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## THE EFFECT OF PRINCIPAL SUPERVISION ON TEACHER PERFORMANCE IMPROVEMENT

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### ABSTRACT

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*The goals to be achieved from a principal's supervision are goals that are in accordance with predetermined standards. Therefore, to ensure the quality of teaching and learning services or good teacher performance, the supervision of the principal is important in providing guidance, guidance and supervision to teachers. This supervision and improvement is something that must be highlighted to become a benchmark for improving the teaching and learning process that will result in good quality education. The research used quantitative method research was carried out for 3 months starting from September to November 2019. The place that became the research center was at SDS IT Al Fajar Sungai Pakning. The subject in this study was the principal while the object in the study was the teacher at SDS IT Al Fajar. The population in this study were principals and teachers. The samples taken by the researchers were SDS IT teachers, Al Fajar Sungai Pakning, totaling 35 people. After the authors conducted data management through questionnaires and analyzed the data, it can be concluded that the supervision of the principal at Sds It Al Fajar Sungai Pakning was categorized as "good" with a percentage value of "100%.*

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### KEYWORDS

Principal Supervision, Teacher Performance, Improvement



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## INTRODUCTION

Observing the development of an increasingly complex world of education, several strategies are needed that lead to an educational process that is able to answer the demands of the times. The existence of the principal in an educational institution is one of the keys and is required to be able to condition a professional work climate (Bryk & Schneider, 2003), (Fullan, 2014).

The success of a school in improving the quality of education in schools cannot be separated from the leadership of a school principal. In the hands of the leader, program planning activities, organizing, implementing, monitoring, evaluating and so on. Can run well (Bonnario, Madiistriyatno, & Zulfikar, 2021).

School leadership is an activity to direct, influence and control the entire potential of the school carried out by a principal in a systematic and programmed manner in order to achieve organizational goals (Bush & Glover, 2014).

In order to improve the quality and performance of teachers at a level of education, it is very necessary to carry out supervision (Madiistriyatno & Sofianto, 2021). The term supervision is different from inspection. Inspection aims to check to what extent a plan has been implemented, whether the conditions and activities are in accordance with the provisions that have been outlined, while supervision aims to find or identify the capabilities and inability of personnel to provide assistance and services to these personnel in order to improve their abilities or expertise (Harries, 2020).

According to the Regulation of the Minister for Empowerment of State Officials and Reform No. 16 of 2009 concerning the functional positions of teachers and the number of credits, article 5 paragraph 1 explains that the main task of teachers is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, early formal education, basic education, and secondary education as well as additional tasks relevant to the function of the school/madrasah.

In an effort to improve the quality of educational resources, teachers are a component of human resources that must be fostered and developed continuously (Hénard & Roseveare, 2012). The task of the teacher is related to efforts to educate the nation's life in all its aspects, both spiritual, emotional, intellectual, and other aspects (Zakuan et al., 2012). The potential of teachers must continue to develop in order to carry out their potential functions (Schleicher, 2012).

One of the efforts to improve teacher performance in the learning process is the role of the principal as a supervisor in supervising teacher performance in teaching, because the success or failure of the learning process in schools is largely determined by the performance of a teacher's teaching skills (Azwardi, 2020).

The principal is the center of leader who regulates and manages activities to be directed, focused and experienced a significant improvement (Oyewole & Alonge, 2013). Therefore, principals play an important role in improving teacher performance and developing themselves in transferring knowledge to students (Wanzare, 2012). The principal must have advantages that are prioritized to better supervise his subordinates so that they remain qualified in carrying out the obligations of a teacher and education staff. This is because the principal's job is to oversee the activities that have been programmed to be directed, focused and successful.

Principals play an important role in creating personal and teachers who are dedicated to the responsibility of educating their students (DiPaola, Tschannen-Moran, & Walther-Thomas, 2004). With a very basic reason that teachers have a role in determining the quality of teaching carried out, therefore teachers think and plan carefully in increasing student learning opportunities by improving the quality of teachers in

managing the teaching and learning process (Bastable, 2017).

The principal is a supporter and also an intermediary who has a role as a supervisor or supervisor because the principal is a functional staff who is given more duties to lead a school in which the teaching and learning process is held or a place where interactions occur between teachers who give lessons and students who receive lessons. Lesson (Stronge & Xu, 2021).

The goals to be achieved from a principal's supervision are goals that are in accordance with predetermined standards. Therefore, to ensure the quality of teaching and learning services or good teacher performance, the supervision of the principal is important in providing guidance, guidance and supervision to teachers. This supervision and improvement is something that must be highlighted to become a benchmark for improving the teaching and learning process that will result in good quality education.

Therefore, as a supervisor, the principal is expected to be able to act as a consultant, as a facilitator who understands the needs of the teacher and is also able to provide alternative solutions. While acting as a supervisor, the principal is expected to guide and motivate teachers to be more creative and innovative.

## RESEARCH METHOD

The research used quantitative method, this research was carried out for 3 months starting from September to November 2019. The place that became the research center was at SDS IT Al Fajar Sungai Pakning. The subject in this study was the principal while the object in the study was the teacher at SDS IT Al Fajar. The population in this study were principals and teachers. The samples taken by the researchers were SDS IT teachers, Al Fajar Sungai Pakning, totaling 35 people.

Researchers conducted interviews with school principals to find out how the principal supervised. Furthermore, researchers distributed questionnaires to SDS IT teachers at Al Fajar Sungai Pakning in order to obtain accurate information on how big the percentage of principal supervision and teacher performance is and how it affects teacher performance. Furthermore, the authors took several important documents and photos to add data in the study. After distributing the questionnaire and filling out the questionnaire by the teachers of SDs IT Al Fajar, the researchers processed the questionnaire using a quantitative descriptive formula to determine the percentage of principal supervision and teacher performance at SDs IT Al Fajar. The quantitative descriptive formula is as follows:

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage Number

F = Frequency being searched for percentage

N = Number of cases (Number of frequency/number of individuals)

Furthermore, to find out whether there is an effect of principal supervision on improving teacher performance at SDs It Al Fajar, the researchers processed questionnaire data using a simple linear regression formula. The formula used in this research is simple linear regression.

$$Y = A + BX + e$$

Y = Dependent variable or response

A = is the intercept or constant

B = is the regression coefficient or slope

E = is residual or error

## RESULT AND DISCUSSION

### 1. Data Analysis

#### a. Questionnaire validity test

Validity test is a test used to show the extent to which the measuring instrument used in a measure is what is being measured. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire.

The researcher has 15 statements that will be tested on 13 teachers. The results of the validity of the statement items are as follows:

Table 1 Validity Test Results of Principal Supervision Variables and Teacher Performance

Case Processing Summary			
		N	%
Cases	Valid	13	100,0
	Excluded <sup>a</sup>	0	,0
	Total	13	100,0

a. Listwise deletion based on all variables in the procedure.

Source: Results of the management of SPSS 25.0 (2019)

Based on the table above, the questionnaire is said to be valid because it is greater than 0.5140.

Table 2 Reliability Test Results

Case Processing Summary			
		N	%
Cases	Valid	13	100,0
	Excluded <sup>a</sup>	0	,0
	Total	13	100,0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
,790	16

#### Item-Total Statistics

	Scale Mean if Item Deleted	ItemScale Variance if Item Deleted	ifCorrected Total Correlation	Item-Cronbach's Alpha if Item Deleted
item_1	86,54	235,103	,710	,773
item_2	86,54	229,269	,773	,767
item_3	86,23	241,359	,423	,782
item_4	86,38	234,090	,635	,773
item_5	86,54	235,103	,710	,773
item_6	86,54	235,103	,710	,773
item_7	86,54	229,269	,773	,767
item_8	86,38	234,090	,635	,773
item_9	86,31	241,564	,400	,782
item_10	86,23	241,359	,423	,782

item_11	86,54	235,103	,710	,773
item_12	86,23	241,359	,423	,782
item_13	86,38	234,090	,635	,773
item_14	86,23	241,359	,423	,782
item_15	86,54	235,103	,710	,773
Skor_total	41,15	90,141	,815	,909

a. If cronbach alpha > r table = consistent/reliable

b. If cronbach alpha < r table = inconsistent/reliable

Based on the reliability test above, the alpha value is greater than r table so it can be said that the questionnaire data is reliable.

As for the aspects that are in the questionnaire according to the research problem, namely 7 aspects that are in accordance with the indicators on the operational concept, using two alternative answers "always, often, rarely and never which are displayed in tabular form, for more details can be seen on the presentation sheet. following data:

A. Description of the frequency and percentage of statement items in the Principal Supervision Questionnaire at Sds It Al Fajar Sungai Pakning Sejangat Village, Bukit Batu District, Bengkalis Regency

The Principal Supervision variable questionnaire consists of 6 indicators represented by 7 statements. To see the frequency and percentage of each item statement can be seen in the table below:

Table 3. The principal provides assistance to the teacher so that the initiative is focused on the teacher's opinion

Option	Alternative Answer	F	P (%)
A	Always	4	11,43%
B	Often	23	65,71%
C	Rarely	8	22,86%
D	Never	-	-
Total		35	100%

From the table above, it can be seen that the principal provides assistance to teachers so that the initiative is focused on the teacher, namely 4 respondents or 11.43% answered always, 23 respondents or 65.71% answered often, 8 respondents or 22.86% answered rarely. , and none of the respondents answered never. From this questionnaire statement, it can be seen that the total number of respondents or the percentage is more in the frequent answers, namely 65.71%.

Table 4. The principal accepts the teacher's proposal and conducts a joint study to make an agreement to be implemented.

Option	Alternative Answer	F	P (%)
A	Always	6	17,14%
B	Often	19	54,28%
C	Rarely	10	28,57%
D	Never		
Total		35	100%

From the table above, the principal can accept the teacher's proposal and conduct a joint study to make an agreement that will be carried out, namely 6 respondents or

17.14% answered always, 19 respondents or 54.28% answered often, 10 respondents or 28.57% rarely answered, and none of the respondents answered never. From this questionnaire statement, it can be seen that the total number of respondents or percentage is more in the always answer, namely 54.28%.

Table 5. The principal provides the instruments and methods of observation that will be developed with the teacher..

Option	Alternative Answer	F	P (%)
A	Always	4	11,43%
B	Often	17	48,57%
C	Rarely	14	40,00%
D	Never		
Total		35	100%

From the table above, it can be seen that the principal gave the instruments and observation methods to be developed with the teacher, namely 4 respondents or 11.43% answered always, 17 respondents or 48.57% answered often, 14 respondents or 40.00% answered rarely. , and none of the respondents answered never. From this questionnaire statement, it can be seen that the total number of respondents or the percentage is more in the frequent answers, namely 48.57%.

Table 6 The principal conducts observation and feedback activities.

Option	Alternative Answer	F	P (%)
A	Always	8	22,86%
B	Often	17	48,57%
C	Rarely	13	37,14%
D	Never	-	-
Total		35	100%

From the table above, it can be seen that the principal who carried out observation activities and carried out feedback activities was 8 respondents or 22.86% answered always, 17 respondents or 48.57% answered often, 13 respondents or 37.14% answered rarely, and no. There are respondents who answered never. From this questionnaire statement, it can be seen that the total number of respondents or the percentage is more in the frequent answers, namely 48.57%.

Table 7. The principal discusses the results of the analysis and observational data by prioritizing the teacher's interpretation

Option	Alternative Answer	F	P (%)
A	Always	8	22,86%
B	Often	26	74,28%
C	Rarely	1	2,86%
D	Never		
Total		35	100%

From the table above, it can be seen that the principal discussed the results of the analysis and observational data by prioritizing the teacher's interpretation, namely 8 respondents or 22.86% answered always, 26 respondents or 74.28% answered often, 1 respondent or 2.86% answered rarely. , and none of the respondents answered never. From this questionnaire statement, it can be seen that the total number of respondents or the percentage is more in the always answer, which is 74.28%.

Table 8 Principals supervise face-to-face and in an open atmosphere

Option	Alternative Answer	F	P (%)
A	Always	12	34,28%
B	Often	15	42,86%
C	Rarely	8	22,86%
D	Never		
Total		35	100%

From the table above, it can be seen that the principal supervises face-to-face and in an open atmosphere, 12 respondents or 34.28% answered always, 15 respondents or 42.86% answered often, 8 respondents or 22.86% answered rarely. , and none of the respondents answered never. From this questionnaire statement, it can be seen that the total respondents or percentages are more frequently answered, namely 42.86%.

Table 9. The principal listens more to and answers the teacher's questions than gives direction

Option	Alternative Answer	F	P (%)
A	Always	6	17,14%
B	Often	19	54,28%
C	Rarely	10	28,57%
D	Never		
Total		35	100%

From the table above, it can be seen that the principal listens more and answers teacher questions rather than giving directions, namely 6 respondents or 17.14% answered always, 19 respondents or 54.28% answered often, 10 respondents or 28.57% answered rarely once, and none of the respondents answered never. From this questionnaire statement, it can be seen that the total respondents or percentages are more frequently answered, namely 54.28%

Table 10 Principals carry out three stages, namely, initial meetings, observations, and feedback meetings in supervision

Option	Alternative Answer	F	P (%)
A	Always	16	45,71%
B	Often	2	5,71%
C	Rarely	17	48,57%
D	Never		
Total		35	100%

From the table above, it can be seen that the principal carried out three stages, namely, initial meetings, observations, and feedback meetings in supervision, namely 16 respondents or 45.71% answered always, 2 respondents or 5.71% answered often, 17

respondents or 48, 57% answered rarely, and none of the respondents answered never. From this questionnaire statement, it can be seen that the total number of respondents or the percentage is more in the frequent answers, namely 48.57%.

Table 11. Principals provide reinforcement for positive behavior change as a result of coaching.

Option	Alternative Answer	F	P (%)
A	Always	3	8,57%
B	Often	25	71,43%
C	Rarely	7	20,00%
D	Never		
Total		35	100%

From the table above, it can be seen that the principal gave reinforcement to positive behavior changes as a result of coaching, namely 3 respondents or 8.57% answered always, 25 respondents or 71.43% answered often, 7 respondents or 20.00% answered rarely, and none of the respondents answered never. From the statement of this questionnaire, it can be seen that the total respondents or percentages are more frequently answered, namely 71.43%.

Table 12 The principal conducts a follow-up review of the supervision that has been carried out

Option	Alternative Answer	F	P (%)
A	Always	10	28,57%
B	Often	19	54,28%
C	Rarely	6	17,14%
D	Never		
Total		35	100%

From the table above, it can be seen that the principal who carried out a continuation review of the supervision that had been carried out was 10 respondents or 28.57% answered always, 19 respondents or 54.28% answered often, 6 respondents or 17.14% answered rarely, and no There are respondents who answered never. From the statement of this questionnaire, it can be seen that the total respondents or percentages are more frequently answered, namely 71.43%.

Table 13 Recapitulation results for the percentage of the Principal Supervision Questionnaire at Al Fajar Elementary School:

Respondent s	Alternative Answer							
	Always	%	Often	%	Rarely	%	Never	%
1	4	11,43%	23	65,71%	8	22,86%	0	0
2	6	17,14%	19	54,28%	10	28,57%	0	0
3	4	11,43%	17	48,57%	14	40,00%	0	0



4	8	22,86 %	17	48,57 %	13	37,14%	0	0
5	8	22,86 %	26	74,28 %	1	2,86%	0	0
6	12	34,28 %	15	42,86 %	8	22,86%	0	0
7	6	17,14 %	19	54,28 %	10	28,57%	0	0
8	16	45,71 %	2	5,71% %	17	48,57%		
9	3	8,57% %	25	71,43 %	7	20,00%		
10	10	28,57 %	19	54,28 %	6	17,14%		
Total	77		182		94		0	

From the recapitulation of the Education Supervision questionnaire at SD IT Al Fajar, it can be seen that the percentage figures are as follows:

1. Alternative Answer Option A =  $77 : 10 = 7,7 : 35 \times 100 = 22\%$
2. Alternative Answer Option B =  $182 : 10 = 18,2 : 35 \times 100 = 52\%$
3. Alternative Answer Option C =  $94 : 10 = 9,4 : 35 \times 100 = 26\%$
4. Alternative Answer Option D = none

So, the percentage of the questionnaire recapitulation of educational supervision at SD It Al Fajar above can be seen that the highest score is in alternative answer B, which is 52%, the second is answer C, which is 26%, and the lowest is in alternative A, which is 22%.

Based on the above recapitulation regarding educational supervision at SDS IT Al Fajar, it can be given a score and percentage as follows:

$$\begin{aligned} A &: 77 \times 4 = 308 \\ B &: 182 \times 4 = 728 \\ C &: 94 \times 4 = 376 \\ D &: - \end{aligned}$$

Total:

- $N = 308 + 728 + 376 = 1412 \times 4 = 5.648$

- $P = \frac{F}{N} \times 100\%$

$$P = \frac{5648}{5648} \times 100\%$$

$$P = \frac{564800}{5648}$$

$$P = 100\%$$

Based on the results of the instrument table percentage of the principal supervision questionnaire distributed to 35 respondents, it can be concluded that the principal's supervision is categorized as "good" with the total percentage of "100%".

a. Description of the frequency and percentage of statement items in the teacher performance questionnaire at Elementary School It Al Fajar Sungai Pakning, Sejangat Village, Bukit Batu District, Bengkalis Regency.

The teacher performance variable questionnaire consists of 5 indicators represented by 5 statements. To see the frequency and percentage of each item statement can be seen in the table below:

Table 14. Teachers are able and master the teaching materials that will be given to students.

Option	Alternative Answer	F	P (%)
A	Always	15	42,85%
B	Often	12	34,28%
C	Rarely	8	22,86%
D	Never		
Total		35	100%

From the table above, it can be seen that teachers are able and master the teaching materials that will be given to students, namely 15 respondents or 42.85% answered always, 12 respondents or 34.28% answered often, 8 respondents or 22.86% answered rarely. , and none of the respondents answered never. From this questionnaire statement, it can be seen that the total number of respondents or the percentage is more in the always answer, namely 42.85%.

Table 15 The teacher prepares the planning of the teaching and learning process in the classroom.

Option	Alternative Answer	F	P (%)
A	Always	17	48,57%
B	Often	11	31,43%
C	Rarely	7	20,00%
D	Never		
Total		35	100%

From the table above, it can be seen that the teacher preparing the planning for the teaching and learning process in the classroom is 17 respondents or 48.57% answered always, 11 respondents or 31.43% answered often, 7 respondents or 20.00% answered rarely, and no respondents answer never. From this questionnaire statement, it can be seen that the total number of respondents or percentage is more in the always answer, namely 48.57%.

Table 16. Teachers have the ability to implement and manage the teaching and learning process

Option	Alternative Answer	F	P (%)
A	Always	10	28,57%
B	Often	19	54,28%
C	Rarely	5	14,28%
D	Never		
Total		35	100%

From the table above, it can be seen that teachers have the ability to carry out and manage the teaching and learning process, namely 10 respondents or 28.57% answered always, 19 respondents or 54.28% answered often, 5 respondents or 14.28% answered rarely, and no. There are respondents who answered never. From this questionnaire statement, it can be seen that the total number of respondents or the percentage is more in

the always answer, which is 54.28%.

Table 17 The teacher has the ability to evaluate and provide an assessment according to the material that has been taught.

Option	Alternative Answer	F	P (%)
A	Always	13	37,14%
B	Often	17	48,57%
C	Rarely	5	14,28%
D	Never		
Total		35	100%

From the table above, it can be seen that the teacher has the ability to evaluate and provide an assessment according to the material that has been taught, namely 13 respondents or 37.14% answered always, 17 respondents or 48.57% answered often, 5 respondents or 14.28% answered rarely once, and none of the respondents answered never. From this questionnaire statement, it can be seen that the total number of respondents or percentage is more in the always answer, namely 48.57%.

Table 18 Teachers have the ability to carry out tutoring (improvement and enrichment) after the teaching process

Option	Alternative Answer	F	P (%)
A	Always	7	20,00%
B	Often	13	37,14%
C	Rarely	15	42,86%
D	Never		
Total		35	100%

From the table above, it can be seen that the teacher has the ability to carry out tutoring (improvement and enrichment) after the teaching process is 7 respondents or 20.00% answered always, 13 respondents or 37.14% answered often, 15 respondents or 42.86% answered rarely once, and none of the respondents answered never. From this questionnaire statement, it can be seen that the total number of respondents or the percentage is more in the always answer, which is 42.86%.

Table 19 Recapitulation results for the percentage of the Teacher Performance Questionnaire at Al Fajar Elementary School:

Respondents	Alternative Answers							
	Always	%	Often	%	Rarely	%	Never	%
1	15	42,86%	12	34,28%	8	22,86%	0	0
2	17	48,57%	11	31,43%	7	20,00%	0	0
3	11	31,43%	19	54,28%	5	14,28%	0	0
4	13	37,14%	17	48,57%	5	14,28%	0	0
5	7	20,00%	13	37,14%	15	42,86%	0	0

Quantity	63	72	40	0
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From the recapitulation of the Education Supervision questionnaire at SD IT Al Fajar, it can be seen that the percentage figures are as follows:

1. Alternative answer option A =  $63 : 5 = 12,6 : 35 \times 100 = 36\%$
2. Alternative answer option B =  $72 : 5 = 14,4 : 35 \times 100 = 41\%$
3. Alternative answer option C =  $40 : 5 = 8 : 35 \times 100 = 23\%$
4. Alternative answer option D = none

So, the percentage of the questionnaire recapitulation of educational supervision at SD It Al Fajar above can be seen that the highest score is in alternative answer B, which is 41%, the second is answer A, which is 36%, and the lowest is alternative C, which is 23%.

Based on the above recapitulation regarding the supervision of education at SD It Al Fajar can be given a score and percentage as follows:

$$A : 63 \times 4 = 252$$

$$B : 72 \times 4 = 288$$

$$C : 40 \times 4 = 160$$

$$D : -$$

Total number:

- $N = 252 + 288 + 160 = 700 \times 4 = 2800$

- $P = \frac{F}{N} \times 100\%$

$$P = \frac{2800}{2800} \times 100\%$$

$$P = \frac{280000}{2800}$$

$$P = 100\%$$

Based on the results of the instrument table percentage of the Teacher Performance questionnaire distributed to 35 respondents, it can be concluded that the principal's supervision is categorized as "Good" with the total percentage of "100%".

B. Analysis of data on the effect of principal supervision on improving teacher performance at SD It Al Fajar Sejangat, Bukit Batu sub-district.

To determine the effect of the independent variable (principal's supervision) on the dependent variable (teacher performance) at It Al Fajar Elementary School, Bukit Batu District, statistical analysis was carried out.

Before the researcher calculates how much influence the independent variable has on the dependent variable, the researcher carries out a data normality test. For normality testing in this study, researchers used statistical analysis. Normality test based on non-parametric Kolmogorov-Smirnov (K-S) test. If the value of Kolmogorov-Smirnov  $Z < Z$  table asymp Sig (2 tailed) > then the data is declared to be normally distributed. The following is table 4.24 for the Kolmogorov-Smirnov test.

1. The basis for making normality test decisions are:
2. If the value of asymp sig. 2 tailed above 5% or 0.05 then the data is considered normally distributed.
3. If the value of asymp sig 2 tailed is below 5% or 0.05 then the data is considered to be not normally distributed.

Table 20 Kolmogorov-Smirnov Test Results

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			35
Normal Parameters <sup>a,b</sup>	Mean		0E-7
	Std. Deviation		1,99027875
Most Extreme Differences	Absolute		,131
	Positive		,131
	Negative		-,093
Kolmogorov-Smirnov Z			,773
Asymp. Sig. (2-tailed)			,589
a. Test distribution is Normal.			
b. Calculated from data.			

Based on the test table above, the Asymp Sig (2 tailed) value is greater than 0.05. So according to the basis of decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data are normally distributed. Thus, the assumptions or requirements for normality in the regression model have been met.

After passing the data normality test, the data is ready to be regressed to a simple linear. The results of simple linear regression can be seen in table 4.25 below:

Table 21 Simple Linear Regression Results

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients			T	Sig.
		B	Std. Error	Beta		
1	(Constant)	27,384	14,309		1,914	,064
	Supervisi Pendidikan	,081	,398	,035	,203	,840

a. Dependent Variable: Kinerja Guru

From table 4.25 above, it can be seen that constant (a) is 20.672, while the value of the principal's supervision (regression coefficient) is 0.004, so the regression equation can be written as follows:

a = constant number of unstandardized coefficient is 20,672 which means that if there is supervision of the principal (X) then the consistent value of teacher performance (Y) is 20,672.

b = regression coefficient of 0.004 which means that for every 1% addition to the level of supervision of the principal (X), the teacher's performance (Y) will increase by 0.004.

Because the value of the regression coefficient is low, it can be said that the principal's supervision has no effect on teacher performance. So the regression equation is  $Y = 20,672 - 0,004 X$

Table 22 Value of Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	,035 <sup>a</sup>	,001	-,029	4,818

a. Predictors: (Constant), Supervisi Pendidikan

1. The R value of 0.035 is equal to 6.0% which indicates that the supervision of the principal (X) at It Al Fajar Elementary School has no relationship with Teacher Performance (Y) at It Al Fajar Elementary School, Sungai Pakning.
2. R Squared value of 0.001. This value means that there is a significant influence between the supervision of the principal (X) of 10% on the performance of teachers (X) at SD It Al Fajar Sungai Pakning.

Based on the results of the recapitulation of percentage calculations and simple linear regression on the effect of principal supervision (X) on teacher performance (Y) are as follows:

1. The percentage value of the principal's supervision is "100%" and is categorized as Good.
2. While the percentage of teacher performance at SD It Al Fajar is "100%" and is categorized as Good.

The results of the linear regression test of the influence of the principal's supervision (X) on teacher performance (Y) at SD It Al Fajar Sungai Pakning the value is 10% and is declared to have an effect.

## **CONCLUSION**

After the authors conducted data management through questionnaires and analyzed the data, it can be concluded that the supervision of the principal at Sds It Al Fajar Sungai Pakning was categorized as "good" with a percentage value of "100%". The percentage results indicate that the principal carries out supervision well by carrying out supervisory tasks such as class visits, class observations, teacher meetings and carrying out evaluations to teachers after carrying out teaching and learning supervision. While the teacher's performance at SD It Al Fajar is categorized as "good" with a percentage value of "100%", this can be seen by the teacher's role in discipline following the rules such as preparing teaching materials before teaching, providing materials according to teaching materials, and evaluating learning after finishing teaching and guiding students who have problems outside the classroom. The results of the linear regression test of the influence of the supervision of the principal (X) on the performance of teachers (Y) at SD It Al Fajar Sungai Pakning the value is 10% and is declared to have an effect seen from the results of the linear regression test.

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