

# The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District

Ahmad Karim<sup>1)</sup>, Ari Kartiko<sup>2)</sup>, Dicky Edwar Daulay<sup>3)</sup>, Ika Dewi Kumalasari<sup>4)</sup>

<sup>1, 3)</sup> Universitas Pembinaan Masyarakat, Indonesia

<sup>2, 4)</sup> Fakultas Tarbiyah Institut Pesantren Kh. Abdul Chalim, Mojokerto Indonesia

e-mail: [ahmadkarimk1973ok@gmail.com](mailto:ahmadkarimk1973ok@gmail.com), [ari.kartiko5@gmail.com](mailto:ari.kartiko5@gmail.com), [ikadewikumalasari@gmail.com](mailto:ikadewikumalasari@gmail.com)

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## Info Artikel

## Abstract

### Keywords:

Supervision,  
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Performance

In an institution or school, every teacher or teacher has a very important role in determining success in education. Therefore, teachers at least have pedagogic competence, professional competence, social competence and pedagogic competence. Given the importance of the role of the principal teacher as well as helping in solving problems or obstacles experienced by teachers, principals can also carry out supervision so that they know how the results of each teacher's assessment are. Supervision is a coaching activity planned to assist teachers and other school staff in carrying out their work effectively. Not only supervision, but the professional competence of teachers is no less important in helping teachers or in improving teacher performance. Professional competence itself means the ability to master the learning material broadly and deeply. In every institution certainly wants the best for the progress of the institution, principals and teachers must also have made efforts to improve performance. Therefore, it is necessary to pay special attention to the supervision of the principal and the professional competence of teachers, because both are very influential in improving teacher performance.

### Kata kunci:

Supervisi, Kompetensi,  
profesionalitas, Kinerja Guru

### Abstrak

Dalam suatu lembaga atau sekolah setiap pengajar atau guru sangat penting perannya untuk menentukan keberhasilan dalam pendidikan. Maka dari itu guru setidaknya memiliki kompetensi pedagogik, kompetensi profesional, kompetensi sosial dan kompetensi pedagogik. Mengingat pentingnya peranan guru kepala sekolah juga turut membantu dalam memecahkan masalah atau kendala yang dialami oleh guru, kepala sekolah juga bisa melaksanakan supervisi agar tau bagaimana hasil peilaian setiap guru. Supervisi adalah suatu aktivitas pembinaan yang direncanakan untuk membantu para guru dan pegawai sekolah lainnya dalam melaksanakan keprjaan mereka secara efektif. Tidak hanya supervisi saja tetapi kompetensi profesional guru juga tidak kalah pentingnya dalam membantu guru atau dalam meningkatkan kinerja guru. Kompetensi profesional itu sendiri artinya kemampuan penguasaan materi pembelajaran scara luas dan mendalam. Dalam setiap lembaga pastinya menginginkan yang terbaik untuk kemajuan lembaganya, kepala sekolah dan guru juga pasti sudah berupaya dalam meningkatkan kinerja. Oleh karena itu, perlu adanya perhatian khusus terhadap supervise kepala sekolah dan kompetensi profesional guru, karena keduanya sangat berpengaruh dalam meningkatkan kinerja guru.

## **INTRODUCTION**

Education is a conscious effort to improve the quality of human resources in order to develop abilities, knowledge, skills, and attitudes optimally. The process of education determines human personality, skills and character. According to Law no. 20 of 2003, the definition of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. country.

The future of a country can be measured by the commitment of a society, nation or state in implementing national education. National Education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian National culture and is responsive to the demands of changing times. Globalization is currently very much needed human resources who are qualified or experts in their fields, so the education system. Nationals must be able to keep up with the needs of an increasingly modern era by always updating the development of today's education so that they can compete with other countries (Bashori, 2017).

According to Law no. 14 of 2005 Article 1 (paragraph 1) which reads "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in PAUD, formal education, primary and secondary education. The importance of the teacher's role in determining the success of an education, there are four competencies that must be possessed by a teacher, namely pedagogic competence, professional competence, social competence, and personality competence.

The importance of the teacher's role in carrying out their duties, teachers cannot work alone, teachers need help from others in solving problems faced to realize educational goals. The person in charge of assisting teachers in solving problems in realizing educational goals is the principal. The Department of Education and Culture (Depdikbud) has determined that school principals must be able to carry out work as educators, managers, administrators, and supervisors.

Supervision is an assistance from the principal, which is aimed at the development of the leadership of teachers and other school personnel in achieving educational goals (Asyari, 2020; Jamal Ma'mur, 2012). The assistance is in the form of guidance, encouragement, and opportunities for the growth of skills and abilities of teachers, such as guidance in the business and implementation of reforms in education and teaching, selection of learning tools and better teaching methods, methods of assessment systematic approach to the phases of the entire teaching process, and so on. The principal's own purpose in carrying out supervision is to assist teachers in improving their abilities so that they can become professional teachers (Fitriani & Hakim, 2021; Fr et al., 2021). If the teacher has become a professional, it will affect the teaching-learning process and in carrying out the goals of education itself. The principal's purpose in carrying out supervision is to assist teachers in improving their abilities so that they can become professional teachers. If the teacher has become a professional, it will affect the teaching-learning process and in carrying out the goals of education itself.

Professional is synonymous with someone who has competent, honest, dedicated, educated, responsible and loyal behavior in his work. To improve teacher professionalism, it can be through seminars, trainings, courses or higher formal education as well as coaching and development to support effective learning. There are several competencies in order to become a

professional teacher, as in the Law on Teachers and Lecturers no. 14/2005, namely personality competence, pedagogic competence, professional competence, and social competence.

Professional teachers are very influential on the performance of these teachers. Performance as a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience and sincerity and time (Hasibuan, 1988). Optimal teacher performance is expected by an educational institution or school, because optimal teacher performance will greatly affect the learning gained by students. Teacher performance can also be a benchmark for the quality of the teacher, the better the teacher's performance, the better the quality of the teacher (Abdullah, 2019; Ma`arif & Rofiq, 2018).

Based on the description above, the following problems can be formulated: 1) How is the influence of principal supervision, teacher professional competence on teacher performance in private MI in Pacet District, Kab. Mojokerto? 2) Analyzing which variables between supervision and teacher competence on teacher performance in MI in Pacet District, Kab. Mojokerto?

The aim of this research is: 1) To determine the effect of principal supervision and teacher professional competence on teacher performance in private MI in Pacet sub-district, Kab. Mojokerto. 2) To find out which variables are between the supervision of the principal and the professional competence of teachers on the performance of teachers in private MI in Pacet District, Kab. Mojokerto.

## **LITERATURE AND RESEARCH HYPOTHESES**

### **TEACHER PERFORMANCE**

According to (Munir, 2008) teacher performance can be interpreted as the result of work based on an assessment of the duties and functions of positions as educators, managers of educational institutions, administrations, supervisors, innovators, and motivators or anything whose assessment is carried out by a certain agency, both internal and external institutions. In essence, teacher performance is the behavior produced by a teacher in carrying out his duties as educators and teachers when teaching in front of the class, according to certain criteria (Susanto, 2016).

The performance criteria of teachers who can achieve their work performance are more directed at the competence of teachers as stated in the explanation of Government Regulation no. 19 of 2005 concerning National Education Standards, that teacher performance, in this case teacher competence includes four competencies, namely: pedagogic competence, personality competence, professional competence, and social competence.

Pedagogic competence, is the ability to manage students, which includes, understanding of educational insights or foundations, understanding of students, curriculum/syllabus development, learning design, implementation of educational and dialogical learning, evaluation of learning outcomes and development of students to actualize various potentials (Darmadi, 2016; Ismail et al., 2020). which he has. Personal competence is a personality ability that includes being stable, stable, mature, wise and wise, authoritative, having noble character, being an example for students and the community, evaluating one's own performance and developing oneself in a sustainable manner. Professional competence, is the ability to master learning materials broadly and deeply, which includes, concepts, structures, and scientific/technology/art methods that are overshadowing/coherent with teaching materials, teaching materials in the school curriculum, conceptual relationships between related subjects, application scientific

concepts in everyday life and professional competence in a global context while preserving national values and culture. Social competence, namely the ability of educators as part of the community to play a role, among others, communicate orally and in writing, use communication and information technology functionally, interact effectively with students, fellow educators, education staff, parents/guardians of students and socialize politely with the local community (Kartiko & Azzukhrufi, 2019).

Hariani and Muhajir in Nurdin and Usman (2005) revealed that there are a number of teacher performances in carrying out the teaching and learning process known as the *Stanford Teacher of Appraisal Competence* (STAC), namely: 1) Rob Norris models, including: Personal and professional qualities, Teaching preparation, Formulation of teaching objectives, Teacher's appearance when teaching in class, Student appearance in learning, Evaluation. 2) Oregon model, includes: A) Teaching planning and preparation, B) Teacher's ability in teaching and students' ability in learning. C) Ability to collect and use information on learning outcomes. D) Interpersonal relationship skills which include relationships with student supervisors and peer teachers. D) Relationship skills with professional responsibilities (Abd Hamid et al., 2012; Nurjannah et al., 2021).

Performance measurement is an important part of the management control process, both public and private organizations. According to (Mahmudi, 2013) the purpose of the performance measurement is: 1) Knowing the level of achievement of organizational goals. 2) Providing employee advice and learning. 3) Improve the performance of the next period, 4) Provide systematic consideration in making decisions on awarding rewards. 5) Motivate employees. 6) Creating public accountability.

Teacher performance indicators refer to Law no. 14 of 2005 concerning teachers and lecturers which includes: pedagogic, personality, social and professional competencies. The performance of a teacher is continuous with the competencies possessed by the teacher. According to Suprihatiningrum, (2013) Without having good competence, a teacher may not be able to have good performance. The indicators used for assessing the success of teacher performance include; 1) Planning the learning system (Learning planning). 2) Implement the learning system (implementation of learning), and 3) Learning evaluation.

## **PRINCIPAL SUPERVISION**

Accordin to (Purwanto, 1987) the notion of supervision is a coaching activity that is planned to assist teachers and other school employees in carrying out their work effectively. (Sahertian, 2000) supervision is the efforts of school officials in leading teachers and other employees in improving teaching including stimulating, selecting job growth and development of teachers and revising educational goals, teaching materials, and teaching methods and evaluations.

The purpose of supervision is the improvement and development of the learning process in total, this means that the purpose of educational supervision is not only to improve the quality of teaching teachers, but also to foster the growth of the teaching profession including the provision of facilities that support the smooth learning process, improve the quality of knowledge and skills of teachers, providing guidance and coaching in terms of curriculum implementation, selection and use of teaching methods, learning tools, procedures, and teaching evaluation techniques (Al-Kiyumi & Hammad, 2020; Nilda et al., 2020).

Supriono (2014), Nationally, the concrete objectives of educational supervision include: 1) Helping teachers to clearly see educational goals; 2) Assisting teachers in guiding student learning experiences, 3) Helping teachers in using modern learning tools, 4) Assisting teachers in assessing student progress and the results of the teacher's own work; 5) Assisting teachers in using learning experiential resources; 6) Assisting teachers in meeting student learning needs; 7) Assisting teachers in fostering mental reactions or working morals of teachers in their personal and professional growth efforts; 8) Helping new teachers at school so that they are happy with their assignments; 9) Helping teachers to more easily make adjustments to society and ways to use resources that come from the community; 10) Helping teachers so that their time and energy are fully devoted to school development.

The supervision carried out must be able to provide benefits for the improvement and improvement of the effectiveness of the organization's management processes. With supervision it will be known the advantages and disadvantages in the implementation of management, from the beginning, during the process, and at the end of the implementation of management, (Suprihatin, 2015) Suprihatiningrum (2014).

Supervision function in the perspective of national education policy (Depdiknas 2006), there are seven main roles of principals, namely as (1) *educators* (educators); (2) managers; (3) administrator; (4) *supervisor* (supervisor); (5) *leader* (leader); (6) creator of work climate; (7) entrepreneur.

Supervision is carried out to assist teachers in carrying out teaching and learning activities with conducive conditions so that students can learn well, either through individual techniques or group techniques. Individual techniques can be carried out through the principal as a supervisor who must be able to provide input or lessons and appropriate solutions to deal with various problems related to students, fourth, guide teachers in matters relating to the implementation of the school curriculum. Activities that can be carried out in this curriculum activity include: preparing semester programs, preparing learning program plans (RPP), implementing evaluation techniques, using media and learning resources, as well as organizing student activities in extracurricular fields, study tours, and others.

The group technique according to Susanto (2016) is the implementation of supervision of a group of supervised people. People who are suspected of having the same problem can be faced together in a situation by the supervisor. As for the ways that can be done, it can be done in 1 way, holding meetings or *meetings*, 2. holding *group discussions*, 3. holding *in-service training*, and 4. holding seminars.

Indicators of Principal Supervision In accordance with the competency standards of school principals according to Permendiknas Number 13 of 2007, that principals as supervisors must have supervisory competencies, including: 1) Planning supervision programs in order to increase teacher professionalism, including: Supervision Planning Program, procurement of notebooks, instruments, and learning supervision schedules. 2) Carry out supervision of teachers by using appropriate supervision approaches and techniques, including: determining supervision targets, supervision techniques, and supervisory leadership. 3) Following up on the results of supervision of teachers in order to increase teacher professionalism, including: Coaching, *Reward* and *Punishment*.

## Teacher Professional Competence

According to Bernard Barber (2005), as a professional when carrying out his profession, he must be able to behave professionally. The professional behavior must meet the following requirements: 1) Refers to science, 2) Oriented to the interests of the community (clients), not personal interests, 3) Controlling one's own behavior by using a code of ethics. 4) Reward or monetary compensation is a symbol of work performance, not the goal of the profession.

Some expert opinions about the definition of a teacher are as follows (Marimba, 1987) in the book Introduction to the Philosophy of Islamic Education says that: Teachers are people who have the responsibility of educating. WJS Poerwadarminto (WJS, 1984) defines 'a teacher is a person whose job is to teach'. (Daradjat, 1992) argues, Teachers are professional educators, therefore they have implicitly volunteered themselves to accept and assume some of the educational responsibilities that fall on the shoulders of parents.

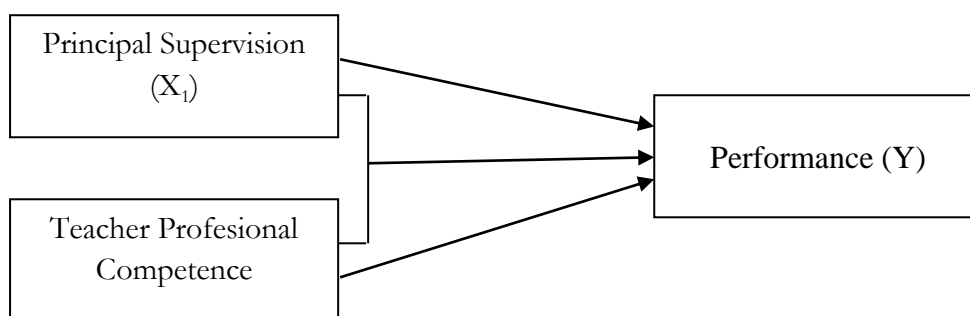
Mukhtar in Barnawi and (Arifin, 2006) there are three basic reasons why teachers must become professional workers, which are as follows: 1) Because teachers are responsible for preparing quality human resources, having faith, piety, and knowledge, and understanding technology. 2) Because teachers are responsible for the survival of a nation Prepare a student to become a future leader. 3) Because teachers are responsible for the sustainability of the culture and civilization of a generation. Professional competence is the ability to master the subject matter broadly and deeply. Competence is basically a trait (characteristic) of people (competent), namely people who have the skills, power (ability), authority, skills, knowledge to do what is done (Hamzah B, 2007).

In government regulation No.19 of 2005 Article 28 Paragraph 3 states that what is meant by professional competence is the ability to master learning materials broadly and deeply which allows guiding students to meet the competency standards set out in the National Education Standards. Broadly speaking, there are three levels of teacher professional qualifications, namely as education personnel. First, the level of personal *capability*, Second, teachers as innovators, and Third, teachers as visionaries.

In accordance with the theory that has been discussed, there are several sizes of teachers who can be said to be professional : 1) Mastery of teaching materials, 2) Ability to manage learning programs, 3) Understanding student characteristics, 4) Ability to manage and use learning resource media, 5) Ability to make assessments, and 6) Understand and utilize research results.

## Framework

**Figure 1 Thinking Framework**



The picture of the framework above explains how the mechanism of principal supervision and teacher professional competence on teacher performance. **The Effect of Principal Supervision on Teacher Performance**

One of the duties of the principal is as a supervisor, the principal's task is to supervise the work that has been carried out by teachers and education staff. Supervision of the principal is very influential on the performance of the teacher because the supervision carried out by the principal of the teacher can further improve the quality of himself, by participating in several trainings. That way the quality of the teacher is getting better and the teacher's performance is automatically getting better.

#### **The Effect of Teacher Professional Competence on Teacher Performance**

Professional competence of teachers is the ability of teachers to master the learning material in depth. If a teacher has professional competence which can be interpreted as having in-depth mastery of the material, it is certain that the teacher has a good performance too, because if the teacher can master the material in depth then the teacher will not have difficulty in explaining the material to students and students will easier to understand the material presented. If the teacher does not master the learning material that will be delivered, it will definitely be difficult to explain the material being taught and students will definitely have difficulty in capturing the material presented because of the lack of clarity in explaining the material. From there it can be concluded that there is an influence of teacher professional competence on teacher performance.

#### **The Effect of Principal Supervision and Teacher Professional Competence on Teacher Performance**

Based on point 1 and point 2 regarding the effect of principal supervision and teacher professional competence on teacher performance, which has been described above, it shows that both have their respective linkages to teacher performance, it is suspected that the two variables have the same effect on the performance variable.

#### **Research Hypothesis**

Based on the framework, the hypothesis of this research is as follows: 1) There is an influence between the supervision of the principal and the professional competence of teachers on the performance of teachers in MI in Pacet Kab, Mojokerto. 2) There is an influence and the presence of one of the most dominant independent variables on teacher performance in MI in Pacet Kab, Mojokerto

### **RESEARCH METHODS**

This research includes quantitative research, because this study uses a lot of numbers, ranging from data collection, data interpretation, and the appearance of the results Arikunto (2006). The scope of this research specifically includes human resource management (HRM), which focuses on performance variables, especially those concerning the influence between the independent variables of principal supervision and teacher professional competence on the performance variables of educators in private MI in Pacet District.

The implementation of this research is located in 6 private MIs in Pacet District: MIS The Noor, ds. Bendunganjati, MIS Al-Huda, etc. Padusan, MIS Darussalam, and others. Pacet, MIS Islamiyah, etc. Tanjungkenongo, MIS Thoriqul Ulum, ds. Sajen and MIS Tri Bhakti, ds. clacket.

The operational definition of the variable is to describe the variable operationally while still referring to the conceptual definition accompanied by indicators including the scale. The variables in this study are operationalized as follows:

Principal Supervision ( $X_1$ )

Supervision is a process of guidance from the principal to teachers and school personnel who directly handle students' learning, to improve the learning situation so that students can learn effectively with increasing learning achievement. With indicators of variables consisting of: 1) Head of Se supervision planning 2) school ( $X_{1.1}$ ) 3) Implementation of principal supervision ( $X_{1.2}$ ). 4) Follow-up supervision of the principal ( $X_{1.3}$ )

### **Teacher Professional Competence ( $X_2$ )**

Professional competence is the ability to master the subject matter broadly and deeply. With indicators of variables consisting of: 1) Mastery of teaching materials ( $X_{2.1}$ ), 2) Managing learning programs ( $X_{2.2}$ ), 3) Understanding student characteristics ( $X_{2.3}$ ), 4) Manage and use learning resource media ( $X_{2.4}$ ), 5) Ability to Perform Assessment ( $X_{2.5}$ ), 6) Understanding and utilizing research results ( $X_{2.6}$ )

### **Teacher Performance (Y)**

Performance is the result of a worker's work, a management process or an organization as a whole, where the results of the work must be demonstrated in a concrete and measurable manner. With indicators of variables consisting of: 1) Learning system planning ( $Y_{1.1}$ ), 2) Implementation of learning ( $Y_{1.2}$ ), 3) Learning Evaluation ( $Y_{1.3}$ ), 4) Have discipline in teaching ( $Y_{1.4}$ ). 5) Fostering good relations with others ( $Y_{1.5}$ )

This type of data uses primary sources, namely data obtained through direct visits carried out at the research site, which were examined with the help of a questionnaire.

The data analysis technique in this research uses multiple linear regression analysis with the following formula:

$$Y = +_1 X_1 + _2 X_2 + e$$

Where:

Y = Teacher Performance

a = Constant

$\beta_1, \beta_2$  = Regression coefficient

$X_1$  = Principal Supervision

$X_2$  = Professional Teacher

E = Error (error rate)

The regression coefficient will be positive (+), if it shows a unidirectional relationship between the independent variable and the dependent variable. An increase in the independent variable will result in increases in the dependent variable and a decrease in the independent variable will result in a decrease in the dependent variable. If the value of is (-), then this shows the opposite relationship, where an increase in the independent variable will result in a decrease in the dependent variable, and vice versa.

Test this research instrument by testing the validity and reliability test. Sugiyono (2007) The validity test is calculated by comparing the calculated r value ( *correlated item total correlations* ) with the r table value. If r count > from r table (at 5% significance level) then the question is declared valid. The way to see the table is to look at row N-2.



Test the validity of the research instrument using the *Product Moment* calculation on the grounds that the scale of the data in this study includes interval data. The *Product Moment* formula is as follows:<sup>[2]</sup>

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where :

$r_{xy}$  : Correlation coefficient

n : Number of respondents

x : Question item score

y : Total score of question items

### Reliability Test

Reliability comes from the word *reliability* means the extent to which the results of a measurement can be trusted. The measurement results can be trusted if several measurements are made on the same subject group, the measurement results obtained are relatively the same, as long as the aspects measured on the subject do not change.

A questionnaire is said to be reliable if the answers given by the respondents to the questions are consistent. The relationship is expressed by the coefficient "r", the coefficient r ranges from 0 to 1 and the value > 0.6 means that the question item or variable is reliable or trustworthy. This means that the data used is suitable for use in the next analysis.

A reliable instrument shows that the instrument is quite reliable as a data collection tool. In this study, the reliability test used is the *Alpha Coefficient* formula .

$$\alpha = \frac{k}{k-1} \left( 1 - \frac{\sum s_j^2}{s_x^2} \right)$$

Description :

A : instrument reliability coefficient

K : the number of questions

$\sum s_j^2$  : number of question variants

$s_x^2$  : total variance

## RESULTS AND DISCUSSION

### Validity and Reliability Test

Validity test for variables X1, X2 and Y showed the result of r count was bigger than r table. This shows that all question items on this variable are declared valid.

Reliability test is a test that aims to determine whether a questionnaire has consistency if the measurements are repeated.

**Table 1 Reliability**

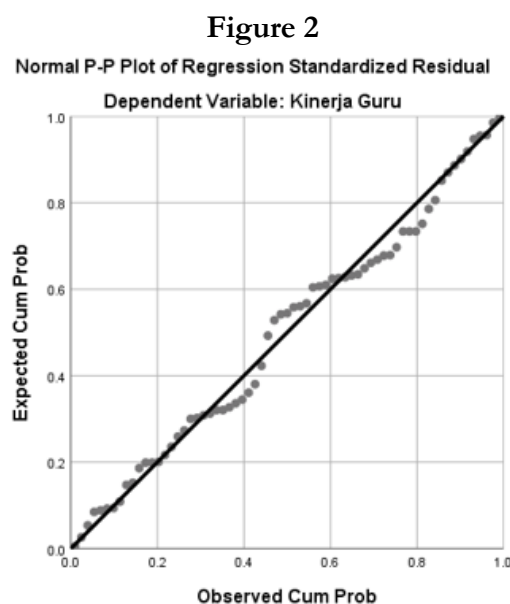
Variable	Cronbach Alpha	N of items
Teacher Performance	0.868	20
Principal Supervision	0.879	20
Teacher Professional Competence	0.913	20

Source: Primary data processed, 2020

Based on table 1, the value of Cronbach's alpha is greater than 0.6, so all questions in this study are stated to have been tested for wetness.

### Normality test

Normality test is included in the classical assumption test section. Normality test serves to determine whether the residual value is normally distributed or not. A good regression model is to have a residual value that is normally distributed.



Source: Processed primary data, 2020.

Based on Figure 1, it can be said that it is normally distributed because the plotting data (dots) describe the data following a diagonal line, so the conclusions that researchers can draw from looking at the *Probability Plot* are the regression model with a normal distribution. Then you can move on to the next test

### Multicollinearity Test

The multicollinearity test is a test to find out whether in the regression model there is a correlation between independent variables.

**Table 2 Multicollinearity Test**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	17,711	6889		2,571	.012		
	Principal Supervision	-.097	.105	-.082	-.924	.359	.716	1.396
	Teacher Professional Competence	.592	.062	.840	9.480	.000	.716	1.396
a. Dependent Variable: Teacher Performance								

Source: Processed primary data, 2020.

Based on table 2 of the multicollinearity test, it is known that the tolerance value of the independent variable is 0.716, where the value is greater than 0.100 ( $0.716 > 0.100$ ) then this indicates that there is no multicollinearity, and the independent variable has a VIF value of 1.396 where the value is smaller. of 10.00 ( $1.396 < 10.00$ ), then this shows that there is no multicollinearity so that it can be called a good regression model.

## Regression Test

### Partial Test (t Test)

The t-test is to determine whether or not there is a partial (own) effect given by the independent variable on the dependent variable.

**Table 3 T . Test**

		Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	17,711	6889		2,571	.012		
	Principal Supervision	-.097	.105	-.082	-.924	.359	.716	1.396
	Teacher Professional Competence	.592	.062	.840	9.480	.000	.716	1.396

#### a. Dependent Variable: Teacher Performance

Source: Processed primary data, 2020.

### The Effect of Principal Supervision on Teacher Performance

Know the value of sig. for the effect of Principal Supervision (X1) on Teacher Performance (Y) is  $0.359 > 0.05$  and the t value is  $-0.924 < t$  table 1.997, so it can be concluded that hypothesis 1 (H1) is rejected, which means there is no influence between Principal Supervision Schools (X1) on Teacher Performance (Y). There is no effect of Principal Supervision on Teacher Performance by -0.082 or -8.2%.

### The Effect of Teacher Professional Competence on Teacher Performance

Know the value of sig. For the effect of Teacher Professional Competence (X2) on Teacher Performance (Y) is  $0.000 < 0.05$  and the t value is  $9.480 > t$  table 1.997, so it can be concluded that hypothesis 2 (H2) is accepted which means there is an influence between Teacher Professional Competence (X2) on Teacher Performance (Y). The effect of teacher professional competence on teacher performance is 0.840 or 84%.

### Coefficient of Determination Test ( $R^2$ )

To see the effect of Supervising Principal and Teacher Professional Competency in the aggregate, then pnelitian see the results from the intentional summarydengan models using SPSS, khususya number R square ( $R^2$ ) below:

**Table 4.13 Coefficient of Determination Test**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.800 <sup>a</sup>	.640	.628	3.718
<b>a. Predictors: (Constant), Teacher Professional Competence, Principal Supervision</b>				

Source: Processed Primary Data, 2020.

The number of R square ( $R^2$ ) can be seen in table 4.13 model summary of 0.640. This figure can be used to see the magnitude of the influence of service quality and promotion by calculating the coefficient of determination (KD) using the following formula:

$$KD = R^2 \times 100\%$$

$$KD = 0.640 \times 100\%$$

$$KD = 64\%$$

The figure above means that the combined effect of Principal Supervision and Teacher Professional Competence on Teacher Performance is 64% , while the remaining 36% (100%-64%) is influenced by other factors. In other words, the effect of 36% is caused by other variables outside of this variable.

### **Hypothesis Test (Test F).**

Hypothesis test (f test) aims to determine whether the model summary above is correct or still wrong. Test the hypothesis using the number f as listed in the SPSS results table below.

**Table 4.14 F . Test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1571 081	2	785.540	56,816	.000 <sup>b</sup>
	Residual	884,860	64	13,826		
	Total	2455,940	66			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Teacher Professional Competence, Principal Supervision						

Source: Processed primary data, 2020.

In this test, the researcher will use two methods. First, compare the table values of f and f count. Second, by comparing the significance level (sig) of the calculated results with a significance level of 0.05 (5%).

### **Comparing the magnitude of f count with f table**

It can be seen in table 4.13 above that the magnitude of f calculated from SPSS is 56,816 while f table must first calculate with the formula  $f \text{ table} = f(k; n - k) = f(2; 67 - 2) = 3.14$ .

From the calculation results obtained f count of  $56.816 > f \text{ table } 3.14$ , so it can be concluded that H1 is accepted, which means that there is an influence between Principal Supervision and Teacher Professionals simultaneously on Teacher Performance. Thus the coefficient of determination test above is correct. The magnitude of the influence of

Principal Supervision and Teacher Professional Competence simultaneously on Teacher Performance is 64%.

#### **The level of research significance with a significance level of 0.05**

According to the results of the calculations in table 4.13 above, it shows a significance value of  $0.000 < 0.05$ , so it can be concluded that there is a significant effect of Principal Supervision and Teacher Professional Competence on Teacher Performance.

## **DISCUSSION**

Suharsimi Arikunto stated that "if the subject is less than 100, it is better to take all of them, so that the research is a population study. Furthermore, if the subject is large, it can be taken between 10% to 15% or 20% to 25% or more. Meanwhile, according to Santoso and Tjiptono, the sample is a kind of miniature of the population. Taking into account the statement, because the total population is less than 100 people, the entire population in this study is used as a sample (total sampling). The population used by the researcher in this study were teachers at Private MI in Pacet District, Kab. Mojokerto.

Researchers have a goal to determine the effect of Principal Supervision and Teacher Professional Competence on Teacher Performance at MI Swata in the Pacet sub-district, kab. Mojokerto went smoothly according to what the researcher had planned. This study uses a quantitative research method, namely by paying attention to the questionnaire research instrument and the researcher also tries to collect as much data related to the research as possible, which will then also carry out a useful test to provide descriptions of research variables as intended by previous researchers. or in the introductory chapter.

In addition, this study also aims to determine the accuracy of the results of previous studies with the accuracy of the results of the data that the researchers have done at a predetermined location. Based on the results of quantitative analysis on teachers at private MI in Pacet sub-district, the results of Principal Supervision and Teacher Professional Competence obtained results from the coefficient of determination which was 64%. This means that Principal Supervision and Teacher Professional Competence have a combined influence on Teacher Performance. In the following, the researcher can describe the results of the discussion description of the research results based on each variable and to answer the research hypotheses which can be described below:

#### **The Effect of Principal Supervision on Teacher Performance**

Based on the results of the analysis of the t test, it can be seen that the results obtained are negative, which means that there is no influence between Principal Supervision on Teacher Performance in private MI in Pacet District, Kab. Mojokerto, which got the calculation result of -8.2% with a t count of  $-0.924 < t \text{ table } 1.997$ . This calculation was obtained from testing the questionnaire from the X1 (Principal Supervision) variable to Y (Teacher Performance) using SPSS version 24.

#### **The Effect of Teacher Professional Competence on Teacher Performance**

Based on the results of the analysis of the t test, it can be seen that the results obtained are positive, which means that there is a significant influence between Teacher Professional Competence on Teacher Performance in private MI in Pacet District, Kab. Mojokerto, which got the calculation results of 84% with a t count of  $9.480 > t \text{ table of } 1.997$ . This calculation was obtained from testing the questionnaire from the variable X2 (Teacher Professional Competence) to Y (Teacher Performance) using SPSS version 24.

## **The Effect of Principal Supervision and Teacher Professional Competence on Teacher Performance**

Based on the results on the combined effect of Principal Supervision and Teacher Professional Competence which is significant on Teacher Performance in Private MI in Pacet Sub-district, Kab. Mojokerto, which is 64% and  $f$  count is  $56.816 > f$  table 3.14. These results are based on calculations using SPSS version 24.

In this study, the variables of Principal Supervision and Teacher Professional Competence have an effect of 64% on Teacher Performance in Private MI in Pacet Sub-district, Kab. Mojokerto, while 36% came from other variables related to teacher performance.

## **CONCLUSION**

Based on research from the results of data analysis of the influence of Principal Supervision and Teacher Professional Competence on Teacher Performance, it is concluded: 1) The results of the analysis of the influence of Supervising Principal and Teacher Professional Competence of the Teacher Performance has done the research, the answers of the questionnaire that was distributed to 67 respondents using SPSS version 24. Based on the coefficient of determination ( $R^2$ ) obtained count of 56.816  $f > f$  Table 3.14 so that it can be concluded that there is an influence of Principal Supervision (X1) and Teacher Professional Competence (X2) on Teacher Performance (Y). The effect is 64% and the influence of other variables is 36%. 2) There is only one variable with a positive result, namely Teacher Professional Competence (X2) and a variable that gets a negative result, namely Principal Supervision (X1), this result is obtained from the results of the  $t$  test. The magnitude of the influence of Teacher Professional Competence (X2) on Teacher Performance (Y) is 84% and the magnitude of the no effect of Principal Supervision (X1) on Teacher Performance is -8.2%.

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