



# The Relationship between the Principal's Leadership Behavior and the Intensity of Academic Supervision Implementation with Teacher Performance

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## ABSTRAK

Kurangnya kompetensi guru ini dapat berdampak pada kinerja guru. Faktor yang mungkin mempengaruhi kinerja guru yaitu perilaku kepemimpinan kepala sekolah dan intensitas pelaksanaan supervisi akademik. Penelitian ini bertujuan untuk menganalisis hubungan antara perilaku kepemimpinan kepala sekolah dan intensitas pelaksanaan supervisi akademik dengan kinerja guru. Penelitian ini menggunakan metode kuantitatif dengan desain korelasional—teknik pengumpulan data menggunakan angket (kuesioner), observasi, dan dokumentasi. Analisis data menggunakan uji validitas data, uji reliabilitas, uji normalitas data, uji linier data, uji signifikansi, dan uji hipotesis dengan menghitung koefisien korelasi. Hasil penelitian menunjukkan (1) perilaku kepemimpinan kepala sekolah mempunyai hubungan positif dan signifikan terhadap kinerja guru yaitu 50,2%, (2) intensitas pelaksanaan supervisi akademik mempunyai hubungan positif dan signifikan terhadap kinerja guru yaitu 22,2%, (3) perilaku kepemimpinan kepala sekolah dan intensitas pelaksanaan supervisi akademik mempunyai hubungan positif dan signifikan terhadap kinerja guru yaitu sebesar 71,07%.

## ABSTRACT

This lack of teacher competence can impact teacher performance. The possible factors can affect teacher performance, namely, the leadership behaviors of the school principal and the intensity of the implementation of academic supervision. This study aims to analyze the relationship between principal leadership behaviors and the intensity of the implementation of academic supervision with teacher performance. This study uses a quantitative with a correlational design—data collection techniques using a questionnaire (questionnaire), observation, and documentation. Data analysis used a data validity test, reliability test, data normality test, data linear test, significance test, and hypothesis test by calculating the correlation coefficient. The results show (1) the principal's leadership behaviors has a positive and significant relationship with teacher performance, namely 50.2%, (2) the intensity of the implementation of academic supervision has a positive and significant relationship with teacher performance, namely 22.2%, (3) the principal's leadership behaviors and the intensity of the implementation of academic supervision has a positive and significant relationship with teacher performance, namely 71.07%.

## 1. INTRODUCTION

The teacher is a component that influences the creation of quality educational processes and outcomes. Therefore, the improvement efforts made to improve the quality of education cannot make a significant contribution without the support of professional and high-quality teachers, according to the times (Elitasari, 2022). With high performance, Indonesia's human resources level will gradually increase to create a nation that is intelligent and able to face challenges in the future. The teacher bears a heavy duty and responsibility. He must make his students intellectually, emotionally, and spiritually competent (Herrenkohl, 2006; Wijoyo et al., 2020). So, the teacher is responsible for maintaining performance in lesson planning, learning implementation, learning evaluation, and performance in task discipline. Performance is a work achievement in that someone carries out their duties. Performance is an interaction between basic abilities and motivation. That shows that people with high basic abilities but

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low motivation will perform poorly, and vice versa (Fatimah & Santiana, 2017; Shikalepo, 2020). In this case, someone with high performance and high basic abilities must also have high motivation. Motivation is an effort that creates encouragement to do a task. So that uncovering and measuring teacher performance can be done by examining the teacher's basic abilities, implementing the teacher's essential competencies, and motivating them to work. The intended teacher performance is the result of the teacher's work which is reflected in planning, implementing, and assessing the process of teaching and learning activities whose intensity is based on the work ethic, as well as the teacher's professional discipline in the learning process (Gage & Winne, 1975; Medley et al., 2014). The possible factors can affect teacher performance, namely, the leadership behaviors of the school principal and the intensity of the implementation of academic supervision carried out by the principal as a leader in the school (Basom et al., 2009; Mulyasa, 2022). Good teacher performance ultimately has a good impact on schools. Therefore, school leaders provide various facilities needed by teachers, training, and guidance to teachers to help improve their performance at school (Kaplan et al., 2005; Rogers, 2022). It shows that the head of the school, as the highest leader, significantly influences the school's progress. Furthermore, leadership quality can also be seen in skills in managing the school they lead, leadership behaviors, and social skills, namely establishing relationships between teachers, stakeholders, and the community, which significantly impacts the quality of the teacher in schools (Knoepfel & Rinehart, 2008; Owings et al., 2011).

The principal's behaviors must motivate work, so that teacher performance is expected to increase by showing a sense of friendship and building a conducive work environment. Recent research shows that good school principal leadership behaviors will generate good responses through actions and results that follow the teacher's tasks, resulting in better satisfaction and increased performance (Navaridas-Nalda et al., 2020; Suyanti et al., 2021). The second factor that can affect teacher performance is the intensity of academic supervision carried out by the school principal. In this case, supervision intensities could affect teacher performance at school. According to previous study the intensity of academic supervision is an activity to stimulate and guide teachers, which is carried out continuously to increase competency (Tusadiyah, 2020). Academic supervision is one way of evaluating teacher performance through planning cycles designed systematically with careful observations. In the implementation of academic supervision, it places more emphasis on efforts to develop the teaching and learning process by focusing on various factors, namely teachers, students, curriculum, tools, and books, as well as the physical environment that directly influences the learning process (Gimono et al., 2017; Khobir et al., 2021). Thus, through the intensity of the implementation of academic supervision by the school principal, it is hoped that teachers will be able to improve and improve the quality of their performance at school. Thus, improving the quality of education is closely related to teacher performance and can be improved through the leadership and academic supervision of school principals (Adripen et al., 2021; Kartini et al., 2020). Based on initial observations in the field, it was found that there were still teachers who had low performance. This was indicated by the fact that some teachers still did not attend school on time. Some teachers still experienced difficulties in carrying out classroom action research. This lack of competence can impact teacher performance. Therefore this study aims to analyze the relationship between principal leadership behaviors and the intensity of the implementation of academic supervision with teacher performance. This study provides clear and deeper understanding to make practitioner in education field gain better insight.

## 2. METHOD

This research was conducted at SMKN 2 Kota Gorontalo. The approach used in this study was a quantitative approach with a correlational design. The variables to be studied are the principal's leadership behaviors (X1) and the intensity of implementation of academic supervision (X2) with teacher performance (Y). This study's sample was 47 (N=88) respondents who were teachers at SMKN 2 Kota Gorontalo. To collect data, we used a questionnaire which was then tested for the validity and reliability of the data. Meanwhile, the data analysis techniques consisted of: (1) a data normality test, (2) determining the regression equation, (3) a linearity and significance test, (4) Pearson Product Moment (PPM) correlation analysis, and (5) statistical hypothesis testing.

## 3. RESULTS AND DISCUSSION

### Result

#### *The Relationship between Principal Leadership Behaviors and Teacher Performance*

From the analysis of linearity testing,  $F_{count} = 1.44$  and the value of  $F_{list} = 2.66$  at a significant level = 0.1, indicating that the regression model is linear. Meanwhile, for the significance test,  $F_{count} =$

45.50, and the value of  $F_{list} = 7.21$  indicates that the regression is significant. It can be concluded that the relationship between the principal's leadership behaviors and teacher performance is linear and meaningful. The results can be seen in the [Table 1](#).

**Table 1. Analysis of Variance (Anova) of Principal Leadership Behaviors and Teacher Performance**

Variation	dk	JK	RK	F <sub>count</sub>	F <sub>table</sub>
Regretion	1	317.76	317.76	1.44	2.66
Tuna Cocok	15	313967.5		45.50	7.21
Total	47	315.356	315.356		

Base on [Table 1](#) shows that the value of r-count for the principal's leadership behaviors variable with teacher performance was obtained at 0.709 while the value of r-table at a significance level of 10% and degrees of freedom n-2,  $47-2 = 45$  of 0.338. If the two values of r to this are compared, then the value of r-count is greater than the rtable, namely  $0.709 > 0.338$ . If it is perceived from the value of 0.709, it is obtained at 50.2%. At the 90% confidence level, there is a significant relationship between Principal Leadership Behavior and Teacher Performance at SMKN 2 Gorontalo. Thus, the principal must be able to apply sound leadership behaviors in schools so that teacher performance will be good or can increase. Suppose the principal's leadership behaviors is good. In that case, it will create a harmonious relationship between the principal and the teacher so that the teacher can be motivated and happy to complete his work.

***The Relationship between the Intensity of Implementation of Academic Supervision and Teacher Performance***

From the analysis of linearity testing,  $F_{count} = 0.43$   $F_{list} = 2.66$  at a significant level = 0.1, which indicates that the regression model is linear. Meanwhile, for the significance test,  $F_{count} = 12.87$  and the value of  $F_{list} = 7.21$ , which indicates that the regression is significant. It can be concluded that the relationship between the intensity of the implementation of academic supervision and teacher performance is meaningful and linear. The results can be seen in the [Table 2](#).

**Table 2. Analysis of Variance (Anova) of Intensity of Academic Supervision and Teacher Performance**

Variation	dk	JK	RK	F <sub>count</sub>	F <sub>table</sub>
Regresi	1	496.87	496.87	0.43	2.66
Tuna Cocok	15	313967		12.87	7.21
Total	47	315.356	315.356		

[Table 2](#) show the intensity variable of implementing academic supervision with teacher performance was obtained at 0.472 while the value of r-table at a significance level of 10% and degrees of freedom n-2,  $47-2 = 45$  of 0.338. If the two values of r to this are compared, then the value of r-count is greater than the rable, namely  $0.472 > 0.338$ . If it is perceived from the value of 0.472, it is obtained at 22.2%. At the 90% confidence level, there is a significant relationship between the Intensity of Implementation of Academic Supervision and Teacher Performance at SMKN 2 Gorontalo. Thus, the principal must be able to maintain and increase the intensity of implementing school academic supervision so that teacher performance will be good or can increase. If the intensity of the implementation of academic supervision is well, it will increase teacher competence or performance in carrying out their duties.

***Relationship between Principal Leadership Behavior Intensity of Implementation of Academic Supervision and Teacher Performance***

The results of simultaneous correlation calculations found that the value of rcount 0.716, or the relationship between the independent variables ( $X_1X_2$ ) and the dependent variable (Y), equals 71.6%. The principal's leadership behaviors variable and the intensity of the implementation of academic supervision are closely related to the teacher's performance variable. The simultaneous significant correlation test results show that the value of  $F_{count}$  is 23.272 while  $F_{table}$ , which is obtained from the formula  $n-k-1$  or  $47-2-1$  (44), so the value of  $F_{subject}$  of 2.82. If the values of these two spirits are compared, the value of  $F_{count}$  is greater than that of  $F_{table}$  ( $23.272 > 2.82$ ). Thus, it can be concluded that the hypothesis states that the relationship between the principal's leadership behaviors and the intensity of the implementation of academic supervision with teacher performance is acceptable or significant as show in [Figure 1](#).

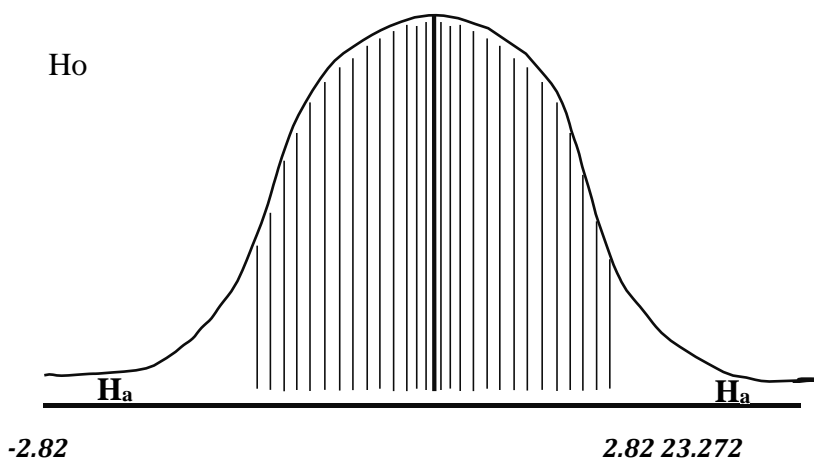


Figure 1. Hypothesis Test Results

### Discussion

#### ***Relationship between Principal Leadership Behavior Intensity of Implementation of Academic Supervision and Teacher Performance***

The principal's leadership behaviors are significantly related to teacher performance, namely 50.2%. This shows a significant relationship between the principal's leadership behaviors and teacher performance. Leadership behaviors are fundamental in building interactions and relationships between leaders and members so that they can achieve the goals that have been set. The study aligns with recent research results where leadership behaviors are a leader's effort to influence subordinates to achieve common goals by utilizing various resources effectively (Hidayat & Patras, 2022). Furthermore, demonstrating effective leadership behaviors will have a positive influence and shared understanding of the school's vision and mission, which will help improve teacher performance (Andriani et al., 2018; Mehdinezhad & Mansouri, 2016). Good principal leadership behaviors will build a harmonious relationship between the teacher and the principal. In this case, the teacher feels valued and happy doing his work, affecting his performance. The principal's prominent role is to provide teaching, give a good impression and motivate teachers to carry out their duties effectively to increase teacher performance (Ajasan et al., 2016; Marhawati, 2019). The leadership behaviors of school principals will directly affect teacher performance. Therefore, the principal is required to be competent as the closest person and give direct influence, such as helping and providing assistance to teachers, so that this will improve the learning process.

#### ***The Relationship between the Intensity of Implementation of Academic Supervision and Teacher Performance***

The intensity of the implementation of academic supervision has a significant relationship to teacher performance, namely 22.2%. This shows a significant relationship between the intensity of the implementation of academic supervision and teacher performance. The principal, as a supervisor, provides professional guidance to teachers to provide opportunities for teachers to develop professionally; this will make teacher performance more advanced (Marhawati & Sulkifly, 2021; Sulfemi, 2020). Previous research has shown a significant relationship between academic supervision by school principals and teacher performance (Hasanah & Kristiawan, 2019). If academic supervision increases, there will also be an increase in teacher performance. For this reason, the need for intense attention from school principals in implementing academic supervision in order to improve teacher performance. If the implementation of supervision is carried out continuously, it will positively impact teacher performance. In addition, implementing the supervision of school principals will provide benefits for improving the professional abilities of teachers if a more significant portion of supervision is given to academic supervision (Fahmi et al., 2019; Rahabav, 2016). Supervision is also considered a service for teachers who are expected to achieve results through increased teaching and learning in the curriculum. So, the focus point is on the teacher for teaching improvement, student learning success, and curriculum development. Supervision is the implementation of activities to help teachers do their job better. The results of the implementation of supervision are improving teacher skills so that teachers can improve their ability to assess work results. This shows that academic supervision improves teacher performance by improving the quality of learning. The existence of academic supervision carried out by the principal will motivate teachers to improve their performance because teachers feel helped and cared for by the leadership. The

indicators in the research's professional competencies provide an understanding that teachers must master the material, structure, and concepts of their subjects, master core, and essential competencies, and develop material creatively. In addition, to create good performance, teachers must develop themselves in sustainable professional development activities and be able to utilize technology and information. Teacher performance, which includes planning learning activities, carrying out learning, interpersonal relationships, evaluating learning outcomes, remedial, and enrichment, is an absolute requirement to produce quality learning.

### **Relationship between School Leadership Behavior, Intensity of Implementation of Academic Supervision and Teacher Performance**

The principal's leadership behaviors and the intensity of the implementation of academic supervision have a significant relationship with teacher performance, namely 71.07%. This shows a significant relationship between the principal's leadership behaviors and the intensity of the implementation of academic supervision and teacher performance. Teachers have the responsibility to guide their students in improving learning achievement. Therefore, teachers must also work seriously, fully responsible for their tasks. A qualified teacher will have an impact on the quality of education. The success or failure of education in schools depends heavily on the teacher's performance because if the teacher's performance is high, the teacher also has a high responsibility in the learning process. Teachers are required to have the ability to manage the teaching and learning process well and create a conducive learning situation so that students are motivated and able to develop creativity in learning (Armani & Margunani, 2017; Mudhofir & Rusydiyah, 2017). Such teacher performance will be attached to a teacher who has high performance. Principals with behaviors such as good self-management will certainly impact high school achievement, encouraging them to continue improving their performance with their teachers. Furthermore, academic supervision needs to be encouraged so that quality improvement in the learning process improves (Hardono & Yusuf, 2017; Masaong & Tilome, 2014). Thus, it can be said that the principal's leadership behaviors and the intensity of the implementation of academic supervision are related to improving teacher performance.

## **4. CONCLUSION**

Based on the research and discussion above, it can be concluded that there is a positive and significant relationship between the principal's leadership behaviors and teacher performance at SMKN 2 Gorontalo. If the principal's leadership behaviors are good, the teacher's performance will also be good to achieve the expected learning objectives. There is a positive and significant relationship between the intensity of the implementation of academic supervision and teacher performance at SMKN 2 Gorontalo. If the implementation of academic supervision is carried out intensely, the teacher's performance will increase. There is a positive and significant relationship between the principal's leadership behaviors and the intensity of the implementation of academic supervision with teacher performance, which is equal to the performance of teachers at SMKN 2 Gorontalo.

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