

The Effect of the Principal's Academic Supervision and the Completeness of Facilities and Infrastructure on Teacher Performance at SMP Negeri 2 Malalak

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1. INTRODUCTION

Education is especially crucial in building a nation, especially in increasing the level of its personnel. Education is a tool to solve problems in order to realize a human being with a noble and intelligent character (Kristiawan, 2015). The success improvement of human resources is the result of successful education. The success of education concerns several issues, namely students, curriculum, teachers, work environment, infrastructure and other problem (Widoyoko & Anita, 2012). Regarding the human resources of educational organizations, teachers play a critical function in completing the learning process, which determines the education quality. Without excellent teacher performance, an educational organization finds it difficult to raise the standard of all its education (Gaul & Paningkat, 2018).

Teachers are resources in the world of education that have the knowledge to improve teaching standards. In addition, according to article 20 (paragraph 1), some of the responsibilities of professional teachers are to make lesson plans, organize quality learning processes, measure and assess learning outcomes, and develop academic abilities on an ongoing basis.

The work performance or performance of a teacher is an integral part of a teacher's competence. Multiple competencies such as social, pedagogic, professional and personal competencies. If teacher performance is low, the cause is low teacher qualification, where competence is an important part of teacher work efficiency (Arifin, 2013). The thing that can be an influence in increasing the efficiency of a teacher's work is the competence of school leaders in managing teachers in schools. (Purwoko, 2018) states that if

you want to produce teacher performance according to standards, the professionalism of the principal is needed. The school director is the leader of the organization and implementation of the strategies set by each school in order to accomplish expected educational targets (Wenno, 2016).

From an organizational perspective, management skills are defined as the management and development of supervised personnel (Giri, 2019). In relation to academic guidance, it is closely related to training assistance in planning, implementing and evaluating studies. School principals and teachers who are supported by must work together and synergize to influence the standard of instruction provided in the classroom (Sitaasih, 2020). The principal must have the skills to carry out academic training to improving educators' abilities to organize instructing and learn activities.

Teaching is prevalent in schools improving the performance of teachers and school authorities. Principles are one of the elements aspects of education that can have an impact on teacher performance development, according to Karwat and others (Karwati et al., 2013). It involves organizing educational extension programs to improve the effectiveness of professional learning for teachers and properly monitoring lecturers. To improve the professionalism of teachers, methods and educators track the results of academic training.

Thus it can be said that the leadership of the principal is demonstrated by his willingness to take the initiative in completing his tasks and tasks by using his skills and knowledge in developing educational guidance programs, teaching, and the application of approaches. monitor academic leadership outcomes to improve classroom teaching standards.

Apart from the supervision or supervision of learning carried out by the principal, there is another thing that affects the performance of a teacher, namely the provision of good learning support facilities in schools to improve teacher performance. Infrastructure is considered good if it will Contribute directly or indirectly to the execution of active learning in schools and the achievement of educational goals (Luqman et al., 2019). Infrastructure integrity can help teachers learn more creatively. Can help improve teacher performance. This is confirmed by (Mawaddah et al., 2020) who emphasized that when educational facilities and infrastructure are ready, it will contribute to the work of teachers so that teacher responsibilities in the course of learning run optimally, as a result of which teacher performance can improve.

However, according to the findings of the 2021 assessment of the Directorate General of GTK on improving instructors' and education personnel's performance, it has not reached the expected target as stated in the following table 1.

Table 1. Percentage of Teachers and Education Personnel in Performance and Career Improvement

No	SP	IKP	2020		2021		2024			
			Realization	%	Target	Realization	%	Target	Realization	%
1	Increasing professional educators and education personnel	Program percentage of teachers and education personnel improve their performance and career	18%	129%	28%	25,43%	90%	71%	25%	36%

As a result, the goal of this research is to discover specifically whether the variables of academic supervision of the principal and the completeness of infrastructure facilities and infrastructure can partially and simultaneously influence performance of teachers at SMPN 2 Malalak.

2. METHOD, DATA, ANALYSIS

The research employs a quantitative technique and correlational. This correlational research is included in descriptive research because it aims to describe the subject matter under study. The research was conducted at SMPN 2 Malalak. The study is a small study with a population of 12 teachers. Because The total population is fewer than 100 people is sampled, with a total sample of 12 teachersThe questionnaire was used to gather data in this investigation with a likert scale. The study employed data analysis approaches such as simple and multivariate regression analysis, then the t test and the F test using the SPSS 25 application. The analysis test used consists of a regression test and a hypothesis test before it is carried out a prerequisite test first. Figure 1 depicts the following research design.

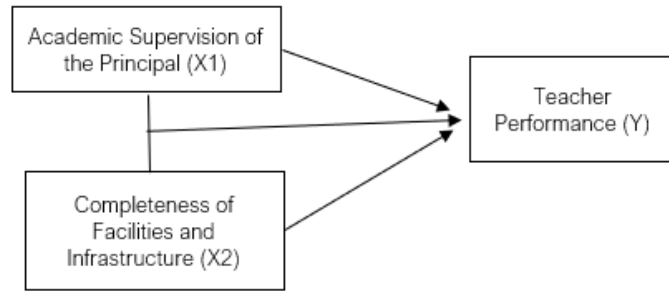


Figure 1. Research Design

3. RESULT AND DISCUSSION

Result

In order to answer the formulation of research problems from 3 variables, namely, academic supervision of the principal (X1), completeness of facilities and infrastructure (X2) and teacher performance (Y). An analysis of the study data was performed to determine how much effect the factors X1 and X2 have on Y. Data analysis was carried out use the SPSS 25.0 software. The examples that follow are the outcomes of the research analysis data, namely:

Table 2. Correlation Test Results of Variable X1 to Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.815 ^a	0.664	0.631	2.69359

Base on table 2 above, shown that correlation value (R) = 0.815. The value (R Squer) = 0.664 means that the effect of academic supervision (X1) on teacher performance (Y) is 66.4%.

Table 3. Results of the X1 Regression test to Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.556	9.353		0.380	0.712
Academic Supervision of the Principal (X1)	0.788	0.177	0.815	4.446	0.001

According to the tables 3 above, a significant level of $0.001 < 0.05$ was obtained, which means that there is an influence of the academic supervision variable (X1) on the teacher performance variable (Y). The value of the constant (a) is 3.556, while the value of the remission coefficient (b) is 0.788 so the regression equation is $Y = a + bX1 = (Y = 3.556 + 0.778X1)$. The calculated t value was obtained by $4.446 > 1.812$. From these results, it proves that the principal's academic supervision affects teacher performance.

Table 4. Correlation Test Results of Variable X2 to Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.817 ^a	0.668	0.635	2.67750

The results in the table 4 shows that the correlation value (R) = 0.817. The value of the coefficient of determination (R Squer) of 0.668 means that the effect of completeness of facilities and infrastructure (X2) on teacher performance (Y) is 66.8%.

Table 5. Results of the X2 Regression Test to Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	25.408	4.435		5.730	0.000
Completeness of Facilities and Infrastructure (X2)	0.478	0.107	0.817	4.487	0.001

From table 5 above, a significant level of $0.001 < 0.05$ was obtained, which means that there is an influence of the variable completeness of facilities and infrastructure (X2) on the teacher performance variable (Y). The value of the constant (a) is 25.408, while the value of the regression coefficient (b) is 0.478 so the regression equation is $Y = a + bX_2 = (Y = 25.408 + 0.478X_2)$. The calculated t value was obtained by $4.487 > 1.812$. From these results, it proves that the completeness of facilities and infrastructure affects teacher performance.

Table 6. Correlation Test Results of Variables X1 and X2 to Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873 ^a	0.763	0.710	2.38496

Base on the table 6 above, shown that correlation value (R) = 0.873. The value of the coefficient of determination (R Squere) of 0.763 means that the influence of academic supervision (X1) and completeness of facilities and infrastructure (X2) simultaneously on teacher performance (Y) is 76.3%.

Table 7. F Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	164.808	2	82.404	14.487	.002 ^b
Residual	51.192	9	5.688		
Total	216.000	11			

From the table 7 above, which is F test, F calculated $14,404 > 4.26$ which means that there is an influence between the principal's academic supervision variable (X1) and the completeness of facilities and infrastructure (X2) simultaneously on the teacher performance variable (Y).

Table 8. Regression Equation Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.154	8.954		1.134	0.286
Academic Supervision of the Principal (X1)	0.447	0.236	0.463	1.898	0.090
Completeness of Facilities and Infrastructure (X2)	0.276	0.142	0.472	1.938	0.085

From the table 8 above, the value of the constant (a) is obtained by 10.154, while the value of the regression coefficient (b1) is 0.447 and the value of the remission coefficient (b2) is 0.276 so that the regression equation is $Y = a + bX_1 + bX_2 = (Y = 10.154 + 0.447X_1 + 0.276X_2)$.

Discussion

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The study's findings are also supported by the findings of studies undertaken by (Khoeriyah, 2015) obtained $t_{count} > t_{table}$, namely $16.98 > 2.045$ which means that academic supervision has a favorable and considerable impact on teacher performance (Meirisa & Hadiyanto, 2016; Parhan, 2018; Sulaimah & Aminin, 2021; Supiani et al., 2021). In addition, (Hadianti, 2015) academic supervision consists of activities to prepare learning such as syllabus, lesson plans, methods, strategies, media and learning evaluation. All of these things are efforts to improve teacher performance. Sagala in (Dini, 2019) said that as an academic supervisor, the principal provides assistance, guidance and direction to teachers when facing various problems in teaching.

The effect of completeness of facilities and infrastructure on teacher performance at SMPN 2 Malalak

The findings of the analysis preceding research data are supported by the outcomes of research conducted by (Sadiman et al., 2007; Yusuf et al., 2021) the completeness of facilities and infrastructure has a significant impact on teacher performance. In addition, (Gagarin et al., n.d.) said in his research journal that the better the facilities and infrastructure available in schools, the better the performance of teachers. According to (Nine, 2021) The advantages of having suitable school infrastructure and facilities would boost teaching and learning activities, assisting teachers throughout the duration of the educational process.

The effect of the principal's academic supervision and the completeness of facilities and infrastructure on teacher performance at SMPN 2 Malalak

Research done by supports the study's findings (Melita, 2008) that there is a significant influence between supervision and facilities and infrastructure on teacher performance. Academic supervision and the completeness of facilities and infrastructure are external factors that affect teacher performance. (Arbangi et al., 2016) He said that the main function of implementing academic supervision by the principal for teachers is aimed at making improvements and improvements to the quality of teaching in improving teacher performance supported by high professionalism. Meanwhile, complete infrastructure and amenities may inspire and motivate instructors to conduct educational activities so that they can improve their ability to manage learning activities as well as possible and as much as possible which will have an impact on the performance of the teacher concerned (Damayanti, 2018)

4. CONCLUSION

From the results of previous research and discussions on the effect of academic supervision of the principal and the completeness of facilities and infrastructure on teacher performance at SMPN 2 Malalak, it can be concluded that: variable of X1 affects the variable of (Y) by 66.4%. This result proves that academic supervision carried out by the principal can affect the performance of teachers at SMPN 2 Malalak. Furthermore, the variable of X2 affects the variable of (Y) by 66.8%. This result proves that the completeness of existing facilities and infrastructure in schools can affect the performance of teachers at SMPN 2 Malalak. As well as the variables of academic supervision of the principal and the completeness of facilities and infrastructure have a simultaneous effect on teacher performance by 76.3%. This result proves that the principal's academic supervision and the completeness of facilities and infrastructure together affect the performance of teachers at SMPN 2 Malalak.

From the findings obtained, it means that teacher performance will be good if the academic supervision carried out by the principal is also good, and is supported by complete and adequate facilities and infrastructure at SMPN 2 Malalak.

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