

THE CONTRIBUTION OF LEADERSHIP AND SUPERVISION OF THE SCHOOL PRINCIPAL TO THE WORK DISCIPLINE OF ELEMENTARY SCHOOL TEACHERS IN CLUSTER I LUBUK BASUNG DISTRICT, AGAM REGENCY

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ABSTRACT

This research is based on the observations of the researcher at the Public Elementary Schools in Lubuk Basung Subdistrict, Agam Regency, which showed the low performance of teachers. There are many factors influencing teacher performance, including school leadership and school climate. The objectives of this research are to examine: (1) the contribution of school 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 school principal leadership and Supervision to the performance of teachers in Public Elementary Schools in Lubuk Basung Subdistrict, Agam Regency. This research uses a quantitative research method with a population of 292 teachers. The sample was taken using proportional stratified random sampling method, totaling 67 teachers. The instrument in this research uses a questionnaire. The results of data analysis show that: (1) school principal leadership significantly contributes to the performance of teachers in Public Elementary Schools in Lubuk Basung Subdistrict, Agam Regency, by 93.2%. (2) Academic Supervision significantly contributes to the performance of teachers in Public Elementary Schools in Lubuk Basung Subdistrict, Agam Regency, by 50%. (3) School principal leadership and Academic Supervision significantly contribute to the performance of teachers in Public Elementary Schools in Lubuk Basung Subdistrict, Agam Regency, by 5%. From these findings, it can be concluded that the hypothesis can be empirically accepted, and the variables of school principal leadership and Academic Supervision are two factors that contribute to the performance of teachers in Public Elementary Schools in Lubuk Basung Subdistrict, Agam Regency, while the remaining 50% is influenced by other variables.

KEYWORDS *Principal's Leadership, Principal's Supervision, Teacher Performance*



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INTRODUCTION

The realization of education as outlined by the Government of Indonesia depends on various determining factors. One crucial factor determining the success of education is the teacher. Teachers are at the forefront in determining the quality of education in a nation. It is in the hands of teachers that high-quality students are expected to emerge, both academically and non-academically, as well as in their spiritual and socio-emotional aspects. Therefore, teachers with dedication and high performance are greatly needed to achieve the educational goals as mandated by the law (Astuti & Dacholfany, 2016; Siahaan, 2022).

Teachers are one of the essential components in education as they directly interact with students. Supardi, as cited in (2022), states that teachers play a significant role in enhancing the quality of human resources, as teaching is a professional profession in which teachers are expected to strive to fulfill their duties to the best of their abilities. As professionals, teachers' tasks as educators, instructors, and trainers should have an impact on students (Lapaimalai & Fanpada, 2022).

Therefore, it is crucial to have teachers with high performance in carrying out their duties. Teachers with high performance will exhibit good behavior that is worthy of emulation by their students, and they will also demonstrate excellent achievements by improving the quality of their teaching (Rintes, 2016). High-performing teachers will be able to conduct creative learning through appropriate methods and strategies that enable students to understand what is being taught by the teacher. This aligns with Oktiani's opinion (2017) that "Creative educators can utilize everything available to ensure that teaching and learning take place in an interesting manner and inspire students to participate in learning." High-performing teachers will ensure that learning proceeds smoothly and will raise standards (Hartadi, 2013).

Teacher performance is one of the supporting factors for the quality of education (Sastradiharja, 2018). However, teacher performance is influenced by various factors. According to Susanto (2012), teacher performance is influenced by factors such as: "(a) Motivation, (b) teacher competence, and (c) school principal leadership." Another opinion from Sehningsih, as cited in Sobirin (2012), mentions four factors affecting teacher performance, including: "(a) High teacher abilities and enthusiasm, (b) guidance provided by the school principal regularly, (c) the ability of the school principal to conduct supervision to ensure oversight and control of teaching implementation, and (d) the success of the school principal in creating a conducive school climate so that teachers are enthusiastic in carrying out teaching activities."

To achieve high teacher performance, the Government of the Republic of Indonesia issued Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1 states that Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, and secondary education (Bahri, 2010).

Based on observations and preliminary information conducted by the researcher with school principals and teachers in several Public Elementary Schools in Lubuk Basung Subdistrict, Agam Regency, starting on April 10, 2017, the

researcher found that teacher performance is still low (Kaiman et al., 2020). This is evident from: (1) some teachers still perceive lesson preparation as merely completing classroom administration, rather than applying it in the teaching-learning process, resulting in a disparity between the planned lessons (RPP) and their implementation in the classroom, (2) some teachers still use lecture methods in teaching, indicating a lack of concern for their students' learning interests, (3) some teachers' assessment of student learning outcomes is not objective; they only prioritize cognitive assessment without considering students' affective and psychomotor values, and (4) some teachers do not utilize media or teaching aids as learning tools in the classroom, causing students to become bored during learning activities in class.

Based on the above phenomena, it indicates that teacher performance is still low and needs to be addressed as it directly relates to the ongoing teaching and learning activities (Noverta, 2019). If this issue is neglected, it will impact the quality of education and the quality of graduates. Therefore, systematic efforts are needed to improve teacher performance. If teachers have high performance, it will have a positive impact on student learning outcomes, ultimately enhancing the quality of education. Based on these reasons, the author is interested in conducting research on teacher performance and factors related to and associated with the performance of teachers in Public Elementary Schools in Lubuk Basung Subdistrict, Agam Regency.

The purpose of this study is to find out and explain that: 1. The contribution of the principal's leadership to the performance of public elementary school teachers in Lubuk Basung sub-district, Agam Regency. 2. The contribution of Alademic Supervision to the performance of public elementary school teachers in Lubuk Basung District, Agam Regency. 3. The contribution of the principal's leadership and Alademic Supervision to the performance of public elementary school teachers in Lubuk Basung District, Agam Regency

RESEARCH METHOD

This study uses quantitative methods with *correlational* research types to see the strength of the relationship between the variables of principal leadership and Alademic Supervision on the performance of public elementary school teachers, Lubuk Basung District, Agam Regency. The population in this study is all teachers of Public Elementary Schools, Lubuk Basung District, Agam Regency, totaling 150 people (Anoraga, 2000). The sample of this study was taken using a *statified proportional random sampling technique* with a sample of 76 people. Data collection is carried out by meeting research subjects directly. Research data analysis techniques are processed using correlation and regression techniques with the help of the SPSS program version 20.

RESULT AND DISCUSSION

The first hypothesis tested in this study is that the principal's leadership contributes to teacher performance, to test this hypothesis a correlation analysis is carried out which can be seen in Table 1.

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

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

The calculation results in Table 1 show that the correlation coefficient (r_{xy}) = 0.375^a with $p = 0.000 < \alpha 0.05$. This means that there is a very significant relationship between the principal's leadership and teacher performance. The magnitude of the coefficient of determination (R²) is 0.141. Based on the results of the tests that have been carried out above, it can be concluded that the hypothesis that the principal's leadership contributes to teacher performance is acceptable. The amount of contribution of the principal's leadership to the performance of teachers of Lubuk Basung State Elementary School, Agam Regency is 14.1%. This means that the more improved and good the principal's leadership quality, the more improved the teacher's performance. To improve the leadership quality of the principal, 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 paying attention to teachers, 3) guiding teachers in carrying out their duties to work together, and 4) directing teachers in developing school programs (Purwanto, 2016).

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.

Table 2. Summary of the Results of the Correlation Analysis Between School Climate Variables (X1) and Teacher Performance (Y)

Correlation	Correlation coefficient (r)	Coefficient Determination (R ²)	of Contribution	Sig. (p)
ryx ₂	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 magnitude of the coefficient of determination (R²) is 0.073. To determine the form of predictive relationship between Academic Supervision and teacher performance, a simple regression

analysis was carried out. Based on the results of the tests that have been carried out above, the hypothesis that Alademic Supervision contributes to teacher performance is acceptable (Mulyasa, 2009). The amount of Alademic Supervision contribution to the performance of teachers of Lubuk Basung State Elementary School, Agam Regency is 7.3%. This means that the more Alademic Supervision increases, the more teacher performance increases. Improvement in a better direction can be done by 1) the principal creates a mutual openness 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 by paying attention to existing rules, so as to improve teacher performance (Wibowo & SE, 2009).

The third hypothesis tested in this study is the contribution of the principal's leadership and Alademic Supervision to teacher performance, to test this hypothesis a multiple correlation analysis was carried out. The results can be seen in Table 3.

Table 3. Summary of the Results of the Correlation Analysis between the Principal's Leadership Variable (X1) and Academic Supervision (X2) on Teacher Performance (Y)

Correlation	Correlation coefficient (r)	Coefficient of Determination (R ²)	Contribution	Sig. (ρ)
R _{yx1.2}	0,389	0, 151	15,1 %	0,000

The calculation results in Table 3 show that the correlation coefficient (R_{yx1.2}) = 0.735 with $\rho = 0.000 < \alpha = 0.05$. Thus, it can be concluded that there is a very significant relationship between the leadership of the principal and the Alademic Supervision on teacher performance. Based on the results of the above tests, it can be concluded that the third hypothesis that the leadership of the principal and Alademic Supervision together contribute to teacher performance can be accepted at a 95% confidence level. The amount of contribution was 54% while 46% was 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 contributed significantly to the performance of teachers of Lubuk Basung Subdistrict, Agam Regency by 15.8%. Alademik's supervision contributed significantly to the performance of teachers of SD Negeri Lubuk Basung District, Agam Regency by 50.9%. The leadership of the principal and Alademik's supervision contributed significantly to the performance of teachers of Lubuk Basung Sub-District Public Elementary School by 54%.

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