

A Hypothetical Model Of Principal Leadership And Academic Supervision In Improving Elementary School Teacher Performance

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Abstract: This study aims to analyze: (1) the effect of school principal leadership on the performance of elementary school teachers in Sukolilo District, Pati Regency, (2) the effect of academic supervision on the performance of elementary school teachers in Sukolilo District, Pati Regency, (3) the simultaneous effect of both school principal leadership and academic supervision on the performance of elementary school teachers in Sukolilo District, Pati Regency. This research uses a quantitative ex post facto approach with a descriptive correlational method. The sample consists of 117 civil servant teachers from elementary schools in Sukolilo District, selected using purposive sampling. Data collection for the variables was done using questionnaires. The data analysis technique employed is SEM through the SmartPLS 4 program. The results of the study show that both school principal leadership and academic supervision have a positive effect on teacher performance, with both hypotheses being accepted and supporting the model. Simultaneously, both variables of school principal leadership and academic supervision have a positive effect on the teacher performance variable. Further research on similar themes with different variables is needed to uncover other factors that significantly influence teacher performance.

Keywords: Academic Supervision, School Principal Leadership, Teacher Performance

1. Introductions

Education, universally, is a long-term investment in human development, primarily for the sustainability of the nation and state (Yunus et al., 2021). Human resources become pioneers who can support the success of achieving educational goals. Resources will always be related to the role of teachers, their tasks, and the stakeholders in the academic field within schools (Utaminingsih et al., 2024). A teacher can act as a leading sector in educating the next generation for the future, thus requiring guidance to create excellence in teacher performance (Khobir et al., 2021)

The leadership of the school principal can be continuously improved through the ability to influence and mobilize all the potential possessed by the school (Seniwati et al., 2022). Similarly, (A. Sudirman et al., 2020) stated that leadership is also one of the factors that can improve performance. Leadership can be defined as a person's ability to influence others to achieve previously set goals (Sudarti et al., 2024). Leadership is a process in which someone leads, guides, influences, directs, and controls the thoughts, feelings, or behaviors of others (Gunawan, 2024).

In addition to school leadership, teacher performance must also be supported by supervision and guidance provided to teachers. Academic supervision is a variety of activities conducted by the supervisor in order to enhance the teacher's ability to manage their teaching activities and achieve learning objectives (Nasution et al., 2020).

Several studies have proven that academic supervision has an effect on teacher performance. Eni Fitriyani (2022) research shows that academic supervision (X) has an effect on teacher performance (Y) of 5.3%, with the remaining 94.7% influenced by other independent variables. Meanwhile, according to the research results of Rumliah (2023), it was found that 85% of teacher performance is influenced by the academic supervision of the school principal, while the remaining 15% is influenced by other factors. These results indicate that the influence of the school principal's supervision is greater compared to the influence of school culture.

The results of the studies above explain that the implementation of supervision provides a positive impact and a significant influence on teacher performance. Therefore, it is expected that school principals will regularly conduct supervision of teachers and improve the quality of its implementation so that teacher performance continues to improve and develop. Because academic supervision by the school principal and school leadership are crucial in enhancing teacher performance, principals must design a system to help teachers work better (Rizal, 2019).

From the problem description above, it can be concluded that the improvement of education quality is closely related to teacher performance, and teacher performance is influenced by the leadership of the school principal and academic supervision. This is the focus of the research, where the researcher intends to conduct further studies on teacher performance in relation to school leadership and academic supervision. The researcher examines the extent to which the leadership of the school principal and academic supervision affect the performance of elementary school teachers in Sukolilo Sub-district. Sukolilo Sub-district was chosen as the research object due to the full willingness of both teachers and school principals to provide data and facts related to this study. Therefore, the researcher conducted a study entitled "The Influence of School Leadership and Academic Supervision on the Performance of Elementary School Teachers in Sukolilo Sub-district, Pati Regency".

1.1 Conceptual framework

The success of education and students is closely related to the quality of teacher performance, so institutions are required to continuously develop and improve teacher performance (Mujib, 2022). Performance can be interpreted as work achievements, job execution, or the results of work performance. Therefore, a teacher's performance can be measured by the work results, task outcomes, or activities within a certain period (Nurahmi et al., 2019).

Various factors can influence a teacher's performance, both internal and external factors (Starlinsky et al., 2022). Teacher motivation is one of the internal factors in improving teacher performance. Teachers with high motivation tend to be more dedicated to their duties. On the other hand, low motivation can lead to indifference toward work (Rahmawati, R., & Wijayanti, 2019). Another factor influencing teacher performance is professional competence (Yuliana, S., & Fitria, 2020), personality, and the attitude of the teacher (Setiawan, 2018).

External factors influencing teacher performance include support from the school principal. A principal who provides good supervision and motivates teachers will encourage them to work more optimally (Haryanto, 2020). Additionally, the available facilities in the school also affect teacher performance (Rochmadhy et al., 2023). A conducive school environment, a positive work culture, and educational policies implemented at the government or school level can also influence teacher performance (D. Sudirman & P. Andayani, 2020).

The school principal plays a role as a responsible learning leader, guiding and supporting teachers in the learning process. Through academic supervision, the principal can conduct direct observations of how teachers teach, evaluate the achievement of learning objectives, and provide constructive feedback for improvement (Pratiwi, 2021).

1.2 Research objectives

The purpose of this study is to analyze the effect of school principal leadership on the performance of elementary school teachers, the effect of academic supervision on the performance of elementary school teachers, and the combined effect of school principal leadership and academic supervision on the performance of elementary school teachers.

2. Methodology

2.1 Research design

This study is an ex-post facto research with a quantitative approach. This approach is based on testing theories that are structured from several variables measured by numerical data and analyzed statistically, with the aim of determining whether the theory used for prediction is correct or not (Creswell, 2016).

2.2 Respondents of the study

The population in this study consists of all civil servant teachers (PPPK and PNS) of public elementary schools in Sukolilo District, totaling 166 individuals. The sample size in this study is 117 teachers. The sampling technique used in this study is purposive sampling with specific considerations (Yayuk & Sugiyono, 2019). The selected respondents are civil servants (ASN) with a minimum education level of a bachelor's degree (S1).

3. Finding and Discussion

Here are the results of the analysis from the study regarding the effect of school principal leadership on the performance of elementary school teachers, the effect of academic supervision on the performance of elementary school teachers, and the combined effect of school principal leadership and academic supervision on the performance of elementary school teachers, with a sample of 117 teachers out of 166 elementary school teacher population in Sukolilo Sub-district, Pati Regency through questionnaires.

To ensure the quality of the proposed model, the following are the results of the model fit analysis using SRMR, which illustrates how well the model fits the data used.

Table 1. SRMR Value for Model Fit

	Indeks Fit	Category
Standardized Root Mean Square Residual (SRMR)	0.058	Good

The results of the SEM analysis show an SRMR value of 0.058, indicating that the model has a very good fit with the existing data. An SRMR value smaller than 0.08 supports that the proposed model can accurately represent the relationships between variables and shows that the model does not have significant issues in terms of fit.

The path coefficient is also very important to consider, as it shows the strength and direction of the relationships between variables in the model.

Table 2. Path coefficient – Mean, STDEV, T values, P values

	Original sample(O)	Sample mean(M)	Standard deviation(STDEV)	T statistics (O/STDEV)	P values
School Principal Leadership-> Teacher Performance	0.278	0.291	0.144	1.931	0.027
Academic Supervision->Teacher Performance	0.583	0.572	0.145	4.010	0.000

3.1 The Influence of School Principal Leadership on the Performance of Elementary School Teachers in Sukolilo Sub-district, Pati Regency

The research results show that the t-statistic > t-table, which is $1.931 > 1.645$ (t-table for one-tailed hypothesis). The t-test was used to examine whether there is a significant influence of school principal leadership (independent variable) on teacher performance (dependent variable). The t-statistic being larger than the t-table indicates that there is a significant difference between the effect being tested and teacher performance.

In addition to the t-test, the influence of school principal leadership on teacher performance was also analyzed using the P value. Based on the data obtained, the P value is smaller than 0.05 (P value < 0.05). In statistical testing, the P value is used to determine whether the results from the data analysis can be accepted or rejected. Since the obtained P value of 0.027 is smaller than 0.05, it strengthens the finding that the influence between school principal leadership and teacher performance is indeed significant, and the hypothesis H_a (there is a positive influence between school principal leadership and teacher performance) is accepted.

In addition to the t-test and P value, the analysis also shows a positive coefficient, indicating a positive relationship between school principal leadership and teacher performance. This positive coefficient means that the higher the level of school principal leadership, the better the teacher performance. Effective and inspiring leadership from the principal can enhance the performance of teachers in carrying out their duties.

Based on the statistical tests conducted, it can be concluded that the first hypothesis, namely "There is a positive influence of school principal leadership on the performance of elementary school teachers in Sukolilo Sub-district," is proven to be true. This shows that school principal leadership plays an important role in improving teacher performance.

The results of this study align with the findings of several previous studies. Data from the research by Mufarrida et al. (2024) showed that the value of the t-statistic for the principal was $8.394 > 2.007$ (t-table), indicating that the principal variable has a positive and significant effect on teacher performance. The t-statistic for the principal was $4.419 > 2.007$ (t-table), indicating that the principal variable also has a positive and significant effect on teacher work motivation. Path analysis showed that the indirect effect of the principal on teacher performance through work motivation was larger, at $0.741 > 0.630$, compared to the direct effect of the principal on teacher performance.

School principal leadership is one of the factors that can influence teacher performance. Kartini stated that the improvement of educational quality in schools depends on the continuous interaction between teachers and students, creating an effective and conducive learning atmosphere. It also depends on the learning environment that provides comfort. According to Susanti & Siahaan (2017), factors that can also influence performance include leadership-related factors, such as assistance, guidance patterns, and support from superiors. Colleagues are a third factor that plays a role in influencing someone's performance. Two other factors contributing to an individual's performance are work patterns and the work environment.

In general, the explanation above shows a positive relationship between school principal leadership and teacher performance. In relation to the results of this study, it is essential to improve the implementation of school principal leadership to make a greater contribution to teacher performance.

3.2 The Influence of Academic Supervision on Teacher Performance

From the data analysis results, it can be proven that the school principal's supervision has an effect on teacher performance. The magnitude of this effect is indicated by the coefficient of determination of 70.7%. This is understood because supervision plays a vital role in driving the organization's processes, thereby improving the quality of teacher work. This study supports the hypothesis proposed in Chapter II that there is a positive influence between academic supervision and teacher performance.

Based on the path coefficient analysis with the bootstrapping technique, the influence of academic supervision on teacher performance was found to be significant. The t-statistic value is greater than the t-table (1.645), which is 4.010, and the P-value is less than 0.05, at 0.000. Therefore, it can be concluded that academic supervision has a positive influence on teacher performance.

In line with this study's results, research conducted by Kusumasari (Kusumaningsih, 2023) on the influence of academic supervision, school culture, and professional competence on the performance of elementary school teachers in Kedungtuban Sub-district, Blora Regency, found that there is an influence of academic supervision on teacher performance with a correlation value of 0.809; the magnitude of the effect is 64.8%; the regression equation is $Y = 14.009 + 0.499X_1 + 0.121X_2 + 0.243X_3$; and the t-statistic value is 2.626.

The school principal is someone who serves as a role model and an example for both teachers and students in the development of good character, including discipline, ethics, and morality. The principal's role in improving teacher performance is a crucial element in education. The principal's duties and roles include providing guidance, direction, mentorship, motivation, managing the organization, fostering good communication networks, and providing efficient supervision based on time and planning (Pujiono et al., 2020).

In relation to the findings of this study, the implementation of academic supervision should be improved and maintained to make a greater contribution to teacher performance.

3.3 The Combined Influence of School Principal Leadership and Academic Supervision on the Performance of Elementary School Teachers in Sukolilo Sub-district, Pati Regency

Based on the data analysis results, the coefficient of determination (R-Square) was obtained to assess the extent of the influence of school principal leadership and academic supervision on teacher performance, with a value of 0.712, which is considered a good value. It is concluded that the R-Square value for the latent variable of teacher performance is 0.712, indicating that the variability in school principal leadership and academic supervision has an impact of 70.7% on teacher performance, while 29.3% is influenced by factors outside the scope of this research model.

Both school principal leadership and academic supervision have a positive influence on teacher performance, and both are accepted as hypotheses that support the model. Together, the two independent variables—school principal leadership and academic supervision—have a positive effect on the dependent variable, teacher performance. Although the academic supervision variable has a greater influence (0.583) compared to the school principal leadership variable (0.278), both show a positive relationship with teacher performance.

4. Conclusions and Recommendations

Based on the results of the research conducted on "The Influence of School Principal Leadership and Academic Supervision on Elementary School Teachers in Sukolilo Sub-district, Pati Regency," the author concludes that there is a positive influence of school principal leadership on teacher performance in Sukolilo Sub-district, with the variance of teacher performance influenced or determined by school principal leadership being 27.8%. There is also a positive influence of academic supervision on teacher performance in Sukolilo Sub-district, with the variance of teacher performance influenced or determined by academic supervision being 58.3%. The combined influence of school principal leadership (X1) and academic supervision (X2) on teacher performance (Y) is 70.7%, while the remaining 29.3% is influenced by other variables not examined in this study, such as factors from within the teachers themselves, including their knowledge, skills, or competencies as professional teachers.

Various phenomena were found in the study, and the researcher suggests several recommendations. The supervision process that is already in place should be maintained, but efforts to improve it should be made to enhance the principal's leadership function, which in turn will impact the improvement of teacher work quality. Further research with a similar theme but different variables should be conducted to test various human resource management theories and explore other variables within the scope of teacher performance that may have a significant impact on teacher performance.

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Conflict of Interest

Authors declare there is no conflict of interest.

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