and training, among others, as one of the government's concerns to improve the work ethic of teachers, increase teacher work capacity and improve the quality of education teachers with the teacher certification program. Recently, there have been symptoms of a declining trend in teacher performance. That is, the teacher performs their functions at a minimum. If not, preparation and pedagogical methods will be used to make the teacher less confident with the

material, making learning monotonous, which is essential quickly. Of course, this impacts students. [6]. These problems will undoubtedly hinder the goals of quality education.

The shortcomings that exist as mentioned above will certainly make it difficult to achieve the expected educational outcomes, namely the quality and quality of education and learning. Therefore, teacher performance evaluation is very necessary, which is a valuable document for teachers in improving the quality of their children's learning. Teacher performance appraisal is determined by the managerial capacity and supervision of the principal as the leader and high official of educational institutions. A conducive environment can encourage all school members to develop their potential. Despite the importance of the supervisory capacity of principals, first of all, not all teachers who graduate from educational institutions are well trained. Second, the potential of teaching resources continues to grow and develop so that they can carry out their duties professionally. Third, the impact of rapid change encourages teachers to learn to adapt to the development of science and technology [7].

Based on the author's initial observations at SDIT EL-HAQ Sidoarjo, several problems in the learning process, including; the distribution of subject teachers who do not match the linearity or qualifications. Teachers are not in their field of expertise, principals have not used various ways to improve teacher performance in the learning process, and teachers are less disciplined in making school supplies, so there are still teachers who do not obey the rules. Some teachers have not been optimal in using information technology-based learning tools [8].

The shortcomings that exist, as mentioned above, will undoubtedly make it challenging to achieve the expected educational outcomes, namely the quality and quality of education and learning. Therefore, teacher performance evaluation is essential and is a valuable document for teachers to improve the quality of their children's learning. Teacher performance appraisal by the managerial capacity and supervision of the principal as the leader and high official of educational institutions. A conducive environment can encourage all school members to develop their potential. Despite the importance of the supervisory capacity of principals, first of all, not all teachers who graduate from educational institutions are well trained. Second, the potential of teaching resources continues to grow and develop so that they can carry out their duties professionally. Third, the impact of rapid change encourages teachers to learn to adapt to the development of science and technology. [9].

The relationship between supervisory and managerial competencies dramatically affects teachers' performance in the field. The design concept that contains the implementation and achievement of teachers in carrying out their duties and responsibilities in the classroom has been made based on the follow-up to previous supervision. Managerial competence is the ability of principals to organize and develop a school to achieve goals. Education at school [10]. The success of the management of an educational institution is highly dependent on the leadership of the principal. As a leader in an institution, he must be able to bring the institution towards achieving its goals. According to the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals/Madrasahs, a principal of a school/madrasah must have five dimensions of competence at least, namely: personality, managerial, entrepreneurial, supervisory, and social competencies. The school's principal is a teacher given additional duties as the principal of the school/madrasah so that he must also have the required competencies to have teacher competencies, namely: pedagogic, personality, social, and professional competencies.

The principal's role in running the school organization, among others, is as a leader who is responsible for the continuity of the organization responsible for business and school development through administrative, management and leadership activities that depend on the abilities possessed by the principal. [1]. While implementing the task, a school principal has

several tasks that must be done, such as creating an institutional vision and mission, apparent conceptual abilities, and having skills and art in human relations, mastering technical and substantive aspects.[11]. Managerial competencies that can manage schools are directly related to improving school efficiency and effectiveness which include 1) planning, 2) coordination, 3) implementation, 4) assessment, and 5) HR competency development, which is required by the competence of school principals. In addition to managerial competence, principals must be able to solve problems that occur in schools to bring up analytical and conceptual thinking for school principals and become mediators in issues that arise by teachers so that they can make the right decisions for all elements of the school.[12]. The results of Hendarman's research stated that the competencies that must be possessed by a school principal are that a principal has a proactive attitude and knows the right actions to take, and has the right strategy for time efficiency and effectiveness, besides that the principal can coordinate and harmonize all resources. Limited resources available to meet the needs of the school, can make skilled decisions, know existing resources to achieve goals and inspire subordinates to do things necessary to school goals.[13].

According to Supardi, components of education in schools, namely principals, colleagues, students, guardians of students, the community in the school environment, to local government, the teacher cannot improve his performance. Teachers who have learning skills, appropriate scientific insight, broad social insight, and a positive attitude towards their work are referred to as teachers who have good performance. Optimizing teacher performance can be implemented by integrating educational components in schools that are further managed into a learning environment with a conducive work climate to maximize teacher performance in learning management.[14]. Implementing good learning management functions in planning, organizing, controlling and supervising carried out by the principal becomes the leading indicator in improving the managerial competence of the principal.[15]. Improving the quality of education has a close relationship with the professionalism of the principal. So that all resources can function and run optimally, it requires the principal to act as an effective manager and leader in managing all activities/activities in the school. That this study aims to determine the effect of the supervisory and managerial competence of the principal on the performance of teachers at SDIT EL-HAQ.

II. MATERIALS AND METHODS

This research is quantitative in nature, using a correlation approach. The quantitative correlation approach is a research method that has a foundation in science to examine a particular population or sample which intends to know the relationship between two or more variables obtained from research instruments which are then analyzed quantitatively or numerical calculations [16]. This quantitative correlation approach measures the level of success in the influence of principals' supervisory competence and managerial competence on teacher performance. A quantitative correlation approach to determine whether or not there was and how far a correlation was found between two or more variables quantitatively[17]. Based on the value of the correlation coefficient, it is predicted that the contribution of the independent variable to the dependent variable is expected . The independent variable is Supervision Competence (X1) and Managerial Competence (X2), with the dependent variable being teacher performance (Y).

The participants in this study were one principal and 52 teachers at SDIT EL-HAQ Sidoarjo. The instruments used in this study were in the form of a questionnaire filled out by primary school teachers. The questionnaire is a data collection technique by giving or distributing questions or statements to respondents in the hope of providing a response or list of questions or comments[18]. The instruments consist of a supervisory competency questionnaire, a managerial competency questionnaire and a teacher performance observation sheet. Each device has five alternative answer choices, and scores on a Likert scale from

strongly agree (score 5), agree (score 4), uncertain (score 3), disagree (score 2), and counter (score 1).

The teacher performance observation sheet examines teacher performance in 3 aspects: learning planning, learning implementation, and student learning outcomes assessment[19]. The principal's supervisory competency questionnaire examines three parts: guidance in developing teaching tools, guidance in choosing learning strategies/methods, and mentoring in utilizing information technology. The principal managerial competency questionnaire examines four aspects of planning, organizing, implementing, and supervising[20].

Tabel 1. Validitas dan Reliabilitas Instrumen

| Variabel | Validitas | Reliabilitas |
|------------------------|-----------|--------------|
| Supervisory competence | 0,766 | 0,867 |
| Managerial competence | 0,689 | 0,823 |
| Teacher perform | 0,753 | 0,791 |

In Table 1, all instruments have a validity value $> r$ table (0.3494) and a reliability value > 0.70 . Thus, based on the test results, the instruments used are valid and reliable [21]. Thus, based on the test results, the instruments used are valid and reliable. The methodology used in this study consists of sequential steps. It starts with building a research survey by identifying the research problem, defining related dimensions, and collecting data. The analysis technique used is path correlation and multiple regression test.

The results of this study indicate the results of data from the supervisory and managerial competence of the principal of SDIT EL-HAQ Sidoarjo and teacher performance of SDIT EL-HAQ Sidoarjo. In describing the data of the variables studied, it is presented in descriptive statistical calculations which include the mean, median, maximum score, minimum score and standard deviation (std) of each variable. Prior to that, the data was tested for normality to measure the normality value of the data using the Kolmogorov Smirnov one-sample test. In this study, the data normality test was used, namely the one sample Kolmogorov-Smirnov test technique which was defined in a way to compare the significance results of the Kolmogorov-Smirnov test with a significance level of 0.05. The criteria for the normality test of the data in this study are 1) The data comes from a normally distributed population: if the significance obtained is > 0.05 ; 2). Data sourced from populations that are not normally distributed; if the obtained significance < 0.05 . The results of the calculation of the data normality test on the three variables can be seen which shows the results of the supervisory competence of the principal with a P value of 0.082 which means normal. As for the managerial competence of the principal with a P value of 0.676 which means normal. As for the teacher's performance with a P value of 0.212 which means normal.

The results of the research study show that each principal's competence has a significant influence on teacher performance. Similarly, supervisory competence in research offers considerable value, especially in mentoring and improving teaching tools. These results are the same as the results of a study that says that this supervisory competence is very strategic for a school principal, especially in mastering the duties and functions of the principal as a school/madrasah leader[22]. The principal must monitor what teachers have prepared, what to teach, what teaching aids are needed, and what methods and obstacles are experienced by teachers[23].

Based on this competency review, the performance evaluation process that must be observed by the school principal, among others, must be able to take into account its sub-competencies which include designing academic supervision programs in the context of increasing teacher professionalism; conducting academic supervision of teachers by using appropriate supervision approaches and methods; Following up on the results of academic supervision of teachers to increase teacher professionalism, among others, is that the task and purpose of this supervision are to empower the school's energy resources, including teachers.

Thus the performance of the principal can be assessed by the school supervisor through an assessment of the sub-competence of conducting academic supervision of teachers by using appropriate approaches and supervision methods. Steps that need to include recognizing the potential of school resources in the form of teachers, mastering the objectives of empowering teacher resources, providing examples that can make teachers more advanced, and assessing the level of teacher empowerment in their schools.

The descriptive analysis results show that the principal's managerial competence level lies in the appropriate category. This indicates that the executive competence of school principals still needs to be improved and deserves a common concern from various parties, especially from the Education Office. This is the same as a study that says that school principals own good managerial competence to control good school governance. For Katz, he describes three types of managerial skills needed by a manager in managing organizational resources, namely; conceptual skills (conceptual skills), human relations skills (human skills), and technical skills (technical skills[24]. In this study, the focus of managerial competence is more on the expertise of the principal in managing learning and administration carried out by the teacher, namely. 1) Facilitate teachers to improve SKL, 2) Facilitate teachers in developing the syllabus for each subject; 3) Facilitate teachers in sorting out suitable sourcebooks for subjects; 4) guiding teachers in improving and improving the teaching and learning process; 5) Produce a conducive and innovative school culture and climate for student learning; 6) Manage teachers and staff to maximize the utilization of human resources; 7) Manage curriculum development and educational activities following the direction and objectives of national learning; 8) Managing school finances by the principles of accountable, transparent and efficient management; 9) Manage special school service units in supporting educational activities and student activities at school; 10) Using advances in data technology for education improvement and school management; and 11) Monitoring, assessment, and reporting on implementing the education process with appropriate procedures and design follow-up actions.

III. CONCLUSION

This study concludes that a) there is a direct relationship between the principal's academic supervision competence and teacher performance at SDIT EL-HAQ Sidoarjo with a correlation coefficient of 0.365 with a significant value of 0.002; b) there is a direct relationship between the principal's managerial competence and teacher performance at SDIT EL-HAQ Sidoarjo with a correlation coefficient value of 0.108 with a significance value of 0.000; c) there is an indirect relationship between supervisory competence and managerial competence of principals at SDIT EL-HAQ Sidoarjo with a correlation coefficient value of 0.334 with a significance value of 0.001. The results of this research can be a further reference in developing science.

REFERENCES

- [1] S. Setiyani, "Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Kerja, dan Budaya Sekolah Terhadap Kinerja Guru," *J. Pendidik. Teknol. dan Kejuru.*, no. 2, p. 22, 2014.
- [2] M. R. A. Darmawati, "Pengaruh Supervisi Kepala Sekolah terhadap Kinerja Guru di SMP Negeri 1 Parung Kecamatan Parung Kabupaten Bogor.," *J. Governasi*, vol. 01, no. ISSN 2442-3971, pp. 13–24, 2015.
- [3] Srinalia, "Faktor-faktor Penyebab Rendahnya Kinerja Guru Dan Korelasinya Terhadap Pembinaan Siswa: Studi Kasus Di Sman 1 Darul Imarah Aceh Besar," *J. Ilm. Didakt.*, pp. 193–207, 2015.
- [4] I. Brown, and Bourne, *The Social Work Supervisor*. Jakarta: Rineka Cipta, 2005.
- [5] Suryantini, "Peningkatan Kompetensi Supervisi Kepala Sekolah Melalui Supervisi Kelompok di Sekolah Dasar," *J. Manaj. Pendidik.*, vol. 2, no. ISSN: 1907-4034, p. 11, 2016.
- [6] S. Sumadi, *Penyakit Guru Masa Kini*. Yogyakarta: Candra, 2012.
- [7] P. Sahertian, *Konsep Dasar & Teknik Supervisi Pendidikan*. Jakarta: Rineka Cipta, 2000.
- [8] A. Wibowo, *Manager & Leader Sekolah Masa Depan : Profil Kepala Sekolah Profesional dan Berkarakter*. Yogyakarta: Pustaka Pelajar.
- [9] M. Kosim, "Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru untuk Mewujudkan Mutu Pembelajaran," vol. 1(01), p. 30, 2017.
- [10] Ismuha, "Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Pada SD Negeri Lamklat Kecamatan Darussalam Kabupaten Aceh Besar," *J. Adm. Pendidik. Progr. Pascasarj. Unsyiah*, vol. 4, No 1, 2016.

- [11] D. Wahyudi, *Kepemimpinan Kepala Sekolah Dalam Organisasi Pembelajaran (Learning Organization)*, Cet. IV. Bandung: Alfabeta, 2015.
- [12] E. Mulyasa, *Menjadi Kepala Sekolah Professional dalam konteks menyukseskan MBS dan KBK*, Cet. VI. Bandung: PT Remaja Rosdakarya, 2005.
- [13] Hendarman, *Revolusi Kinerja Kepala Sekolah*. Jakarta Barat: Permata Puri, 2015.
- [14] Supardi, *Kinerja Guru*. Jakarta: Raja Grafindo Persada, 2013.
- [15] A. Rahmat, *Pengantar Pendidikan Teori, Konsep dan Aplikasi*. Gorontalo: Ideal Publishing, 2014.
- [16] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung. 2017.
- [17] M. Mulyadi, "Penelitian kuantitatif dan kualitatif serta pemikiran dasar menggabungkannya," *J. Stud. Komun. dan media*, vol. 15, no. 1, pp. 128–137, 2011.
- [18] N. Juliansyah, *Metodologi Penelitian Skripsi, Tesis, Disertasi dan Karya Ilmiah*. Jakarta: Prenada Media Grup, 2011.
- [19] H. P. Sari, "Pengaruh kompetensi, motivasi kerja dan insentif terhadap kinerja guru SMA," *Perspekt. Ilmu Pendidik.*, vol. 33, no. 1, pp. 69–78, 2019.
- [20] D. Dahlan, H. Iriawan, and H. Hamdan, "Pengaruh Kompetensi Manajerial Kepala Sekolah terhadap Kompetensi Sosial Guru Di SMA Negeri 11 Makassar," *J. Ilm. Ilmu Adm. Publik*, vol. 17, no. 2, pp. 59–68, 2017.
- [21] A. Rahmawati, N. Suryani, M. Akhyar, and Sukarmin, "Developing Self-Assessment Instrument for Measuring Pre-Service Teachers' Technological Pedagogical Vocational Knowledge," *Humanit. Soc. Sci. Rev.*, vol. 8, no. 3, pp. 676–685, 2020, doi: 10.18510/hssr.2020.8372.
- [22] K. Indajang, J. Jufrizen, and A. Juliandi, "Pengaruh Budaya Organisasi Dan Kepemimpinan Kepala Sekolah Terhadap Kompetensi Dan Kinerja Guru Pada Yayasan Perguruan Sultan Agung Pematangsiantar," *JUPIIS J. Pendidik. Ilmu-ilmu Sos.*, vol. 12, no. 2, pp. 393–406, 2020.
- [23] U. Usman, S. Sowiyah, and S. Sumadi, "Pengaruh Kompetensi Manajerial dan Kompetensi Supervisi Kepala Sekolah Terhadap Kinerja Guru," *J. Manaj. Mutu Pendidik.*, vol. 1, no. 2, 2013.
- [24] H. Sodikin and D. Nurdin, "Kemampuan manajerial kepala madrasah dan kinerja mengajar guru dalam mutu pendidikan," *J. Adm. Pendidik.*, vol. 23, no. 2, pp. 1–6, 2016.