

**THE RELATIONSHIP OF SUPERVISORY COMPETENCY AND
SCHOOL LEADERSHIP WITH TEACHER PERFORMANCE IN ZONA I
ELEMENTARY SCHOOL, PANDEGLANG DISTRICT**

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Article Info	Abstract
<p>History: Submitted June 30th, 2019</p> <p>Revised July 4th, 2020</p> <p>Accepted September 3th, 2020</p>	<p>The Research is motivated by reality in the field, where teachers have a strategic role in improving the quality of education in schools. The purpose of this research is to examine the relationship between supervisory competence and school leadership with teacher performance. This research was conducted on elementary schools in Zone 1 of Pandeglang Regency. The method used was a survey technique with a Likert scale, using a questionnaire with a sample of 168 respondents. The analysis of research data using descriptive analysis, simple regression and multiple regressions with the SPSS software version 20 for windows. From the estimated standard for supervisory competence variables (X1), school leadership (X2) and teacher performance (Y), with the equation $Y = 32.973 + 0.116X1 + 0.155X2$. The analysis results are in the level of the close relationship between supervisory competence and school's leadership along with the teachers' performance are 0,467 that included in the medium category. Meanwhile the contribution magnitude of the supervisory competence and school leadership variables along with the teachers' performance was 21.8% and the remaining 78.2% was contributed by other factors outside the research model.</p> <p>Keywords: Principal Supervision Competencies, School Leadership and Teachers Performance.</p>

A. Introduction

In producing human resources, improvement in performance is supported by the basic attitude of teachers have a strategic role in improving the education quality. To maintain this quality, it requires supervision and guidance for teachers, so that their performance is optimal. This duty is the principal's obligation as a leader. In carrying out supervisory and coaching duties, a leader needs to master a competency.

The competencies related to teachers' performance are supervisory competencies. This competency is related to the principal's obligations in guiding and fostering his subordinates, especially on teachers' performance in learning duties at school with the intention of helping teachers to improve their performance so as to create a quality learning atmosphere for students.

In addition, teachers' performance also related with the leadership carried out by the principal. The application of leadership that in accordance with the situation and conditions of the school organization will support the achievement of organizational goals which will be seen from the organization performance. This

employees, in this case, educators and education personnel towards themselves (discipline) and competency. Work discipline is the attitude and behavior of teachers and other employees which are manifested in the willingness of teachers and other employees to obey, follow, and carry out their duties and responsibilities (Budiwibowo, 2014). The principal as a leader in the school is a leader for teachers as his subordinates, it means that the performance of teachers and other employees depends on the situation and condition of the principal's leadership. Teachers and other employees are essentially people who need leaders who can nurture and foster themselves to become acceptable individuals in the workplace environment. This means that they need leaders who can provide solutions for them to improve their performance in school.

Based on the initial survey results conducted by the authors by conducting the observations during the 2013 Curriculum Implementation Education

and Training for Principals and Elementary School Teachers carried out by the Education and Culture Office of Pandeglang Regency on 17-20 June 2019 in Zone 1, Pandeglang Regency. Concerning to this, the authors still find some teachers who have difficulty in designing lesson plans, compiling semester programs, compiling annual programs, compiling basic competency standards and core competencies, teachers having difficulty in compiling materials and mastering teaching materials, teachers are weak in controlling and managing class. This means that teachers have not mastered and understood the curriculum, one of them is the 2013 curriculum. The data presented by Hendrapipta (2015) provides an overview of the teacher's ability to understand the 2013 curriculum, although there are still only 5% of teachers in the category of lack of understanding. According to Yuliana (2015), which can be developed for equal distribution of education, namely, revisit priority, a multistandard curriculum, and an evaluation system that empowers the education system.

According to Darmada, Dantes, and Natajaya (2013) teachers' performance

is the maximum effort made by the teachers in carrying out his duties as a teacher. Meanwhile, according to Rahawarin and Arikunto (2015), teachers will perform well if they receive positive support from their work environment and also from themselves.

Another reason also states that the school environment that are less harmonious, uncomfortable and tedious makes teachers unoptimal in working, even it is still found that teachers who still coming late to school for various reasons. The low teachers' performance indicates that it has related with the principal's supervisory competency and school leadership in the school. The principal as the sole leader who has the authority to lead, organize, and manage the school organization. The principal as the leader in the school.

Therefore, it is important that this research be conducted with the aim of (1) examining the relationship between the principal's supervisory competency and teachers' performance; (2) examining the relationship between school leadership and teachers' performance; (3) examining the relationship between supervisory

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competency and school leadership together with teachers' performance.

B. Research Methodology

This research uses quantitative methods, with research design of the correlational relationships whose research techniques are using survey methods, namely methods to obtain information from several respondents using a questionnaire based on a Likert scale with intervals using 5 levels of alternative answer scales.

The population in this research were the elementary school teachers who were spread around the Pandeglang Regency, but the samples of this research were taken from elementary school teachers in Zone 1 Pandeglang Regency, namely in Cadasari, Karangtanjung, Koroncong, Pandeglang, Kaduhejo, and Majasari. The research sample used a cluster random sampling technique with a total of 168 respondents.

Data analysis method using correlation analysis, multiple regression analysis, normality test, and hypothesis testing with the SPSS software version 20 for windows. The

correlation analysis is to find a relationship between the independent variable and the dependent variable, both unidirectional that if the independent variable increases proportionally the dependent variable increases and vice versa if the independent variable decreases, the dependent variable will also decrease. Multiple Regression Analysis is used to determine whether there is a relationship between two or more independent variables and the dependent variable. Normality test to find whether the data distribution is normal or not. Hypothesis test is done by partially and simultaneously. Partially to find out each independent variable contribution partially to the dependent variable, whether it has a significant relationship/influence or not on the dependent variable. Simultaneously is to test the significance of the relationship of the three independent variables to the dependent variable.

C. Research Result and Discussion

The relationship between the principal's supervisory competency and teachers' performance can be predicted through the principal's supervisory competency, if the competency score of the principal's supervision increases, then the teacher's performance will also increase. Judging from the empirical data, it can be said that there is a relationship between the supervisory competence of school principals and teacher performance. Based on the interpretation results of the data processing, there is a relationship between the supervisory competence of the principal and teacher performance, while the closeness level of the relationship is included in the low category. Furthermore, the contribution of the principal's supervisory competency to teacher performance was 13.8% and the remaining 86.2% was a contribution from other factors. From these data it can be explained that teacher performance does not just develop, but there are other factors from the environment around the school.

According to Aulia, Thomas dan Latifah (2012:10) states that if the principal carries out supervision

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appropriately and the teacher is satisfied and helped by the provision of this supervision, then they will work happily and sincerely, which in turn makes teachers performance increase. As a result of increasing teachers performance, the school's goals that wants to achieve can be fulfilled. This was confirmed by Wahyudi, Thomas and Setiyani (2012: 3) who said that supervision activities were conducted to determine the extent of the implementation of the duties and obligations of a teacher. With the supervision carried out by superiors, it can lead to better teachers' performance. According to Muslim (2010: 37) supervision is an effort to provide services and assistance to teachers in order to improve the learning quality and learning outcomes.

Pidarta in Wahyudi, Thomas and Setiyani (2012: 3) argues that supervision is the activity of guidance by superiors (in this case the principal) to teachers and other school staffs who are directly related to teacher and student learning activities, to improve learning activities, so students acquire effective learning that results to the

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improvement of students' achievement. improve teacher performance in
 In addition, the implementation of performing their duties at school.
 supervision by the principal can

Table 1. Frequency Distribution of the Principal's Supervisory Competency Variable

Class Interval		Frequency	Percent	Valid Percent	Cumulative Percent
<i>Valid</i>	28-31	8	4.76	4.76	4.76
	32-35	13	7.74	7.74	12.50
	36-40	5	2.98	2.98	15.48
	41-44	7	4.17	4.17	19.64
	45-48	36	21.43	21.43	41.07
	49-52	32	19.05	19.05	60.12
	53-56	26	15.48	15.48	75.60
	57-60	28	16.67	16.67	92.26
61-64		13	7.74	7.74	100.00
Total		168	100	100	

Table 1 shows the average score principal's supervisory competency is
 obtained is in the 6th-class. Meanwhile, normally distributed. This data can also
 the amount who get a high score is 64 be seen in the histogram graph in Figure
 and the low score is 28 is balanced so 1.
 the data can be said that the variable of

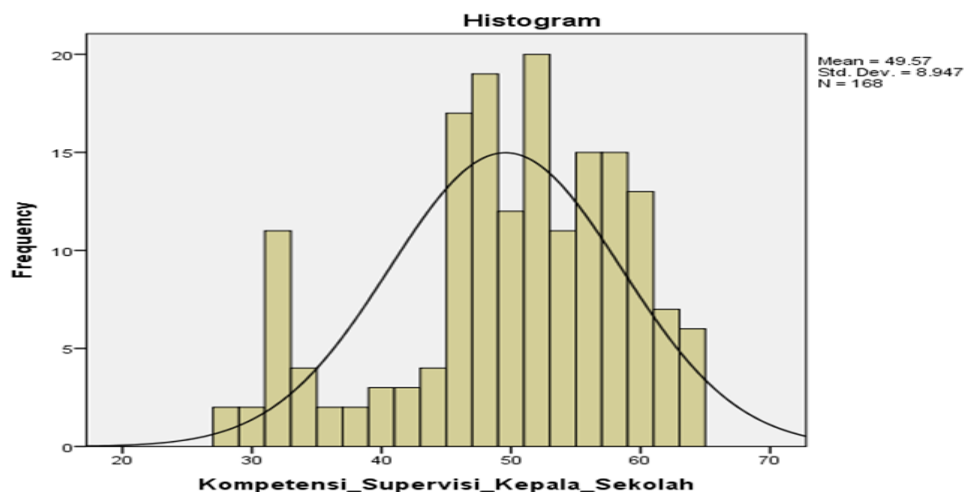


Figure 1. Histogram of Principal's Supervisory Competency Variable

According to Supardi (2016) education supervision is a service to help, encourage, guide and foster teachers, so they are able to improve their abilities and skills in carrying out the learning tasks.

The relationship between school leadership and teachers' performance can be predicted through school leadership, if the score of school leadership increases, the teachers' performance will also increase. Judging from the empirical data of the research results, it can be said that there is a relationship between school leadership and teachers' performance. Based on the interpretation results of data processing, there is a relationship between school leadership and teachers' performance, while the closeness level of the relationship is included in the medium category. Furthermore, the contribution of school leadership to teacher performance is 18.2% and the remaining 81.8% is the contribution of other factors.

The relationship between school leadership and teachers' performance is strengthened by Syarifudin's opinion in Handayani and Rasyid (2015: 226) which states that school leadership is the principal's ability to persuade and

convince teachers and staffs so they have seriousness and enthusiasm to follow their leaders. Therefore, in order to be followed by his subordinates, at least according to Hersey and Blanchard (1982), the principal must have at least three areas of leadership skills, namely: technical, human, and conceptual; with these three skills, the principal should be able to influence teachers to be active in working so as to improve teachers' performance.

Meanwhile, Madu and Jaelani (2013) state that school leadership is the principal who has the highest position in the school to influence, mobilize, and organize parents or a group of people to achieve the expected goals in accordance with the vision and mission of the school they lead. Furthermore, Madisa (2019) emphasizes that the role of the principal's ability in creating and developing management is an important factor. So based on these calculations the frequency distribution of school leadership variables can be seen in Table 2.

Table 2. Frequency Distribution of School Leadership Variables

Class Interval		Frequency	Percent	Valid Percent	Cumulative Percent
<i>Valid</i>	49-53	7	4.17	4.17	4.17
	54-58	10	5.95	5.95	10.12
	59-63	6	3.57	3.57	13.69
	64-68	27	16.07	16.07	29.76
	69-73	20	11.90	11.90	41.67
	74-78	28	16.67	16.67	58.33
	79-83	34	20.24	20.24	78.57
	84-88	36	21.43	21.43	100.00
Total		168	100	100.00	

Based on Table 2, it shows that the average score obtained is in the 6th class. The amount of those who get a high score is 88 and a low score is 49 is balanced, so the data can be said that the school leadership variable is normally distributed. The normal distribution data is also shown by the histogram graph in Figure 2.

When compared with Batee's (2016) research, its findings suggest that it is very important for school principals to adopt a leadership style and conducive personal communication, to be able to produce optimal performance in the teachers and staffs they lead:

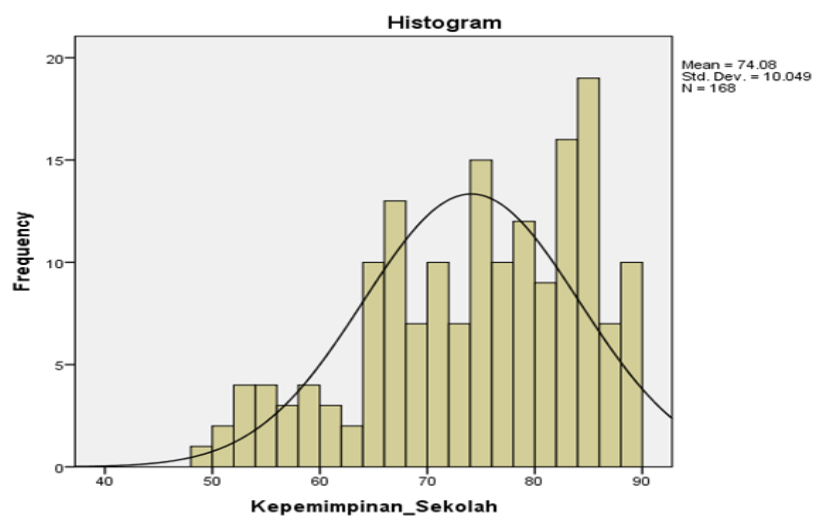


Figure 2. Histogram of School Leadership Variables

Based on the research hypothesis by seeing at the results of data processing that has been done that H0 is accepted, from the calculation of multiple regression analysis it is concluded that there is a relationship between the principal's supervisory competency and school leadership along with teachers' performance, it means that the improvement in teachers' performance can be predicted from the principal's supervision competency and school leadership.

The amount contribution of the principal's supervisory competency and school leadership together on teachers' performance is 21.8%. In addition, based on the results of the multiple regression significance tests, it can be concluded that there is a positive relationship between the principal's supervisory competency and school leadership together with teachers' performance, means that the supervisory competency of principals and school leadership increases together with teacher performance.

Showing optimal teachers' performance does not necessarily exist only in the teacher itself, but it needs encouragement or other influences that

have a relationship with teachers' performance, this can be done by the principal, the principal as a leader who is given authority and power to influencing, promoting, and managing the school organization have obligation to foster and guide teachers to improve their performance through their supervisory and managerial activities (leadership) so teachers are motivated and helped to improve their performance.

According to Murwati (2013), teachers' performance is the teacher's ability to carry out their duties and functions as professional educators and teaching staff who are dutied with fostering students to achieve the learning goals they want to achieve. This opinion is reinforced by Wahyudi, Thomas, and Setiyani (2012) who state that teachers' performance can be interpreted as the ability of an elementary school teacher to act in accordance with predetermined goals that are directly related to their duties and obligations as professionals in learning planning, implementing learning, to evaluating learning outcomes and other relevant tasks related to their responsibilities as

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elementary school teachers who require skills especially in mastering almost all fields of study, so they require thoroughness, discipline, hard work, high responsibility to understand each material so it can be understood by students. So to achieve these predetermined goals, teachers are required to display the maximum performance as possible. The obstacles faced by the principal in Sidupa's research (2018) were that the principal in his leadership was lack of support from the school foundation in creating standards, systems, and programs that were oriented towards the vision, mission, and goals of the school.

According to Karmini and Hamidi (2009), teachers are required to have several minimum requirements, namely (1) having adequate professional education qualifications, (2) having

scientific skills relevant to the field they are working on, and (3) having a work ethic and high commitment towards his profession. These three requirements are the main foundation in determining teachers' performance and quality. According to Atmojo (2018) school leadership is the principal's way or effort in influencing, encouraging, guiding, directing, and mobilizing teachers, staff, students, and parents. In Hamzah's research (2017) states that the principal is the main key and central figure in creating teachers' performance improvements and improving the education quality. This is in line with the granting of greater authority for school principals to manage their own school institutions. The frequency distribution of teacher performance variables can be seen in Table 3.

Table 3. Frequency Distribution of the Teachers' Performance Variables

Class Interval		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35-37	2	1.19	1.19	1.19
	38-40	4	2.38	2.38	3.57
	41-43	19	11.31	11.31	14.88
	44-46	11	6.55	6.55	21.43
	47-49	23	13.69	13.69	35.12
	50-52	36	21.43	21.43	56.55
	53-55	51	30.36	30.36	86.90
	56-58	22	13.10	13.10	100.00
Total		168	100	100.00	

Based on Table 3, shows that the average score obtained is in the 6 class, it shows that the number of those who get a high score was 56 and the low score was 36 the number is balanced, so the data can be said that the teachers' performance variable is normally distributed. The histogram graph can be seen in figure 3.

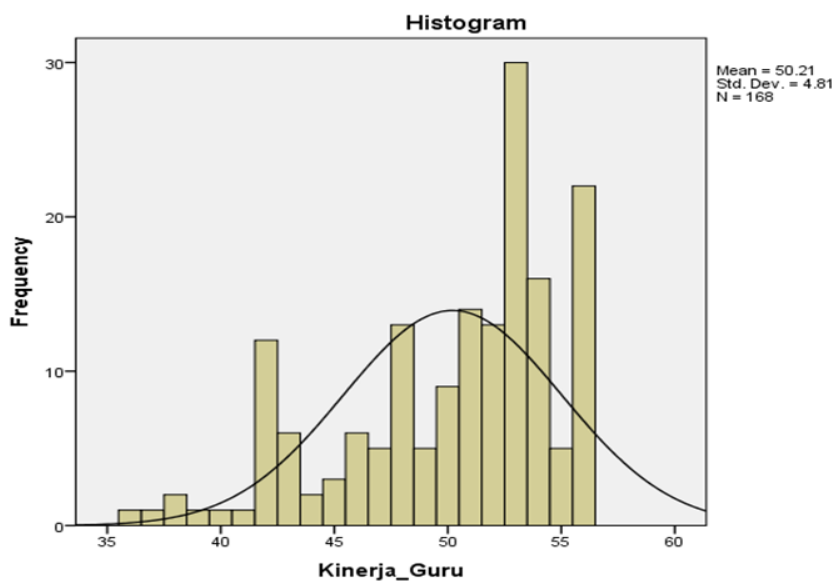


Figure 3. Teachers' Performance Variable Histogram

When compared with Syaifulloh's research (2017) there is a similarity that teacher professionalism has an influence on teachers' performance in a positive direction.

D. Conclusion

There is a relationship between the principal's supervisory competence and the predictable teachers' performance through the principal's supervisory competence. The better the principal's supervisory competence, then the more teachers' performance increases. Based on the correlation analysis, there is a positive relationship between the principal's supervisory competence and the teachers' performance which is classified as a low category relationship, while from the regression test results there is a significant relationship between the principal's supervisory competence and teachers' performance.

There is a relationship between school leadership and teachers' performance that can be predicted through school leadership, the better the school leadership, the higher the teacher's performance be. Based on the correlation analysis, there is a positive relationship between school leadership and teachers' performance which belongs to the medium category of relationship, while from the regression test results there is a significant relationship between school leadership and teachers' performance.

There is a relationship between the principal's supervisory competence and the school leadership along with the teachers' performance, it means that the better the principal's supervisory competence and school leadership, the higher the teachers' performance be, while from the regression test results there is a significant relationship between the principal's supervisory competence and school leadership with the teachers' performance.

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