



## Empowering Educators: The Impact of Principal Leadership and Supervision on Teacher Performance at Ulu Tulisi Private Madrasah Aliyah

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### Abstract

This research investigates the influence of principal supervision and leadership on teacher performance at Ulu Tulisi Private Madrasah Aliyah. The Indonesian government prioritizes improving education quality, and teacher performance is a crucial factor. Previous research highlights the importance of principal supervision and leadership for teacher performance. However, the effectiveness of these aspects at Ulu Tulisi Private Madrasah Aliyah remains unclear. This study aims to identify how principal supervision and leadership influence teacher performance at this madrasah. This quantitative descriptive research employed questionnaires and document analysis to collect data from teachers at Ulu Tulisi Private Madrasah Aliyah. The research instruments were assessed for validity and reliability using logical validity and Cronbach's Alpha formula, respectively. Descriptive statistics and multiple regression analysis were used to analyze the data and determine the effects of principal supervision and leadership on teacher performance. The findings indicate that principal supervision and leadership are perceived favorably by teachers. However, only principal leadership has a statistically significant positive influence on teacher performance. These results suggest that the principal's leadership style plays a more prominent role in enhancing teacher performance at Ulu Tulisi Private Madrasah Aliyah compared to supervision practices.

**Keywords** : Leadership, school principle, supervision, teacher performance.

### 1. Introduction

Development in various aspects is the government's main task, starting from the central government down to the lowest level of government. The development carried out leads to achieving the goal of social justice for all Indonesian people. One of the development sectors that is a priority is the education sector, which includes improving the quality of primary to tertiary education.

Education is one of the main pillars of developing quality human resources (Melania, Kadir, Pamungkas, & Gupta, 2024; Nurfatimah, Hasna, & Rostika, 2022; Wahab, 2022). The quality of education is determined by various factors, including teacher performance (Shahril, Salimin, & Elumalai, 2015; Siregar, 2020). Teachers are essential in the educational process because of their role as educators, teachers, and

mentors (Andreasen, Bjørndal, & Kovač, 2019). Therefore, improving teacher performance is necessary to achieve the expected educational goals.

Two factors that are believed to influence teacher performance significantly are principal supervision (Hakim, Sowiyah, Fitriyanti, & Perdana, 2021) and leadership (Saleem, Aslam, Yin, & Rao, 2020). Adequate supervision can provide constructive direction, guidance, and evaluation for teachers to improve and enhance the quality of learning (Kotirde & Yunos, 2015). In addition, the principal's inspirational and supportive leadership can create a conducive work environment and motivate teachers to excel.

However, at the Ulu Tulisi Private Madrasah Aliyah, the effectiveness of the principal's supervision and leadership has not been fully explored. Many teachers feel that the supervision carried out does not provide enough support needed, and the leadership style of the existing school principal has not been able to inspire teachers to work more optimally. Therefore, this research examines the influence of the principal's supervision and leadership on teacher performance in this madrasah.

Based on this phenomenon, the author is interested in further research regarding the influence of the principal's supervision and leadership on teacher performance at the Ulu Tulisi Private Madrasah Aliyah. This research aims to identify the extent to which the principal's supervision and leadership positively impact teacher performance. Thus, it is hoped that the results of this research can contribute to developing strategies to improve the quality of education, especially in the South Solok Regency.

## **2. Research Method**

The type of research used in this research is quantitative descriptive. According to Sugiyono (2018), quantitative research can be defined as a research method based on the philosophy of positivism, used to research certain populations or samples by collecting data using research instruments. Data analysis is quantitative or statistical, with the aim of testing predetermined hypotheses.

As stated by Sugiyono (2018), the population in this research is a generalization area consisting of objects or subjects with certain quantities or characteristics determined by the researcher to be studied and conclusions drawn. According to Arikunto (2013), the sample is part of the population to be studied.

The data in this research was collected using several methods. A questionnaire or questionnaire, according to Sugiyono (2018), is a data collection technique that gives respondents a set of questions or written statements to answer. Documentation is a data collection technique obtained from notes, written agendas, recordings, or other printed materials. Validity tests are carried out to show an instrument's validity level,

with logical validity being the type used. The reliability test measures the extent to which measurement results with the same object produce consistent data using Cronbach's Alpha formula. Data analysis was carried out using descriptive statistics to provide information regarding the characteristics of the research variables and multiple regression analysis to determine the effect of the independent variable on the dependent variable, including the coefficient of determination ( $R^2$ ), partial t-test, and simultaneous F test.

### 3. Results and Discussion

#### 3.1 Descriptive Analysis of Respondents

Table 1. Respondent Distribution Table

Category	Subcategory	Number of Respondents	%
Age	20-30 years	10	33%
	31-40 years	7	23%
	≥ 41 years	30	44%
Gender	Female	16	53%
	Male	14	47%
Educational Level	Bachelor's Degree	15	50%
	High School	2	7%
	Elementary School	13	43%

In this survey, there were 10 respondents, or 33%, who were between the ages of 20 and 30; 7 respondents, or 23%; and 30 respondents, or 44%, who were between the ages of 31 and 40. the only respondents were 16 women, or 53% of the total, and 14 men, or 47%. Afterward, 15 people, or 50%, had completed their high school education, 2 people, or 7%, had completed their elementary school education, and 13 people, or 43%, had completed their high school education.

#### 3.2 The Validity and Reliability Test Results

In this study, the validity test is performed to determine the validity of a questionnaire. According to Ghazali (2018), the Pearson correlation can be utilized to assess validity. This is accomplished by doing a bivariate correlation between each question indicator score on the construct and displaying significant findings below 0.05 or 5%. The researchers also employed the formula  $(df)=n-2$  in the trial test with 30 respondents, and  $30-2=28$  produced a value of 0.361.

Subsequently, this study additionally examined reliability. The results are in Table 2 below:

**Table 2. The Results of Reliability Test**

No.	Variables	Cronbach's Alpha	Status
1	Supervision (X1)	0,618	Unreliable
2	School principal leadership (X2)	0,832	Reliable
3	Teacher performance (Y)	0,787	Reliable

Table 2 above shows that Cronbach's Alpha value for the supervision variable questionnaire is 0.618, the principal's leadership is 0.832, and the teacher performance is 0.787. Thus, it can be concluded that the statements in this questionnaire contain unreliable supervision variables because Cronbach's Alpha value is more than 0.618 < 0.70. Meanwhile, the principal's leadership and teacher performance are reliable. Because Cronbach's Alpha is more significant than 0.70, each statement item can obtain consistent data, which means that if the statement is submitted again, an answer that is relatively the same as the previous answer will be obtained.

### 3.3 Analysis Results

#### 3.3.1 R<sup>2</sup> Analysis Results

The amount of R square in this research is 0.662. This figure can be used to see the magnitude of the influence of the principal's supervision and leadership on teacher performance at MAS Ulu Tulisi by calculating the Coefficient of Determination (KD) using the following formula:

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

$$KD = 0.662 \times 100\%$$

$$KD = 0.662\%$$

#### 3.3.2 T-Test Results (Partial Test)

**Table 3. T-Test Results**

		Coefficients <sup>a</sup>				Collinearity Statistics			
Model		Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Tolerance	VIF
		B	Std. Error	Beta					
1	(Constant)	13,733	6,360			2,159	,040		
	X1	-,171	,167	-,115		-1,022	,316	,985	1,015
	X2	,754	,104	,820		7,273	,000	,985	1,015

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a. Dependent Variable: Y

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Based on the calculation results in Table 3 of the t-test results, the calculated t value of the supervision variable (X1) is  $1.022 < t \text{ table } 2.048$ , and the significance value is  $0.000 < 0.05$ . So, it can be concluded that the supervision variable has no effect and is insignificant on teacher performance at MAS Ulu Tulisi.

Based on the calculation results in Table 3 of the t-test results, the calculated t value of the independent variable principal leadership (X2) is  $7.273 > t \text{ table } 2.048$ , and the significance value is  $0.000 < 0.05$ . So, it can be concluded that the principal's leadership variable has no significant effect on teacher performance at MAS Ulu Tulisi.

### 3.3.3 F-Test Results (Simultaneous Test)

**Table 4. F-Test Results**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	236,686	2	118,343	26,455	,000 <sup>b</sup>
1	Residual	120,780	27	4,473		
	Total	357,467	29			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

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To get the results of the F test,  $F_{\text{count}}$  will be compared with  $F_{\text{table}}$  with sample size ( $n$ ) = 30, number of independent and dependent variables ( $k$ ) = 3, and a significant value of 0.05. In  $F_{\text{table}}$ , the  $F_{\text{table}}$  value is 3.37. From the F test table above, we get a positive F value of 26.455 and a significant value of 0.000. From the results obtained,  $F_{\text{count}} > F_{\text{table}} = 26.455 > 3.20$ . Meanwhile, the significant value obtained was  $0.000 < 0.05$ . So, it can be concluded that the principal's supervision and leadership significantly affect teacher performance at MAS Ulu Tulisi.

## 4. Conclusion

Several conclusions were obtained based on the analysis and discussion of the results of hypothesis testing. Supervision is in a suitable category, with an average score of 128.75 and a respondent achievement level of 85.5%. The leadership of madrasah heads is also in the excellent category, with an average score of 122.5 and respondent achievement of 81.87%. The teachers' performance at MAS Ulu Tulisi is also in the good category, with an average score of 122 and a respondent achievement level of 81.33%. However, the effect of supervision on teacher performance at MAS Ulu Tulisi is insignificant, with a t count of 1.022 and a significance level of 0.316, which shows that supervision does not significantly affect teacher performance.

On the other hand, the influence of the principal's leadership at MAS Ulu Tulisi is very significant, with a t count of 7.273 and a significance level of 0.000, which shows that the principal's leadership significantly affects teacher performance. The results of the ANOVA test or F test show that there is a significant influence between the principal's supervision and leadership variables on the teacher performance variable at MAS Ulu Tulisi, with a research F-number of 26.455, which is greater than the F table of 3.37, so H03 is rejected, and Ha3 is accepted.

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