IMPLEMENTATION OF THE PRINCIPAL'S SUPERVISION ON TEACHER PERFORMANCE

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INFO ARTIKEL	ABSTRAK
	The purpose of this study was to determine teacher performance, implementation of school principal supervision, whether or not there was a relationship between the implementation of school principal supervision at SMKN 2 Kec. Guguak. This type of correlation research with the description method. The population of this study were teachers at SMKN 2 Kec. Guguak Which amounted to 65 people. This research is a population study because the population does not reach 100 people. The research instrument uses a questionnaire using a validated Likert scale. The results of the analysis show (1) implementing the supervision of the principal of SMKN 2 Kec. Guguak is quite implemented, (2) the teacher performance of SMKN 2 Guguak is quite implemented, (3) there is a significant relationship between the implementation of the supervision of school principals and teacher performance with an rcount distribution of 0.841 and r table of 0.317 at a 99% confidence level. In conclusion, the implementation of school principal supervision is one of the factors that influence the performance of teachers at SMKN 2 Kec. Guguak. .*Author: Sri Mures Walef Email : *Srimureswlef1983@gmail.com*

Introduction

Quality education is the hope and dream of every society, nation and state. Various efforts have been made, starting from improving the education law, improving infrastructure, to changing the education budget. It aims to create quality human resources.The national education system functions to develop capabilities and shape national character and civilization that are beneficial in the context of educating the nation's life. Goes along with it Imah (2018) said the main purpose of education is to develop the abilities, knowledge, skills and attitudes of students optimally. The aim is to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have good character.

Teachers are the spearhead to achieve quality education. For this reason, it requires adjustments in the implementation and development of teachers so that teachers become professional. According to (Hamid, 2020) A professional teacher is essentially a teacher who has a collective and complete awareness of his position as an educator. Professional teachers must develop the potential that exists in students optimally. This means that academic and non-academic abilities need to be developed by the teacher. For this reason, teachers must learn continuously, read new information and develop creative ideas. The

implementation of learning requires high teacher abilities and responsibilities. The main tasks of the teacher are compiling, presenting, carrying out learning evaluations, analyzing evaluation results and compiling improvement and enrichment programs.

Furthermore, (Junaedi, 2019) said the learning process is the essence of the educational process. Learning is a process that contains a series of teacher and student actions on the basis of reciprocal relationships that take place in educative situations to achieve certain goals. A good learning process must be managed with good management as well. To design good learning management, of course the teacher must first understand the management of learning and choose the right learning model in learning activities. Therefore, the management of learning in the classroom is very dependent on the personality of the teacher himself, including the learning model applied in the classroom. The success of the teacher in the learning process is determined by the performance of the teacher as an educator. According to the skills of a teacher in doing something work in the learning process can be proven by the making that is done by a teacher in carrying out his activities.

Performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities, such as work standards, targets, goals or criteria that have been determined in advance and have been mutually agreed upon. Performance is related to work results, work performance, achievement of predetermined targets, both in quantity and quality, both individually and organizationally. (Rahmi, 2020) argues that teacher performance is the ability of a teacher to carry out learning tasks at school. Thus the teacher determines the quality of education, the success or failure of the learning process depends on the performance of the teacher. So, the performance of a teacher in principle can be seen from various perspectives. For this reason, performance plays an important role in achieving optimal learning goals, because performance is the ability to carry out work and is closely related to the results of the work specified. Given the importance of the role of performance, schools need to improve teacher performance so that learning objectives can be achieved optimally.

This research is in line with the research conducted (Raberi et al., 2020) conveyed that the supervision of the principal had a significant effect on the performance of teachers in SD Negeri Sanga Desa. According to (Wandi, 2018) the implementation of the supervision of the school principal can improve the implementation of its main tasks. (Tsauri, 2007) conveyed that there was an influence of the principal's supervision on teacher performance. (Prastowo, 2020) said if the teacher experiences obstacles in the teaching and learning process then the teacher will find a solution on his own or if it is deemed necessary to communicate with other teachers then the teacher will do it, both in the same school and in the MGMP. Supervision of school principals in improving the performance of PAI teachers has been very good.

Furthermore, (Wibowo et al., 2020) stated that the supervisory role of the principal in improving teacher performance at Tawakkal Middle School Denpasar had been going well and the obstacles and solutions in improving teacher performance were in accordance with applicable teacher performance standards. Opinion (Saddi et al., 2021) there is a positive and significant influence of the principal's leadership on teacher performance, there is a positive and significant influence of the principal's supervision on teacher performance, and there is a positive and significant influence of the principal's leadership and supervision on teacher performance. (Hasan, 2020) students and carrying out additional assignments with full responsibility bringing out all of the teacher's abilities so that they can produce good performance.

Much previous research has examined the implementation of school principal supervision on teacher performance. This research is different in the type of research used, the aspects studied, the indicators studied and the objects studied focus on the relationship between the implementation of school principal supervision and teacher performance

Research Metods

This research is a correlational research with descriptive method. The research population is 65 teachers. This research is a population study because the population does not reach 100 people. The research instrument uses a questionnaire using a Likert scale with four alternative answers Always (SL), often (SR), sometimes (KD), and never (TP). Before the questionnaire was used, it was first validated in schools that were not the research sample. Questionnaire indicators (1) Teacher performance includes Work Discipline, Responsibility, Work Initiatives and (2) Principal Supervision includes aspects of supervision, supervision techniques, supervision time.

Research Results And Discussion

There are two data that will be described, namely data regarding the implementation of supervision by the school principal and data regarding teacher performance at SMKN 2 Kec. Guguak, will be explained below.

1. Data on the implementation of the Principal's Supervision

The number of questionnaire items for the implementation of school supervision is 50 items, so the minimum score is 50 and the maximum score is 200. From the respondents' answers, the highest score is 172 and the lowest score is 136. After data processing, the average (mean) is 150.385, the median is 149.645, the mode of 148.165 and a standard deviation of 9.075. The distribution of scores for the implementation of supervision by school principals can be seen in the following table.

Table 1
Distribution of Variable Score Frequency of Principal Supervision Implementation

Interval class	Absolute Frequency	Relative frequency
170-174	1	1,54%
165-169	2	3,08%
160-164	5	7,69%
155-159	8	12,31%
150-154	17	26,15%
145-149	17	26,15%
140-144	13	20%
135-139	2	3,08%
	65	100%

The average score is compared with the maximum score and multiplied by 100%, so it can be seen that in general the implementation of school principal supervision is in the sufficient category (74.88% of the ideal score). Based on table 1, 24.62% stated that the implementation of supervising the principal of SMKN 2 Guguak was above the average, while the remaining 49.23% stated that the implementation of supervising the principal was below average.

1. Teacher Performance Data

The maximum score for the teacher performance variable is 148 and the minimum score is 37. From the respondents' answers, the highest score is 139 and the lowest score is 93. After processing the data, the mean is 110.465, the median is 109.655 and the mode is 108.035, the standard deviation is 9.88. The distribution of teacher performance scores can be seen in table 2 below.

Table 2
Distribution of Teacher Performance Frequency

Interval class	Absolute Frequency	Relative frequency
135-139	1	1,54%
130-134	2	3,08%
125-129	3	4,61%
120-124	3	4,61%
115-119	12	18,46%
110-114	16	24,61%
105-109	8	12,31%
100-104	10	15,38%
95-99	8	12,31%
90-94	2	3,08%
	65	100

The average value is compared with the maximum value and multiplied by 100% so that in general the performance of SMKN 2 Kec. Guguak medium category (74.64% of the ideal score). Based on the table, 32.30% stated the performance of teachers at SMKN 2 Kec. Guguak is above the average value,

while the remaining 43.08% stated that the teacher's performance was below the average value.

The results of processing the research variable data above can be seen qualitatively regarding the implementation of school principal supervision in the sufficient category (74.88) and teacher performance in the sufficient category (74.64%). This percentage is obtained by comparing the average score (mean) with the maximum score multiplied by 100%. The results of these calculations are explained in the following table.

Table 3
Interpretation of the Mean Research Variables

Research variable	Mean Score	Score Max	Score obtained	Interpretation
Supervision of school principals	149,769	200	74,88%	Enough
Teacher Performance	110,465	148	74,64%	Enough

Table 3 shows that the implementation of the supervision of school principals is in the sufficient category and the performance of teachers at SMKN 2 Kec. Guguak tinsel is in the enough category.

2. Hypothesis testing

To see the coefficients of the variable X and variable Y, the moment product correlation formula is used. Before the technique is used, a data normality test is first carried out as a condition for using the moment product correlation technique using the chi square formula (X2). This is intended to determine whether the sample data is normally distributed or not so that the data can be analyzed using the product moment formula. The results of the chi square test for the score of the variable X, namely the implementation of the supervision of the school principal, show X2 of 6.466. This means that the data for variable X is normally distributed because the X2 obtained is smaller than the X2 table with a gb of 5 at a 99% confidence level of 15086. As for the Y variable, namely teacher performance, it shows the same thing as X2 which is obtained at 8.139, which is smaller than X2. table with a gb of 7 at a 99% confidence level of 18.475. this shows that the variable Y score has a normal distribution. Then the data is analyzed using the product moment formula to test the hypotheses proposed in the study. The results of data analysis obtained rcount of 0.841. While ttable with N = 65 at a 99% confidence level of 0.317. This means that Rcount is large from Rtable.

To see the reliability of the relationship, the t test was used. From the calculation results, tcount was 12.338. Where is the ttable with N = 65, namely 2.660 at the 99% confidence level, it can be obtained that the tcount is greater than the ttable at the 99% confidence level. Thus there is a significant

relationship between the implementation of the principal's supervision and the performance of teachers at SMKN 2 Guguak.

Teacher performance can be influenced by many factors, one of which is the implementation of the principal's supervision of teachers. This is in line with opinion Pianda (2018) that the influence of the principal's supervision on teacher performance at Vocational High School (SMKN) 2 in Padang is significant. (Sanglah, 2021) said that principal supervision can significantly improve teacher performance. (Kholidah et al., 2022) argues that there is a significant relationship between the implementation of supervision on performance, there is a significant relationship between school self-evaluation on teacher performance and the implementation of supervision and school self-evaluation is significantly related to teacher performance. (Hasan, 2020) stated that the implementation of supervising the school principal could improve teacher performance in planning the implementation of learning at SMA Negeri 1 Syamtalira Bayu in 2020.

Next, according (Hasan, 2020) there is a significant relationship between the principal's academic supervision on teacher performance. If the principal's academic supervision increases, the teacher's performance will also increase. (Rosalina et al., 2021) said academic supervision is used as a guide for reflection in improving teacher performance. (Isbianti & Andriani, 2021) stated that the implementation of academic supervision by school principals in several areas still needed to be improved. Koten, (2020) conveyed that in Koliwutun Elementary School, the Principal had not optimally carried out his role and function as an educational supervisor. (Sarifudin & Maya, 2019) believes that the implementation of supervision carried out by the Head of the Bogor City MIN School, among others: providing motivation to teachers as the spearhead of success in educating students, carrying out class visits and assisted by the deputy head of school in the field of curriculum towards the end of semester activities. Opinion (Aprida et al., 2020) there is the influence of the supervision of the principal on the performance of teachers in SMP Negeri Se, Kecamatan Prabumulih Barat, the effect of teacher work motivation on the performance of teachers in SMP Negeri Se, Kecamatan Prabumulih Barat, there is the influence of the supervision of the principal and the work motivation of teachers together on the performance of teachers in SMP Negeri in West Prabumulih District. (Silfatman et al., 2022) said the supervision program was carried out by the principal together with the teachers at SD Negeri 39 Pulau Tambako, Bombana District using an assessment instrument, in this case several revisions were made according to the needs of the school each year.

The results of the research data processing found that the implementation of the supervision of the principal of SMKN 2 Kec. Guguak has a significant relationship with teacher performance at a significant level of 99% with a correlation coefficient of 0.84> rtable of 0.317 and a correlation significance of 12.338> ttable of 2.660 using the t test. in accordance with the results of the

study it is clear that there is a relationship between the implementation of the supervision of the school principal and teacher performance, so that it can be said that the better the supervision carried out by the principal, the better the performance of the teacher.

Based on the results of the descriptive analysis, it can be seen that the implementation of school principal supervision is in the sufficient category with an average score of 78.88% of the ideal score. This shows that the implementation of the supervision of the school principal has not been carried out properly. This means that the implementation of supervision felt by teachers has not fully received guidance, assistance, direction in carrying out tasks and direction carried out by the principal of SMKN 2 Kec. Guguak. For this reason, the implementation of supervising school principals is influenced by fulfilling and paying attention to personal demands, information on positions and duties on each school assignment, determination of effective leadership, assessment of work staff programs and so on. Furthermore, the results of the descriptive analysis of teacher performance variables are in the sufficient category with an average score of 74.64% of the ideal score. This also means that the quality of the teacher's work, discipline, responsibility and initiative as well as the ability to organize in carrying out assignments is quite good. Based on the results of the descriptive analysis of the two variables, the implementation of school principal supervision needs to be improved so that the implementation of school principal supervision becomes better and better, if this is realized then ultimately expectations will be related to teacher performance. Efforts to improve teacher performance through improving the implementation of school principal supervision can be carried out by increasing the provision of guidance to teachers according to the problems they face, increasing the motivation of school principals to teachers by giving attention and appreciation for the tasks carried out by the teacher. Improving the implementation of controls with the right strategy and method, moving teachers by reducing dictating, but by inviting them to cooperate with each other and delegating authority in the right way if needed.

Conclusion

There is a significant relationship between the implementation of the principal's supervision and the performance of teachers at SMKN 2 kec. Guguak the magnitude of the correlation coefficient obtained r = 0.841 at the 99% level of confidence.

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