



The Effect of Principal Supervision on Teacher Performance at Prof Dr Hamka Maninjau Islamic Boarding School

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Abstract. The purpose of this study was to determine the effect of the principal's supervision on the performance of teachers at Prof. Islamic boarding school. Dr Hamka Maninjau. The population in this study were all teachers who taught classes at the Prof. Dr. Hamka Islamic Boarding School, Agam Regency, totalling 44 people. The sampling technique used in this study is saturation sampling, where each member of the population is used as a sample. This is due to the small number of population. So that the sample used in this study amounted to 44 people. The data collection technique in this study was carried out by distributing questionnaires to analyse the supervision of school principals and teacher performance. The variables in this study are the supervision of the principal as the independent variable and teacher performance as the dependent variable. Data analysis techniques using SPSS 24.0 for windows. Data analysis in this study included normality tests and non-parametric statistical tests. The variables in this study are the principal's supervisor as the independent variable and teacher performance as the dependent variable. The data analysis technique used in this study is the normality test and the non-parametric test. From the data analysis performed, it shows that Sig. (2-tailed) 0.281. Because Sig. (2-tailed) obtained 0.281 ($0.281 > 0.005$), thus H_a is rejected and H_0 is accepted. This means that the principal supervisory variable has no effect on teacher performance.

Keywords: Supervsision of Principals, Teacher Performance, Islamic Boarding Schools

1. Introduction

Education is very important in various aspects of life. The purpose of education stated in Law Number 20 of 2003 article 1 paragraph 1 that Education is a conscious and planned effort to create a learning atmosphere and an effective learning process so that students can develop their potential who have religious spiritual strength, personality, intelligence, noble character, self-control and skills. Currently, education has become a fundamental human need to show self-actualisation in achieving educational goals. One of the functions and objectives of education is to create quality resources. (Mustopa & Iswantir, 2023)..

The low quality of human resources is one of the fundamental problems that can hinder the development of national education. Human resource management needs to be pursued gradually and continuously through a quality education system both in formal and non-formal education channels. The productivity of an organisation is determined by the performance of its members. Performance is an activity carried out to carry out, complete tasks and responsibilities in accordance with the expectations and goals that have been set. (Budi & Iلمي, 2022). One of the human resources in education is teachers. The Constitution of the Republic of Indonesia Number

14 of 2005 states that teachers are professional educators with the main task of educating, guiding, teaching, training, directing, assessing and evaluating students.

According to (Radinal, 2021) teacher performance is the result, achievement or ability achieved by a teacher in carrying out his duties as an educator and teacher. The National Department of Education has modified the Teacher Performance Assessment Instrument developed by the Georgia Department of Education into the Teacher Ability Assessment Tool (APKG). This Teacher Performance Assessment Tool includes (1) teaching plans and materials or often called lesson plans, (2) classroom procedures, and (3) interpersonal skills. Indicators of teacher performance assessment can be done with three learning activities in the classroom (Permendiknas Number 14 of 2005), namely: (1) planning of learning activities programme, (2) implementation of learning activities, and (3) evaluation and assessment of learning. Performance will increase if it is supported by a good and effective performance management system and career development system, as well as good teamwork and teacher participation in schools. When the management system at work improves, automatically the quality of education in schools will also improve. (Mumtahanah, 2014)

Teachers as educators function as determinants of learning success because they are the main component in teaching and learning activities. (Simbolon et al., 2022).. Teachers must have qualification standards and also competence in performing their duties as educators. One of the qualifications that teachers must have is academic qualifications, where teachers have a minimum education of diploma four or bachelor's degree, while the competencies that teachers must have consist of pedagogic competence, personality competence, social competence, and professional competence. These four competencies are very continuous with the performance of a teacher. This is in line with Permendiknas number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies which explains that teacher competency standards are developed as a whole from the four main competencies that must be possessed by teachers to improve teacher performance. A teacher must meet the qualifications and master these four competencies to create quality students and teachers must be really good at mastering these competencies so that educational goals can be achieved properly. Teacher performance achieved must be based on professional ability standards while carrying out obligations as a teacher at school. Teacher performance is not only seen when the teacher teaches, but teacher performance is seen from the aspects of all the tasks assigned to him. (Yusniarti et al., 2022)

There needs to be supervision from the principal as the centre of leader who regulates and manages in order to achieve the four competencies that teachers must have. This is in line with the principal's task in overseeing the course of school programmes that have been programmed to succeed and get good results. One of the ways that principals can do this is by supervising the performance of teachers at school. Supervision is an effort to improve the ability to develop a better learning process situation with guidance given to all school staff. (Yanti et al., 2023).. The main function of implementing supervision is as an effort to improve and improve the quality of teaching. (Mufidah, 2019).

From the thesis research data conducted by Margi Purbasari in 2015, it shows that there is an effect of implementing academic supervision by school principals on teacher performance in learning. This is evidenced by the positive value obtained in the Constant column which shows the constant coefficient interpreted in a simple linear regression equation, Margi Purbasari in her

research also obtained the results of this study stating that supervision services on teacher performance have a contribution of 73.45%, principal leadership on teacher performance is 31.36%, and learning facilities on teacher performance are 33.2%. In another study conducted by Darmawati and friends, it was concluded that from the results of the research analysis of the effect of principal supervision on teacher performance by 19.5% and the remaining 80.5% was determined by other factors, such as teacher assessment by students, material delivery.

Pondok pesantren is an Islamic educational institution that plays a crucial role and holds significant existence, especially in the context of Indonesian society today. Pondok pesantren has been around for a long time and continues to evolve as an educational institution that combines Islamic religious education with formal education.

The existence of pondok pesantren is highly important in maintaining and strengthening religious values, morals, and local culture (Yanti et al., 2023). Amidst the currents of globalization and rapid social changes, pondok pesantren serves as a vehicle that preserves and passes on Islamic traditions and the values of local wisdom to the younger generation. They provide in-depth religious education, studying the Quran, hadith, fiqh (Islamic jurisprudence), and other religious sciences. This helps build a strong understanding of Islam and provides a solid moral foundation for the santri (students of pondok pesantren).

The urgency of pondok pesantren also lies in their role in producing competent religious leaders who can contribute to building society. The santri are not only provided with religious education but also taught life skills, leadership, and social responsibility. Thus, pondok pesantren function as places for character formation and leadership development based on religious values.

Pondok pesantren also play a role in preserving pluralism and tolerance in society. They accept students from various ethnic, cultural, and social backgrounds. This creates an environment where interaction among students from different regions and social groups can take place (Sumarni et al., 2023). Through the learning process and communal life in pondok pesantren, the students learn to appreciate differences and build mutual understanding.

Moreover, pondok pesantren also make tangible contributions to advancing education in Indonesia. They help improve access to education for rural communities that are difficult to reach by formal schools. By providing adequate educational facilities, pondok pesantren help address educational disparities in remote areas.

Overall, pondok pesantren have crucial existence and urgency in society today. Through comprehensive religious education, character formation, and contributions to building an inclusive society, pondok pesantren help preserve Islamic identity, moral values, and local wisdom, while advancing education in Indonesia.

Moving on from the data above, the author is interested in conducting research at the Prof. Dr Hamka Islamic Boarding School to become one of the benchmark materials in improving the quality of teachers at the Prof. Dr Hamka Maninjau Islamic Boarding School. Of course this cannot be separated from the monitoring carried out by the principal in improving the quality of teachers. Based on this background, the author wants to conduct research with the title "The Effect of Principal Supervision on Teacher Performance at Prof Dr Hamka Maninjau Islamic Boarding School".

2. Methods

This research was conducted at the Prof Dr Hamka Islamic Boarding School, Maninjau with the research subjects being teachers at the Prof Dr Hamka Islamic Boarding School, Maninjau. Based on the type of data and analysis, researchers used survey methods and linear regression analysis techniques. This technique is used to determine the effect between the independent variable and the dependent variable, namely the effect of principal supervision on teacher performance. Linear regression is based on a functional or causal relationship between one independent variable and one dependent variable. (Rukajat, 2018).

The research method used in this study uses a collerational approach with a one-way quantitative approach. That is, this study examines the effect of principal supervision on teacher performance at the Prof Dr Hamka Islamic boarding school in Agam district. Based on this, this research uses a quantitative descriptive approach.



Description:

X : Principal supervision (academic supervision)

Y : Teacher performance

Population is the whole subject of research (Arikunto, 2006). The population in this study were all teachers of Prof Dr Hamka Maninjau Islamic Boarding School, totalling 44 people. The classification of teachers at Prof Dr Hamka Islamic Boarding School is as follows:

Table 1 List of permanent and non-permanent teachers at Prof Dr Hamka Maninjau Islamic Boarding School, Agam Regency

No.	Number of Teachers	Number of Teachers
1	Permanent Teacher (GT)	25 people
2	Non-permanent teachers (GTT)	19 people
TOTAL		44 people

**Source: Administration Data of Prof Dr Hamka Islamic Boarding School, Maninjau, October 2022*

In this study, Arikunto's opinion is taken, which gives a reference when the subject is less than 100 people, it is better to take all so that the research is population research. Because in this study the population was less than 100 people, so in this study the sample taken was all students, namely 44 people.

The sample is part or representative of the population studied (Arikunto, 2013). The sampling technique used in this study was *saturation sampling*, where each member of the population was sampled (Lufri and Ardi, 2017). This is because the population is small, totalling 44 people.

Data collection instruments are tools selected and used by researchers in their activities to collect data so that these activities become systematic and facilitated by them. (Arikunto, 2013) In

collecting this data, researchers used several methods, namely observation and questionnaire filling methods. Data collection is done by distributing questionnaires about the analysis of principal supervision and teacher performance.

3. Results and Discussion

Data analysis in this study includes normality tests and non-parametric statistical tests using SPSS 24.0 for windows.

a. Normality test

Table 2 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Mean_Y	.238	44	.000	.847	44	.000

a. Lilliefors Significance Correction

From the presentation of normality data, it can be seen that the Sig. value of the mean Y (teacher performance) data is 0.000 and the mean X (principal supervision) is 0.000. based on the provisions if Sig. > 0.05 then the data is said to be normally distributed, and if Sig. < 0.05 then the data is not normally distributed. Based on the Sig. results in the table above, it states that Sig. student scores (learning outcomes) are not normally distributed.

b. Hypothesis Test Results

Based on the normality results that have been presented in the normality test, it has been stated that the data in this study are not normally distributed, so that the statistical test uses non-parametric statistics. Therefore, in the non-parametric statistical test through SPSS 24.0 for windows, the test results are as follows:

Table 3 Correlations

		Mean_X	Mean_Y
Spearman's rho	Mean_X	Correlation Coefficient	1.000
		Sig. (2-tailed)	.166
		N	44
	Mean_Y	Correlation Coefficient	-.166
		Sig. (2-tailed)	.281
		N	44

Based on the results above, it can be seen that the result of the Sig. (2-tailed) is 0.225. Meanwhile, the hypothesis in this study is as follows:

H₀ : there is no effect of principal supervision on teacher performance.

H_a : there is an effect of principal supervision on teacher performance.

H_0 requirements are accepted or rejected based on the Sig. value as follows if Sig. > 0.05 then H_0 is accepted, and if Sig. 0.05, namely 0.281 then H_0 is accepted and H_a is rejected or in other words that there is no relationship because it is influenced by other factors. When viewed from the correlation coefficient table, the correlation value is 0.166, which is positive, so the relationship between the two variables is unidirectional. When viewed from the correlation value range, the correlation coefficient is of sufficient value.

Thus it can be concluded that the more the principal's supervision increases, the higher the teacher's performance, but in this study it is sufficient. Therefore this study can be said "There is no effect of principal supervision on teacher performance at the Prof Dr Hamka Maninjau Islamic Boarding School".

Thus, that in fact the thought arises for educational actors, especially educators, where the curriculum is always changing this is influenced by political demands that have a contribution in developing the curriculum without considering everything. Therefore, the current curriculum is always associated with how the leader fully controls the political situation. However, this does not mean that the government is free to set policies. This is because the curriculum is used as a political education. In a state of law, that is related to what the curriculum policy is associated with as part of the constitution. Therefore, that curriculum innovation needs to pay attention as the applicable constitution related to legislation in Indonesia.

4. Conclusions

Based on the data that has been collected and from the results of the research as described, the following conclusions can be drawn:

The effect of principal supervision on teacher performance at the Prof Dr Hamka Maninjau Islamic Boarding School is in the sufficient criteria. And there is no effect of the application of principal supervision on teacher performance at the Prof Dr Hamka Maninjau Islamic Boarding School. The results of calculations carried out with the SPSS programme obtained $0.281 > 0.05$. So that H_0 is accepted and H_a is rejected, meaning that there is no influence between principal supervision on teacher performance at the Prof Dr Hamka Maninjau Islamic Boarding School. And based on the correlation coefficient of 0.166. This shows that it is positive, so the relationship between the two variables is unidirectional. The more frequent the principal's supervision, the more the teacher's performance increases, but in this study it is sufficient. So that there is no effect of principal supervision on teacher performance at the Prof Dr Hamka Maninjau Islamic Boarding School because it is influenced by other factors that are not revealed in this study.

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