



**The Relationship between Principal Supervision and Kindergarten Teacher Performance in
Nusaniwe District, Ambon City**

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ABSTRACT

Purpose of this study is to describe the existence of a positive and significant relationship between principal supervision and work motivation with the performance of kindergarten teachers in Nusaniwe District, Ambon City. The research design contains the substance of the approach and the type of research with the implications of the analysis technique. The results showed that the supervision of the principal can be described through the highest score of 90 and the lowest score of 60 with an average of 77.34 and mode of 77.42, teacher performance can be described through the highest score of 90 and the lowest score of 65 with an average of 79.05 and mode 78.5, there is a significant relationship between supervision and teacher performance of 0.88.

Keyword: supervision, performance, teachers, school principals

INTRODUCTION

Improvement efforts in the field of education will be achieved if it is started with improvements in education management. The principal is the main key and central figure in realizing improved school management performance and improving the quality of education in Indonesia. This is in line with the granting of greater authority to schools to manage their own households.

Schools become autonomous institutions whose implementation remains in the corridor of the National Education System (sisdiknas). It takes the ability of the principal in carrying out the managerial duties of the principal. The success of school principals in improving the quality of education in the institutions they lead is inseparable from their competence and ability to play their duties, roles and functions as school principals. According to Rahabav (2014: 115), school principals carry out their duties according to the competencies they must

have, namely, 1) personality, 2) managerial, 3) entrepreneurship, 4) supervision, 5) social (Rahabav, 2014: 115). The ability of these competencies will have an impact on the productivity of the principal which has implications for quality (input, process and output).

The duties and responsibilities of school principals in improving teacher professionalism can include the implementation of activities or implementation of managerial functions, starting from planning, organizing, implementing, and supervising. To be able to carry out these duties and responsibilities, the principal is required to master a number of competencies or managerial abilities. Operationally the principal is the person most responsible for planning, coordinating, mobilizing, and aligning all school resources and can evaluate them. The principal is a driving factor in realizing the vision, mission, goals and objectives of the school he leads towards a quality school, quality in the field of service, in the field of learning, in the field of infrastructure, teacher professionalism, and in the field of academic and non-academic achievements (Syarnubi Som, 2008). Based on studies, and the results of research by experts on school principals, it can be said that the principal is the key to the success of education in schools (Sudarwan, 2005: 96). The principal is the keyperson (the main person in charge or the key factor) to bring the school to be a center of excellence, a center of excellence in printing and developing human resources.

Research on school principals as one of the factors that can increase teacher professionalism, especially in planning and implementing learning supervision. With managerial abilities, both technical skills, human relations skills, and adequate conceptual abilities the principal is able to mobilize all the potential of the school including being able to spur the improvement of the quality of professional performance of teachers in schools.

The principal is the main key and central figure in realizing improved school management performance and improving the quality of education in Indonesia. This is in line with the granting of greater authority to schools to manage their own households. Schools become autonomous institutions whose implementation remains in the corridor of the National Education System. Certain managerial skills are required to carry out the managerial duties of the principal. According to Hersey in (Wahjosumidjo; 2002) at least three kinds of managerial skills are needed, namely: (1) concept skills; (2) Human / social skills; (3) Technical skills. Teacher performance in its implementation requires continuous supervision, direction, and improvements to improve performance which will later affect student achievement and achieve the goals set by the school. Supervision, direction, improvement of teacher performance can be done through educational supervision activities carried out by the principal. Education supervision according to Purwanto (2014: 76) is "all assistance from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals". Supervision activities carried out by the principal can be useful for improving the learning situation in a better direction, because the quality of teacher performance in managing learning in the classroom can be improved. In accordance with the target of supervision that affects the overall learning situation, supervision is directed at fostering and considering the aspects contained in learning so that situations will be created that support the achievement of school education goals.

Gibson (Suharsaputra, 2010) supervision of learning is one of the main functions of educational administration. Supervision as a very important function cannot be separated from other functions. This happens because every educational program implementer needs supervision. Therefore, the policy issue regarding supervision is very interesting to study, especially the supervision policy at the school level.

Literature Review

Teacher Performance Definition Performance

Can be defined as work performance, work implementation, work achievement or teacher performance is something that is achieved; demonstrated achievements; work ability (Mulyasa, 2003: 136). Meanwhile, according to Mangkunegara (2001: 67) performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him.

Performance is an activity that deals with three main aspects, namely behavior, results, and organizational effectiveness. Behavior shows activities in achieving goals, effectiveness is the steps in considering the implementation of work and work results, organizational emphasizes aspects of the work process (Smith, 1976). As for the large Indonesian dictionary, it is explained that performance is something that is achieved, or demonstrated achievement or work ability (KBBI, 1997). This definition shows that performance is a person's work ability in achieving work results or performance.

Performance is the peak condition of three interrelated elements, namely: skills, efforts taken, external conditions (Snell & Wexley, 1992). As for Kast and Rossenzweig (1979) and Hoy and Miskel (1987) explain that performance is an ability to carry out tasks or jobs that are in accordance with the attitudes, knowledge and skills and motivation of employees. The performance characteristics intended are carrying out tasks in accordance with the expectations of an organization it adheres to, using available office equipment, having high morale, having good cooperative relationships with superiors and colleagues and being able to solve problems faced related to routine tasks. which it carries out.

According to Rivai (2005: 14) performance is the result or level of success of a person as a whole during a certain period in carrying out a task compared to various possibilities, such as work standards, targets or targets or criteria that have been done in advance and have been mutually agreed. Simamora (2004: 339) more explicitly states that performance refers to the level of accomplishment of tasks that make up a person's job.

Performance is identified with work performance or success in work means that it comes from one's work. The teacher has a good performance if in the learning process it can foster student interest in learning well and the teaching program, the students' scores can reach above the predetermined KKM. This is in line with the opinion of Muljono (2012: 25) which states that achievement does not mean the number of competitions that teachers get, but a success, one of which can be seen from a learning process.

Performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set (Supardi, 2013: 45). Performance is the result of work both in quality and quantity in carrying out tasks in accordance with given responsibilities (Mangkunegara, 2001: 22). Meanwhile, according to Yaumi (2014: 30) teacher performance is the level of ability in designing and implementing learning, communication skills, classroom management, and interpersonal relationships that teachers have to bring students to a better direction.

Supervision

Etymologically, supervision comes from the word super and vision which means seeing and reviewing from above or observing and judging from above what is done by superiors on the activities, creativity and performance of subordinates (Mulyasa, 2012: 239). Supervision is an effort to stimulate, coordinate and guide the continuous growth of teachers in schools both individually and collectively to better understand and be effective in realizing all teaching functions (Sah Understanding, 2008: 17).

According to Sutisna in Mulyasa (2012: 240), supervision is an aid in developing better teaching-learning situations. In other words, supervision is a learning activity provided to

assist teachers in carrying out their work better. The supervisor's role is to support, assist and share. In line with that, Wiles revealed that good supervision should develop leadership in the group, build an in-service training program to improve the skills and abilities of teachers in assessing work results.

According to Sahunderstanding in Mulyasa (2012: 240) supervision is an effort to initiate, direct, coordinate and guide the continuous growth of teachers in schools, both individually and collectively, to better understand and be more effective in realizing all teaching functions so that they can stimulate and guiding the continuous growth of each student so that they can participate more quickly in a modern democratic society. According to Purwanto in Karwati and Priansa (2013: 204) supervision is a coaching activity that is planned to assist teachers and other school employees in doing work effectively. Manulang (2005: 173) states that supervision is a process for implementing what work has been carried out, evaluating it and if necessary correcting with the intention that the implementation of the work is in accordance with the original plan.

Research methods

The research design contains the substance of the approach and the type of research with the implications of the analysis technique, such as the following explanation:

1. To test hypotheses to be generalized, a research instrument that is capable of capturing interval data from respondents is needed. In the context of the data and the number of respondents required, researchers chose a quantitative approach, with the type of survey research (Babbie, 1973; Biener & Lyberg, 2003). Each step in survey research is carried out interactively in a broad sense, so that information for each step of the plan indicates whether a design is possible or not (Biener & Lyberg, 2003).
2. Based on the assumptions and theories developed, the researcher aims to explain the relationship between variables, namely: (1) Principal Supervision, and (2) Teacher Performance. For this purpose, the type of research chosen is correlational research, meaning that it can explain the (direct) variable relationship. Thus, the data analysis technique chosen is inferential analysis.

Results and Discussion

Principal supervision

Principal's supervision variable was obtained through a questionnaire consisting of 40 items in Attachment 01), with the highest possible score being 100 and the lowest possible score being below 70. From the calculation results obtained a maximum score of 90, lowest score of 60, range 30, mean score 77.34, median 77.42, mode 77.29, standard deviation 7.83, and variance 61.31 (Complete calculation can be seen in the appendix). Based on the highest and lowest scores obtained, class interval calculations and frequency distribution were carried out. The results of these calculations can be visualized in a frequency distribution table, as shown in the following table:

No	Class Interval	Absolute Frequency	Relative Frequency (%)
1	60 - 64	3	7
2	65 - 69	5	11
3	70 - 74	7	16

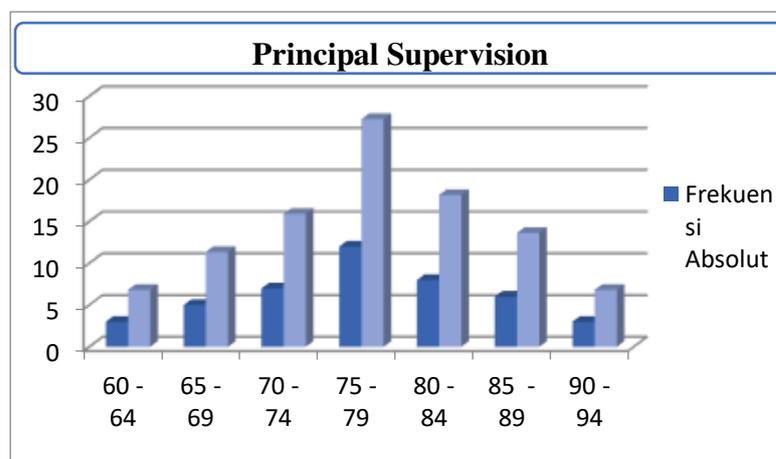
4	75 - 79	12	27
5	80 - 84	8	18
6	85 - 89	6	14
7	90 - 94	3	7
Total		44	100

Table 4.1. Principal Supervision Frequency Distribution (X_i)

Based on the table above, it can be seen that the highest frequency distribution of the principal's supervision variable is 12 or 27% which is in the class interval 75 - 79, followed by a frequency distribution of 8 or 18% which is at class interval 80 - 84, as well as 7 or 16% at the interval 70 - 74. The frequency distribution in the highest interval class (75 - 79) is 12 (27%) and the low interval class (60 - 64) = 3 (7%) and (90 - 94) = 3 (7%). These results indicate that the frequency distribution of school leadership data is in good category.

Furthermore, to see the trend of principal supervision scores, the data in the frequency distribution table is shown in the following histogram:

Figure 1: Histogram of Principal Supervision Score Frequency.



The description of the frequency distribution of the principal's supervision score above shows that the distribution of the principal's supervision score tends to the normal curve, at higher class intervals. This means that the respondents consider the supervision of the principal to be good.

Teacher Performance

The teacher performance variable was obtained through a questionnaire consisting of 20 items, with the highest possible score being 100 and the lowest possible score being 20. From the calculation results obtained a maximum score of 90, a final score of 65, an average score. 79.05, median 78.9, mode 78.5 standard deviation 6.57, and variance 43.2. (Complete calculations can be seen in appendix 3). The results of these calculations are followed up by calculating the interval class and frequency distribution. The results of these calculations can be seen in the frequency distribution table, as shown in the following table:

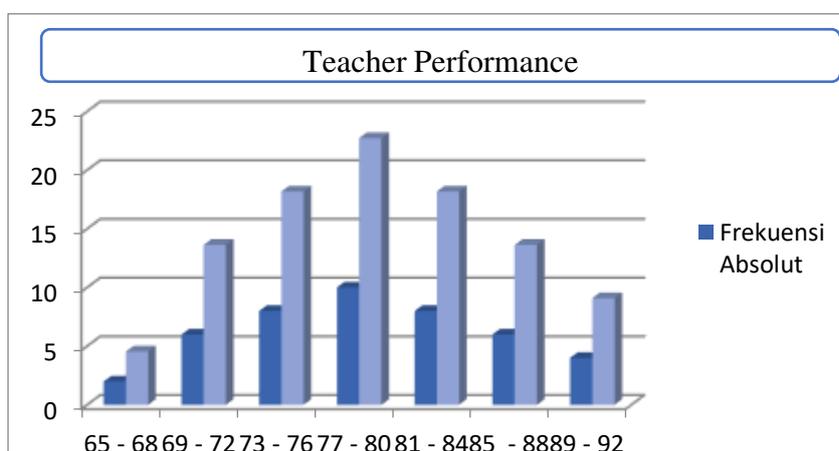
Table 2. Frequency Distribution of Teacher Performance Scores

No	Class Interval	Absolute Frequency	Relative Frequency (%)
1	65 - 68	2	5
2	69 - 72	6	14
3	73 - 76	8	18
4	77 - 80	10	23
5	81 - 84	8	18
6	85 - 88	6	14
7	89 - 92	4	9
Total		44	100

The data in the table above shows that the highest frequency distribution of teacher performance variables is 10 or 23% which is centered on the 77-80 interval class, then followed by the 8 or 18% frequency distribution which is in the 73-76 interval class, as well as the 81 interval class. - 84. The frequency distribution of the highest interval class (77 - 80) is 10 (23%) and the low interval class (65 - 68) = 2 (5%). These results indicate that the frequency distribution of teacher performance data is in good category.

Furthermore, to see the tendency of the distribution of teacher performance scores, the data in the frequency distribution table is shown in the following histogram form;

Figure 2: Histogram of Teacher Performance Score Frequency.



The description of the frequency distribution of teacher performance scores above shows that the distribution of teacher performance scores tends to be on a normal curve so that it can be classified in the good category.

DISCUSSION

Efforts to improve teacher performance through increased supervision of school principals

The results of the study clearly show that there is a significant positive relationship between principal supervision and teacher performance which can have a theoretical impact. In addition, the simple regression equation constant $\hat{Y} = 5.05 + 1.61X_1$. This means that the existence of school principal supervision can improve teacher performance. Thus, to improve teacher performance it is necessary to have good behavior from the principal. Besides, this problem must be the concern of every school principal.

The results of this study also provide information that the principal's supervision is in the good category, so this greatly affects teacher performance. From this fact, it can be interpreted that whether or not the supervision of the principal is good, the teacher's performance shown by the teacher can be different. The better or higher the supervision of the principal, the higher the performance.

The results of the pituitary test prove that there is a significant relationship between organizational culture and teacher performance. This relationship is shown by the rcorrelation coefficient_{y1} of 0.88, $t_{hitung} = 14.84$, $t_{tab} = 1.67$, in this case $r_{hitung} > r_{tab}$, so that the relationship between teacher work motivation and teacher performance is significant.

By referring to the guideline for interpretation of the correlation coefficient proposed by Sugiono (2013: 231) in chapter III of this writing, the rxcorrelation coefficient value_{y1} of 0.88 illustrates the relationship between principal supervision and teacher performance. The results of these calculations provide an explanation that changes that occur in teacher performance are also determined by school supervision.

Based on the explanation above, it can be concluded that the principal's leadership behavior can make a significant contribution to teacher performance. This means that the better the principal's supervision of teacher performance, the better teacher performance is.

CONCLUSION

1. Principal supervision can be described by the highest score of 90 and the lowest score of 60 with an average of 77.34 and mode of 77.42
2. Teacher performance can be described by the highest score of 90 and the lowest score of 65 with an average of 79.05 and mode of 78.5
3. There is a significant relationship between supervision and teacher performance of 0.88

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