

THE INFLUENCE OF PRINCIPAL AKADEMIK SUPERVISION ON TEACHER TEACHING PERFORMANCE AT BATUSANGKAR STATE HIGH SCHOOL

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ABSTRACT

This research is quantitative research with a correlational type of research. The research subjects were student teachers at Batusangkar State High School. The population was 144 teachers and the sample was determined using Proportional random sampling technique with a total sample of 63 teachers. Based on data processing and SPSS 26 calculation results, it is clear that the teacher's teaching performance is high with an achievement of 88.3% and academic supervision is also good with an achievement of 85,1%. The influence of the principal's academic supervision on the teaching performance of teachers at Batusangkar State High School is 0.365. So, the hypothesis simultaneously proves that there is a significant influence between the principal's academic supervision and the teacher's teaching performance. Calculation of the coefficient of determination shows that the principal's academic supervision variable is able to influence the teacher's teaching performance variable by 36,5%. Good academic supervision has been proven to have a positive influence on teacher teaching performance. It can be concluded that the better the academic supervision carried out by the principal, the higher the level of influence on the teaching performance of teachers at Batusangkar State High School.

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1. INTRODUCTION

Teachers play a role in improving the quality of education, because teachers are the parties who participate in the learning process and are closest to students. Teachers are an access point for students to gain knowledge and skills. Teachers are responsible for achieving students' learning goals, moreover teachers should ensure that students can understand the subject matter through learning activities and it is hoped that students will be able to apply the knowledge in social life in the future (Judd, 2023). The teacher's ability to carry out his duties as an educator is of course required to continue to improve his quality. This is related to the very heavy duties of teachers, where teachers are not only tasked with teaching knowledge, but are also responsible for educating students to become good citizens and participate in advancing the country. Teaching is not just a job, but a profession, where a profession requires follow-up in the form of professionalization. The need for professionalization in education, indirectly requires all members of the profession (teacher) must improve their ability to provide optimal services to the community through the world of education.

Through professionalization, it is hoped that it will produce more qualified teachers. A quality teacher can be seen from the teacher's performance. According to Munawir et al., (2022)

teacher performance is an achievement of a teacher's work that is in accordance with the duties and responsibilities given to an educational institution. According to Muspawi (2021), teacher performance is very important because it is something that must be of concern to teachers and related parties, teachers must have good performance, good or bad teacher performance influences student learning outcomes, because the teacher is a central figure in serving the education of school students, from the teacher's knowledge knowledge flows to the students, and from the teacher's performance the personality and achievements of students are formed. Apart from teacher performance, teacher quality can also be seen from the teaching performance of teachers in schools because teacher teaching performance is the result achieved by a teacher in achieving school goals. According to Priansa in (Dewi, 2018), the results of a teacher's work can be seen from their responsibilities in carrying out their mandate, the profession they hold, and their morals, which are reflected in their obedience, commitment and loyalty in developing the potential of students and advancing the school. According to Rasto (2006) in (Rismawan, 2017) explains that teacher teaching performance is the teacher's performance in managing learning as a concrete realization of the competencies they have based on skills, experience and sincerity.

In a short observation the author interviewed the Principal of SMAN 1 Batusangkar. The author found phenomena related to teacher performance including: There are still many teachers who are not punctual in learning administration, as can be seen from the teacher's lack of ability in preparing teaching modules and not even making teaching modules unless there is an inspection. There are still teachers who do not have optimal teaching competence and teachers who still lack the skills to apply teaching methods, as can be seen from the learning process which is still monotonous and the way teachers teach only gives notes and students are told to take notes until break time arrives. There are still some teachers who are not serious about creating interesting learning media for students. There are still some teachers who do not carry out learning evaluations, this can be seen from the way teachers give assignments whenever the teacher wants, they do not provide material enrichment, and teachers focus more on the value of the final result rather than on assessment of the learning process.

Professionalization efforts require encouragement or guidance and a kind of "baiting" for teachers to make improvements in order to improve the quality of teachers' teaching performance. Encouragement for teachers to carry out evaluations and professionalization efforts can be carried out by a leader in the institution where they work, in this case the leader in question is the school principal. The implementation of supervision related to the supervisor's efforts to help teachers develop their ability to manage the learning process to achieve learning goals is known as academic supervision. Academic supervision is an effort made by the school principal to assist teachers in carrying out teaching and learning activities in the classroom. Thus, academic supervision is not to assess the results of a teacher's work in the learning process, but rather to help teachers develop their professionalism abilities (Saiful Bahri, 2014).

The low teaching performance of teachers at Batusangkar State High School is thought to be due to the principal's lack of good academic supervision. This can be seen from the following phenomena: The principal's low level of attention in guiding teachers in making learning plans at school. This can be seen from teachers' lack of understanding of curriculum changes in creating teaching modules, learning methods and implementing project-based learning which requires guidance from the school principal. The school principal is still not optimal in supervising learning activities in the classroom. This can be seen as causing teachers to not focus on carrying out their duties well and optimizing learning.

2. METHOD, DATA, ANALYSIS

The research method is an effort to investigate and trace a problem by using scientific methods carefully and thoroughly to collect, process, analyze data and draw conclusions systematically and objectively in order to solve problems or test hypotheses to obtain knowledge that is useful for human life (Fauzi & et al, 2022). To obtain appropriate information data that can be proven to be true, an appropriate method is needed to support the research process. In this study, the researcher chose a quantitative approach with a survey method which aims to determine the influence of the principal's academic supervision on teacher performance.

The population is all the objects studied. According to Adnyana (2021), population is the whole element in a research which includes objects, subjects and all the characteristics or traits

possessed by that subject. The population in this study were all Batusangkar State High School teachers totaling 144 people as attached in the following table:

A sample is part of a research population that is used to estimate the results of a study. The sample is part of the number and characteristics of the population. Sample is taken from the population using a tolerable error rate percentage of 10%. Researchers in this study took samples guided by sampling techniques. The sampling technique used is proportional random sampling, which is a sampling technique that is carried out randomly without paying attention to strata in the population. This technique is also known as quota random sampling. Thus, the sample size of teachers at Batusangkar State High School was obtained for each employment status and the total number of research samples was 63 teachers.

3. RESULT AND DISCUSSION

Result

Description of Research Data on Teacher Teaching Performance

Data collection regarding teacher teaching performance was obtained from distributing a questionnaire with 30 questions to 63 teachers (respondents). From the results of the questionnaire collected, the score obtained by respondents with the highest score was 150 and the lowest score was 119. From the results of data processing using SPSS, the average score = 132.56, median = 132.00, mode = 130 and standard deviation = 6,288.

Table 1. Results of Teacher Teaching Performance Indicator

No	Indicator	Total		
		Average	TCR	Classification
1	Learning Planning	4,45	89%	High
2	Implementation of Learning	4.38	87.6%	High
3	Learning Evaluation	4.42	88,4%	High
Results		4.416	88,3%	High

From the table above, it can be seen that the highest average score is in the learning planning, namely 4.45 with a percentage of 89%, while the lowest average score is in the implementaion of learning indicator, namely 4.38 with a percentage of 87.6%. In general, the average score for teacher teaching performance at Batusangkar State High School is 4.416 with a percentage of 88,3%. This means that the teaching performance of teachers at Batusangkar State High School has high teaching performance.

Description of Academic Supervision Data

Data collection regarding the academic supervision of school principals was obtained from distributing a questionnaire with 30 questions to 63 teachers (respondents). From the results of the questionnaire collected, the score obtained by respondents with the highest score was 149 and the lowest score was 111. From the results of data processing using SPSS, the average score = 126.87, median = 128, mode = 132 and standard deviation = 7,261.

Table 2. Description of Academic Supervision Data

No	Indicator	Total		
		Average	TCR	Classification
1	Academic Supervision Planning	4.45	89 %	Good
2	Implementation of Academic Supervision	4,37	87,4%	Good
3	Evaluation of Academic Supervision	4.29	85,8%	Good
4	Follow-up	3.92	78,4%	Fairly Good
Results		4.257	85,1%	Good

From the table above, it can be seen that the highest average score is in the academic supervision planning indicator, namely 4.45 with a percentage of 89%, while the lowest average score is in the follow-up indicator, namely 3.92 with a percentage of 78.4%. In general, the average score of principals' academic supervision at Batusangkar State High School is 4.257 with a

percentage of 85.1%. This means that the principal's academic supervision at Batusangkar State High School has been carried out well.

Discussion

Based on data analysis, the teacher's teaching performance has been achieved at "High", namely with a percentage of 88.3% but still needs to be improved. An ideal teacher's teaching performance reflects professionalism in carrying out their duties as an educator, facilitator and motivator for students. Teachers who have good teaching performance do not just deliver material, but are also able to create a fun, interactive and effective learning atmosphere. Teacher teaching performance is the teacher's work performance in carrying out his duties and responsibilities in providing learning guidance containing knowledge and skills that will lead to increased student achievement.

Based on data analysis, academic supervision at Batusangkar State High School has been carried out "well", namely with a percentage of 85,1%, but still needs to be improved. Ideal academic supervision is a process of coaching and mentoring carried out by the school principal or supervisor to improve the quality of learning carried out by teachers. The main goal of academic supervision is to help teachers develop their competencies, increase learning effectiveness, and create a conducive learning environment for students. Academic supervision is a series of activities that are able to improve teachers' abilities in implementing learning. In its implementation, it is necessary to assess the teacher's teaching performance first so that the aspects that need to be improved or developed are known and know the appropriate way to carry it out. In its implementation, academic supervision is directed at coaching and developing aspects related to the learning process. The teacher as a component is directly involved and responsible for the learning process in the classroom, so that the focus or main target of academic supervision is that which is related to the teacher.

The results of the correlation analysis show that the correlation/relationship value (R) is 0.365, which means that there is a relationship between variable x and variable y and the coefficient of determination (R Square) is 0.365, which means that the significant influence between variable x and variable y is 36.5%. The results of data analysis obtained stated that for every 1% increase in the academic supervision value, the teaching performance value increased by 0.365. The regression coefficient is positive. So it can be said that the direction of influence of variable X on variable Y is positive and significant, which means the theory put forward by Zulfaidah (2021) and Tiffin and Mc. Cormick in Supardi (2014) proved that the principal's academic supervision influences teachers' teaching performance.

4. CONCLUSION

Based on the results of research and data analysis using simple linear regression analysis techniques that have been carried out in this research, several things can be concluded: The teaching performance of teachers at Batusangkar State High School is high, with a respondent achievement level of 88.3%. The Principal's Academic Supervision is good, with a respondent achievement level of 85,1%. There is a positive and significant influence between school climate on student learning discipline of 36.5%. This means that good academic supervision will be followed by an increase or change in teacher teaching performance.

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