

The Influence of Principal Supervision on High School Teacher Performance

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Abstrak

This study aims to analyze the influence of principal supervision on teacher performance at SMAN 1 Cikarang Pusat, Bekasi Regency, West Java. In the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) era, the world of education is facing rapid changes that require continuous adaptation to improve the quality of teachers as a key factor in achieving effective learning. However, preliminary studies show gaps in teacher performance, especially in learning planning, learning delivery, interpersonal relationships, and assessment methods. This study uses a quantitative approach with a correlational regression method to test the relationship between principal supervision and teacher performance. Data was collected through a questionnaire involving 63 teachers as respondents. The results showed that the supervision of the principal had a significant effect on teacher performance, with a positive correlation coefficient of 0.869 and an R-Square value of 55.8%, which showed that more than half of the variation in teacher performance could be explained by supervision. However, there are still gaps in implementation, especially in the implementation and follow-up of supervision. This research highlights the importance of a structured supervision program, continuous professional development, and active involvement of teachers in the supervision process. These findings contribute to the development of a more effective supervision model to improve teacher performance and ultimately improve the quality of education in Indonesia.

Keywords: Supervision, Principal, Teacher Performance

Introduction

Education in Indonesia is currently facing great challenges in line with the development of a very dynamic era, especially in the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) era (Casey, 2014). This era is characterized by rapid changes and uncertainty, which affects various aspects of life, including the education sector. Data from the 2018 Programme for International Student Assessment (PISA) survey shows that Indonesia is still ranked 74th out of 79 countries for student literacy ability, with a score of 371 far below the international average of 487. These results indicate that the education system still faces challenges in producing graduates who are ready to compete globally. In addition, data from the Ministry of Education, Culture, Research, and Technology in 2022 reveals that more than 50% of teachers in Indonesia need additional training in the use of digital technology in the classroom. Therefore, the world of education must adapt quickly, especially in improving the quality of teacher performance through various relevant trainings, in order to be able to produce a generation that is ready to face future challenges effectively and sustainably.

The progress and improvement of the quality of education is determined by the quality of teacher teaching (Sabrina et al., 2020). Teachers are important actors in the implementation of the teaching and learning process. Teachers as educators can carry out learning engineering based on the applicable curriculum (Abidah et al., 2020). This role puts the teacher in a position

of control in creating and developing his interaction with students so that there is an effective and efficient learning process (Nurdiansyah & Hudriyah, 2021).

In this context, teachers have a great responsibility in creating quality learning, because the success of students in achieving educational goals is highly dependent on the competence and performance of teachers. Teachers play a strategic role in creating quality learning. The success of students in achieving educational goals is highly dependent on the competence and performance of teachers. Teacher performance can be understood as the result of the work done by teachers in carrying out their duties, which includes various indicators such as classroom management, teaching quality, interpersonal skills, and professionalism. Effective performance is performance that is able to produce optimal results in achieving learning objectives (Dandalt & Brutus, 2020) (Cadez et al., 2017). More specifically, the characteristics of effective teacher performance include (Addin et al., 2020): (1) the ability to prepare a lesson plan, (2) the ability to carry out learning, (3) the ability to establish interpersonal relationships, (4) the ability to carry out learning outcome assessments, (5) the ability to carry out enrichment, and (6) the ability to carry out remedial.

In fact, although teachers have great potential in improving the quality of education, in a preliminary study on teachers at SMA Negeri 2 Cikarang Utara, Bekasi Regency, West Java, there are still various problems and gaps. The problem of low teacher performance at SMAN 1 Cikarang Pusat lies in several important aspects in the learning process. First, many teachers have difficulty in developing effective lesson plans, which has an impact on the lack of focus and structure in teaching and learning activities. Second, although some teachers are able to carry out learning, the techniques and methods used are often less varied and not always in accordance with the needs of students. Third, teachers' ability to establish interpersonal relationships with students still needs to be improved, because good relationships are very important to create a conducive learning environment. Fourth, the assessment of learning outcomes carried out is still often limited to written exams, without a more holistic approach. Fifth, material enrichment for students who are more able is often neglected, while sixth, remedial efforts for students who experience learning difficulties are also not optimal. This gap shows that there is a need for intervention to improve teacher competence and performance in these various aspects. In addition, there are a number of challenges in improving their performance. One of them is the gap between the desired performance expectations and the reality in the field. Factors such as lack of adequate training, lack of support from the school, and high workload, are often obstacles to achieving optimal teacher performance.

One of the important factors that can affect teacher performance is the supervision of the principal. Principals as educational leaders at the school level have a very important role in directing and guiding teachers to achieve better performance. Principal supervision is not just supervision, but also an effort to provide support, training, and constructive feedback for teachers. Effective supervision can encourage significant improvement in teacher performance, both through academic and motivational approaches (Chaula, 2023).

Supervision in the context of education refers to a series of activities that aim to support teachers in developing their ability to manage the learning process, so that teaching goals can be achieved. The essence of supervision is not to assess teachers' performance in managing learning, but to help teachers improve their performance and professional abilities (Mogea, 2019). Meanwhile, effective supervision includes 3 main dimensions, namely: 1) planning an academic supervision program, 2) carrying out academic supervision of teachers, and 3) following up on the results of academic supervision (Wahyu et al., 2021). And a school principal as a supervisor in academic supervision is in charge of holding (Pham et al., 2021): a) Controlling: checking whether everything is carried out as it should; b) Correcting: whether

everything is in accordance with what is set or outlined; c) Judging: giving a unilateral assessment or decision; d) directing: directing, determining the rules/lines; and e) demonstration: showing how to teach well.

Principal supervision is considered an important factor in improving teacher performance, there are still many challenges that must be faced in its implementation. Ineffective supervision, a lack of understanding of the principal's understanding of how to provide constructive guidance, or even a mismatch between the supervision approach and the teacher's needs, can lead to a lack of impact on teacher performance improvement.

The purpose of this study is to analyze the influence of principal supervision on teacher performance at SMAN 1 Cikarang Pusat, Bekasi Regency, West Java. This study aims to provide a clearer picture of the relationship between principal supervision and teacher performance improvement, as well as to find out what factors affect the effectiveness of supervision in improving the quality of learning. It is hoped that this research can contribute to the development of a more effective principal supervision model in improving teacher performance, which will ultimately have an impact on improving the quality of education in Indonesia.

Method

This study uses a quantitative approach with the aim of examining the influence of principal supervision on teacher performance at Central Cikarang High School, Bekasi Regency. The quantitative approach was chosen because it made it possible to obtain measurable and statistically analyzed data, as well as to test the relationships between variables by using objective analysis techniques (Creswell & Guetterman, 2019). This study aims to find out the extent to which the principal's supervision can affect teacher performance in the aspects that have been determined.

The method used in this study is the regressional correlative method. The correlative method is used to measure the extent of the relationship between the independent variable (principal supervision) and the bound variable (teacher performance). Meanwhile, regression is used to determine how much influence the independent variable has on the bound variable (Bintang Kejora, 2021; Rukajat et al., 2025). The independent variable in this study is the supervision of the principal which is measured through three indicators, namely (1) planning the academic supervision program, (2) carrying out academic supervision of teachers, and (3) following up on the results of academic supervision. Meanwhile, the bound variable is teacher performance which is measured through six indicators, namely (1) the ability to prepare a lesson plan, (2) the ability to carry out learning, (3) the ability to establish interpersonal relationships, (4) the ability to carry out learning outcome assessment, (5) the ability to carry out enrichment, and (6) the ability to carry out remedial.

The population in this study consists of all teachers who teach at SMAN 1 Cikarang Pusat, Bekasi Regency, with a total of 63 people. Sampling was carried out by purposive sampling, namely by taking all members of the population as samples because the number was less than 100 people, so it was considered representative to be used as a research sample (Permatasari et al., 2021). Data collection was carried out using a closed questionnaire consisting of statements related to indicators of principal supervision and teacher performance. The measurement scale used to assess respondents' answers is the Likert scale with a score range of 1 to 5, which indicates the level of match or suitability of the response to the existing statement. The questionnaire data was analyzed and then made into quantitative data with a score range (1 to 5). The data that has been given a score is interpreted in accordance with the table of scoring percentage assessment criteria as follows (Addin et al., 2020):

Table 1. Research Questionnaire Score Assessment Criteria

No	Grade/Score Range	Criterion
1.	1,00 – 1,80	Very Less
2.	1,81 – 2,60	Not Good
3.	2,61 – 3,40	Enough
4.	3,41 – 4,20	Good
5.	4,21 – 5,00	Excellent

After the data is collected, data analysis is carried out using SPSS software, which includes descriptive analysis, assumption tests (normality test, linearity test, and multicollinearity test), correlation test, significance test, and determination test. The results of the study are then analyzed and interpreted in accordance with the score assessment criteria that have been set.

Results

Principal Supervision

Principal supervision is measured through three dimensions, namely (1) planning an academic supervision program, (2) carrying out academic supervision of teachers, and (3) following up on the results of academic supervision. Data collection through questionnaires obtained the following results:

Table 2. Principal Supervision Data

No	Dimension	Mean (Average)	Category
1	Planning an academic supervision program	3,46	Good
2	Carry out academic supervision of teachers	3,07	Enough
3	Follow up on the results of academic supervision	3,22	Enough
	Average	3,25	Enough

Based on the measurement results, the supervision of the principal at SMAN 1 Cikarang Pusat has an overall "Quite Good" performance, with an average score of 3.25. The first dimension, namely planning the academic supervision program, obtained an average score of 3.46 which is included in the "Good" category, showing that the principal is quite effective in planning the supervision program. Meanwhile, the dimension of carrying out academic supervision of teachers received a score of 3.07 and the dimension of following up on the results of academic supervision obtained a score of 3.22, both of which were included in the "Quite Good" category. This indicates that even though supervision is done quite well, there is still room for improvement in the implementation of supervision and follow-up so that it can be more optimal in improving teacher performance.

Teacher Performance

Teacher performance is measured through six indicators, namely (1) the ability to prepare a lesson plan, (2) the ability to carry out learning, (3) the ability to establish interpersonal relationships, (4) the ability to carry out learning outcome assessments, (5) the ability to carry

out enrichment, and (6) the ability to carry out remedial. Data collection through questionnaires obtained the following results:

Table 3. Teacher Performance Data

No	Dimension	Mean (Average)	Category
1	Ability to develop a lesson plan	3,17	Enough
2	Ability to carry out learning	3,24	Enough
3	Ability to establish interpersonal relationships	3,18	Enough
4	Ability to carry out learning outcome assessments	3,16	Enough
5	Ability to enrich	3,18	Enough
6	Ability to carry out remedial	3,19	Enough
	Average	3,25	Enough

The results of data collection related to teacher performance at SMAN 1 Cikarang Pusat show that overall teacher performance is in the "Quite Good" category with an average score of 3.25. The first dimension, namely the ability to prepare a learning plan, obtained an average score of 3.17, while the ability to carry out learning was slightly better with a score of 3.24. The teacher's ability to hold interpersonal relationships was also quite good with a score of 3.18, and the ability to carry out learning outcome assessments was at a score of 3.16. For the ability to enrich and carry out remedial, both obtained almost similar scores, 3.18 and 3.19, respectively. Overall, the data show that although teachers' performance is quite good, there is still room for improvement, especially in aspects related to the preparation of lesson plans and assessment of learning outcomes.

The Effect of Principal Supervision on Teacher Performance

To conduct an analysis of the influence of principal supervision on teacher performance, the hypothesis tested is:

H₀ : There is no positive and significant influence of supervision by the principal on teacher performance.

H_a: There is a positive and significant influence of supervision by the principal on teacher performance.

To test the research hypothesis, the first step is to analyze the normality test and the data linearity test. The normality test was carried out with *the Kolmogorof-Smirnov test*, while the linearity test was carried out with the ANOVA test. The results are described in the table below:

Table 4. Hasil Uji Normalitas dan Uji Linearitas

Information	Testing	Asymp. Sig. (2-tailed)	Results
Normality Test	Normality Test X	0,370	Normal Distribution
	Normality Test Y	0,476	Normal Distribution
Linearity Test	Linearity X-Y	0,378	Linear

The results of the normality test and linearity test show data that are normally and linearly distributed, so that hypothesis testing can use parametric tests, namely by using the F test and regression test whose results are reported as follows:

Table 5. Hypothesis Testing
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.360	1	55.360	360.483	.000 ^b
	Residual	43.768	62	.154		
	Total	99.129	63			

a. Dependent Variable: Supervision

b. Predictors: (Constant), Performance

Table 6. Regression Coefficient Test
Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.443	.199		2.230	.027
	Supervisiin	.869	.046	.747	18.986	.000

a. Dependent Variable: Performance

Table 7. Correlation and Determination
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747 ^a	.558	.557	.39188

a. Predictors: (Constant), Supervision

Based on the results of the hypothesis test using regression analysis, the principal supervision variable (X) has a positive and significant influence on teacher performance (Y). The F value calculated at 360.483 with a significance level of 0.000 indicates that this regression model is significant ($p < 0.05$), which means that the supervision of the principal has a significant impact on teacher performance. The regression coefficient (B) for the supervision variable is 0.869, which indicates that every increase in the principal's supervision will increase the teacher's performance by 0.869 units. A t-value of 18.986 with a significance of 0.000 reinforces that the principal's supervision significantly affects teacher performance.

The regression equation formed is: $Y = 0.443 + 0.869 X$, where 0.443 is the constant, and 0.869 is the regression coefficient for principal supervision. This equation shows that every increase of one unit in the supervision of the principal will increase the teacher's performance by 0.869 units. In addition, an R Square of 0.558 indicates that 55.8% of the variation in teacher performance can be explained by the supervision of the principal, while the rest is influenced by other factors that are not included in this model. Overall, this model shows a strong relationship between principal supervision and teacher performance, with a significant and positive contribution of principal supervision to the improvement of teacher performance.

The data show that academic supervision has an influence on teacher performance, albeit with varying levels of effectiveness in each dimension. The supervision carried out by the principal has an average of 3.25, with the dimension of "planning the academic supervision program" getting the highest score (Good), while "carrying out academic supervision of teachers" and "following up on the results of supervision" are in the Quite Good category. This reflects that the aspect of supervision planning is better compared to its implementation and follow-up. On the other hand, the overall performance of teachers is also in the Fairly Good category, with an average of 3.25, which includes various dimensions such as the ability to prepare lesson plans, carry out learning, and carry out assessments and remedials. Although there is a relationship between supervision and teacher performance, the low score in several

dimensions of supervision indicates that there are areas that need to be improved so that the impact on teacher performance is more optimal. In other words, the success of academic supervision in improving teacher performance is highly dependent on how the supervision is implemented and followed up consistently.

Discussion

The influence of supervision on teacher performance is an important topic in the context of education, especially in an effort to improve teaching effectiveness and student learning outcomes. Various studies show that effective supervision can significantly contribute to improving teacher performance (Alwis et al., 2020; Haris et al., 2018; Hoque, Bt Kenayathulla, et al., 2020; M. Ngole & Gerold Mkulu, 2021; Saleh, 2017). This corroborates the research conducted by the researcher with the finding of the influence of supervision on performance by 55.8%.

Supervision carried out by the principal has a positive and significant impact on teacher performance. Good academic supervision planning, which includes setting goals, implementing supervision, as well as identifying weaknesses in learning planning, can help teachers deepen their understanding of the learning process and ultimately improve their performance (Kholil et al., 2023). Effective supervision provides the support needed by teachers to overcome challenges in their teaching, which leads to improved student learning outcomes (Edi, 2023; Mr. et al., 2021). However, challenges arise in the stage of identifying weaknesses in learning planning. This process often requires objective evaluation and open communication between principals and teachers. Without effective follow-up after the identification of weaknesses, supervision planning will not have a significant impact. In addition, external factors such as resources, colleague support, and personal motivation also play a role in the success of academic supervision. Therefore, while good supervision planning can deepen teachers' understanding, its impact on their performance will only be optimal if it is balanced with ongoing support and a supportive environment.

In addition, the principal's leadership also plays an important role in creating an environment that supports teacher performance. Research shows that school principals who are able to identify teacher needs and provide appropriate support can improve teacher performance (Mulyani et al., 2020). For example, principals who apply motivational and inspirational communication styles can motivate teachers to actively participate in professional development and improve the quality of their teaching (Barnabas et al., 2022). Furthermore, good support and communication in supervision practices also affect teacher performance.

A study showed that positive supervision behavior and support provided by school principals had a significant influence on teacher performance, while less effective supervision communication did not show a similar effect (Sauga et al., 2022). This indicates that the way principals interact with teachers during the supervision process can affect their motivation and performance. It is important to note that not all forms of supervision have a similar impact. Research in Malaysia shows that directive supervision practices have a significant positive relationship with teacher performance and attitudes, while other supervision practices do not show a strong relationship (Hoque, Banu, et al., 2020). This shows that the right supervision approach is very necessary to improve teacher performance.

Principal supervision is recognized to play a crucial role in improving teacher performance, although it is influenced by various supporting and inhibiting factors. Among the supporting factors, teachers' clear understanding of educational objectives is one of the most significant, as it motivates them to contribute better to learning (Ampry et al., 2022).

Constructive feedback from the principal is also very important to help teachers identify their strengths and weaknesses in the learning process (Aprida et al., 2020), while teachers' involvement in the supervision process also strengthens their sense of belonging and commitment (Novianti & Mushlih, 2022). However, there are several inhibiting factors, such as a lack of diverse supervision techniques, which reduces the effectiveness of supervision, as well as the overcrowded workload of principals, limiting their time for optimal supervision. In addition, the lack of training of school principals in academic supervision can hinder the effective implementation of supervision (Handayani & Madjdi, 2021). To overcome this, solutions that can be implemented include training and professional development for school principals, the development of structured supervision programs, and increased teacher involvement in the supervision process (Ismiarti et al., 2023). By creating a positive feedback culture, principals can encourage teachers to continue to improve.

Overall, by understanding the factors that support and hinder supervision, as well as implementing the right solutions, school principals can significantly improve teacher performance. Effective academic supervision, strong leadership support, and good communication are key factors that affect teacher performance. Therefore, school principals need to implement appropriate supervision strategies to create an environment that supports teachers' professional development and improves the quality of teaching in schools.

Conclusion

The conclusion of this study shows that the supervision of school principals has a significant influence on improving teacher performance at SMAN 1 Cikarang Pusat with a percentage of 55.8%. Based on the results of the regression test, there is a strong positive relationship between the principal's supervision and teacher performance, where every improvement in supervision will improve teacher performance. Although the supervision implemented is quite good, there are several dimensions, such as the implementation of supervision and follow-up, that still need improvement so that the impact is more optimal. In addition, factors such as understanding educational goals, constructive feedback, and teacher involvement in the supervision process are the main supporters that influence the success of supervision. Therefore, school principals need to develop more structured supervision programs, involve teachers more actively in planning, and provide continuous training to improve the effectiveness of supervision and overall teacher performance.

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