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The Influence of Academic Supervision and Principal Leadership Style on Teacher Performance in Elementary Schools in Pidie Regency

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Abstract: This study aims to determine the effect of academic supervision and principal leadership style on teacher performance in Elementary Schools in Grong-Grong District and Batee District, Pidie Regency. The research method is quantitative with a correlation research type. The research sample was 77 teachers. Data collection used a questionnaire technique. Data analysis used multiple linear regression analysis assisted by SPSS version 26. The results of the study showed that academic supervision did not affect teacher performance in Elementary Schools in Grong-Grong District and Batee District, Pidie Regency. The principal's leadership style had a positive and significant effect on teacher performance in Elementary Schools in Grong-Grong District and Batee District, Pidie Regency. Academic supervision and principal leadership style had a positive and significant effect on teacher performance in Elementary Schools in Grong-Grong District and Batee District, Pidie Regency.

Keywords: Academic Supervision, Leadership Style, Teacher Performance

INTRODUCTION

School is an educational institution where people with knowledge are produced. School is a place where people who have an interest in education gather. School is a means of interaction between individuals and individuals, and individuals and groups of individuals. The role of school as an educational institution is to develop the human potential of students so that they are able to carry out the tasks of life as humans, both individually and as members of society (Arifin, 2022).

Schools as formal organizations have structures or parties involved in them such as school leaders, teachers, school staff and students that enable the school to carry out its function as a good educational institution. Each party has a certain position, interacts with each other and carries out the role as expected according to their position. In order for each role held by each party in the school environment to run according to existing standards, supervision is needed.

Supervision is all assistance from school leaders, which is aimed at the development of teacher leadership and other school personnel in achieving educational goals. It is in the form of encouragement, guidance, and opportunities for the growth of teacher skills and abilities, such as guidance in efforts and implementation of innovations in education and teaching, maintenance of better teaching tools and methods, systematic assessment methods for the entire teaching process phase and so on.(Fitriyani et al., 2024).

In the world of school education, academic supervision is also known as one of the tasks that must be carried out by the principal, which is one way to improve teacher performance.(Sunaedi et al., 2023). The main mission of academic supervision is to provide services to teachers to develop the quality of lessons and facilitate teachers to be able to teach effectively. In short, academic supervision is an effort by the Principal to improve the quality of the main activities in schools, namely improving the teaching and learning process. The academic supervision process is expected to support the teaching system into educational activities.(Husni et al., 2022).

Based on the explanation above, it is very clear that the principal as a leader for teachers and other education personnel has a responsibility for the quality of education in the school he leads. The principal as a leader in the school must be supported by the fulfillment and mastery of personality, managerial, supervisory, social, and entrepreneurial competencies in order to produce quality education (Minister of National Education Regulation Number 13 of 2007). Likewise for teachers, a teacher must fulfill four competencies that are strongly attached to him, namely personality, social, pedagogical and professional competencies so that he can carry out his duties as a teacher who has high professionalism to continue to improve his performance.

Teacher performance is the work results achieved by the role of teachers, both in madrasas and educational institutions, in accordance with their responsibilities and duties, in order to achieve the objectives of education.(Ashlan & Akmaluddin, 2021). Next Rusman in(Basri & Akmaluddin, 2020)reveals that teacher performance is a manifestation of the behavior of a teacher's activities in the learning process, namely how a teacher plans learning, carries out learning activities and assesses learning outcomes.

The principal as a manager has an important role in driving and directing the performance of the teacher so that they have professional competence so that the teacher is capable of implementing learning. So that the principal is required to be able to manage the implementation of academic supervision well. The success of the principal as a supervisor can be shown by improving teacher performance, among others.(Husni et al., 2022).

The principal's efforts to improve teacher performance certainly cannot be separated from his leadership style.(Akmaluddin et al., 2023)stated that the principal's leadership style is one of the ways used by a leader in influencing, directing and controlling the behavior of others to achieve a goal. The principal's leadership style is a certain ability used by the principal in behaving, communicating and interacting to influence, direct, encourage and control teachers and education personnel as his subordinates so that they can do a job so as to achieve good performance. In this case, the teacher's performance in question is a teacher at an Elementary School in Pidie Regency, especially in Grong-Grong District and Batee District.

Regarding teacher performance, based on the results of initial interviews with several teachers at SDN Pangge Pilok, Grong-Grong District and SD Tungkop, Batee District on November 28-29, 2023, it was found that teachers in carrying out their main duties and functions sometimes encounter problems or difficulties in planning learning, implementing the learning process, conducting evaluations and follow-ups as part of teacher performance indicators, such as teacher performance in compiling lesson plans, some teachers compile lesson plans for each meeting, but some teachers only compile lesson plans per semester, and some even compile lesson plans only when supervision is to be held. Not only that, it was also found that some teachers at elementary schools in Pidie Regency in compiling lesson plans

mostly print lesson plans that are sourced from learning CDs and are not modified according to the conditions at each teacher's elementary school.

Other problems related to teacher performance in Elementary Schools were also mentioned in the research findings.(Niatama et al., 2023)which states that in carrying out learning, not all teachers prepare the material to be delivered before teaching on the grounds that teachers have been teaching for years, so they have memorized it and do not need to prepare learning materials. In addition, before carrying out learning, some teachers do not prepare the facilities and infrastructure properly.

The above facts show that teacher performance in Elementary Schools in Pidie Regency still has problems. The problems of teacher performance are certainly caused by various factors, including academic supervision and the leadership style of the principal. Research(Husni et al., 2022)proves that the principal's academic supervision has an effect on teacher performance. Another factor that affects teacher performance is the principal's leadership style. The influence of academic supervision variables and the principal's leadership style on teacher performance in elementary schools has also been proven by several previous studies, such as the study(Amrullah et al., 2024)which shows that academic supervision by school supervisors and principal leadership have an impact on teacher performance.

Likewise research(Husni et al., 2022)also shows that the principal's academic supervision has an effect on teacher performance and work motivation also has an effect on teacher performance in Elementary Schools. Likewise, research(Ismunandar & Hasan, 2022)also shows that transformational leadership style and academic supervision have a positive and significant influence on teacher performance.

METHOD

This research uses a quantitative approach which according to Creswell in(Zaini et al., 2023)put forward Quantitative research is an investigation of social problems based on testing a theory consisting of variables, measured by numbers, and analyzed by statistical procedures to determine whether the predictive generalization of the theory is correct. This type of research uses the correlation research method. According to(Abdullah et al., 2022)The correlational method is a method to detect the extent to which variations in a factor are related to variations in one or more other factors based on the correlation coefficient. This study uses a quantitative approach with a correlation research type because it wants to see the cause and effect or influence between variables, namely the influence of academic supervision variables and the principal's leadership style on teacher performance in elementary schools in Pidie Regency.

This research was conducted in Elementary Schools in Pidie Regency. However, due to the vast location and the large number of elementary schools in Pidie Regency, the researcher only took five elementary schools in Grong-Grong District and Batee District. The sampling technique in this study used the probability sampling technique. According to(Sugiyono, 2019)probability sampling is a sampling technique that provides an equal opportunity for each element (member) of the population to be selected as a sample member. Data collection techniques through questionnaires and documentation. Data analysis techniques through SPSS IBM version 25 with validity tests, reliability tests, normality tests, multiple linear regression tests, hypothesis tests with t-tests and f-tests and determination coefficient tests.

RESULTS AND DISCUSSION

RESULTS

Instrument Validation Test Results

BeBased on the results of the instrument trial for the validity of the instrument items, the instrument items used in the study were the number of academic supervision variable items tested as many as 26 items to 20 respondents. To find out whether an item is valid or not, the rtable value is first determined with the formula n - 2 or 20 - 2 = 18 so that the rtable value is

0.443. The rcount value obtained in the validation test using Microsoft Office Excel software and controlled by the SPSS application is as follows:

Table1. Questionnaire Validation Results Academic Supervision

No	Question	rhitung	rtable	Information
1	Question 1	0.655	0.443	Valid
2	Question 2	0.450	0.443	Valid
3	Question 3	0.565	0.443	Valid
4	Question 4	0.655	0.443	Valid
5	Question 5	0.580	0.443	Valid
6	Question 6	0.531	0.443	Valid
7	Question 7	0.063	0.443	Not Validd
8	Question 8	0.265	0.443	Not Validd
9	Question 9	0.417	0.443	Not Validd
10	Question 10	0.551	0.443	Valid
11	Question 11	0.321	0.443	Not Validd
12	Question 12	0.455	0.443	Valid
13	Question 13	0.408	0.443	Not Validd
14	Question 14	0.732	0.443	Valid
15	Question 15	0.265	0.443	Not Validd
16	Question 16	0.417	0.443	Not Validd
17	Question 17	0.551	0.443	Valid
18 19189	Question 18	0.602	0.443	Valid
19	Question 19	0.675	0.443	Valid
20	Question 20	0.655	0.443	Valid
21 22	Question 21	0.450	0.443	Valid
22	Question 22	0.565	0.443	Valid
23	Question 23	0.655	0.443	Valid
24	Question 24	0.580	0.443	Valid
25	Question 25	0.531	0.443	Valid
26	Question 26	0.572	0.443	Valid

Based on Table 1. above, there are only 7 items that are invalid, namely items number 7, 8, 9, 11, 13, 15 and number 16 because the rcount value < rtable, so at the research stage the questionnaire items used in the academic supervision variable are only 19 items.

The number of items of the principal's leadership style variable tested was 20 items to 20 respondents. As a previous provision, the rtable value was first determined with the formula n - 2 or 20 - 2 = 18 so that the rtable value was obtained as much as 0.443. The results of the validity test can be seen in Table 2.

Table 2. Results of the Principal Leadership Style Questionnaire Validation

No	Question	rhitung	rtable	Information
1	Question 1	0.416	0.443	Valid
2	Question 2	0.668	0.443	Valid
3	Question 3	0.468	0.443	Valid
4	Question 4	0.368	0.443	Not Validd
5	Question 5	0.336	0.443	Not Validd
6	Question 6	0.138	0.443	Not Validd
7	Question 7	0.589	0.443	Valid
8	Question 8	0.193	0.443	Not Validd
9	Question 9	0.885	0.443	Valid
10	Question 10	0.802	0.443	Valid
11	Question 11	0.880	0.443	Valid
12	Question 12	0.674	0.443	Valid
13	Question 13	0.738	0.443	Valid
14	Question 14	0.843	0.443	Valid
15	Question 15	0.849	0.443	Valid
16	Question 16	0.756	0.443	Valid

17	Question 17	0.268	0.443	Not Validd
18	Question 18	0.483	0.443	Valid
19189				
19	Question 19	0.744	0.443	Valid
20	Question 20	0.849	0.443	Valid

Table 2. above states that there are 5 invalid items, namely items number 4, 5, 6, 8 and number 17 because the calculated r value < r table, so at the research stage the questionnaire items used for the principal's leadership style variable are 15 items..

The number of teacher performance variable items tested on 20 respondents was 26 items. As a provision in the previous variables, the rtable value was first determined with the formula n - 2 or 20 - 2 = 18 so that the rtable value was obtained as much as 0.443. The complete calculation using Microsoft Office Excel software and the SPSS application obtained the following results.

Table3. Variables *Teacher Performance*

No	Question	rhitung	rtable	Information
1	Question 1	0.573	0.443	Valid
2	Question 2	0.540	0.443	Valid
3	Question 3	0.709	0.443	Valid
4	Question 4	0.455	0.443	Valid
5	Question 5	0.633	0.443	Valid
6	Question 6	0.497	0.443	Valid
7	Question 7	0.605	0.443	Valid
8	Question 8	0.145	0.443	Not Validd
9	Question 9	0.548	0.443	Valid
10	Question 10	0.326	0.443	Not Validd
11	Question 11	0.636	0.443	Valid
12	Question 12	0.550	0.443	Valid
13	Question 13	0.409	0.443	Not Validd
14	Question 14	0.111	0.443	Not Validd
15	Question 15	0.336	0.443	Not Validd
16	Question 16	0.527	0.443	Valid
17	Question 17	0.028	0.443	Not Validd
18	Question 18	0.455	0.443	Valid
19189				
19	Question 19	0.633	0.443	Valid
20	Question 20	0.395	0.443	Not Validd
21	Question 21	0.497	0.443	Valid
22				
22	Question 22	0.605	0.443	Valid
23	Question 23	0.145	0.443	Not Validd
24	Question 24	0.151	0.443	Not Validd
25	Question 25	0.202	0.443	Not Validd
26	Question 26	0.014	0.443	Not Validd

From Table 3. above, it can be seen that there are 11 invalid items in the teacher performance variable, namely items number 8, 11, 13, 14, 15, 20, 23, 24, and number 26 because the calculated r value < r table, so at the research stage, the questionnaire items used in the teacher performance variable are 15 items..

From the results of the questionnaire validation calculation where each question statement is tested, it has been explained that 72 question statements from 3 variables are known to have 49 valid question statements. And 23 invalid questions, then the invalid questions we discard and do not use and are not replaced because the valid questions have represented each question indicator.

Results of Instrument Reliability Test for Each Variable

Next, the results of testing the research instrument in terms of item-total statistics reliability against respondents. The output of the reliability test results using the SPSS Statistics 26.0 program. A summary of the reliability test results can be seen in Table 4.

Table 4. Reliability Test

Reliability Statistics		
Variable	***Cronbach's Alpha***	***N of Items***
Academic Supervision (X1)	0.897	26
Principal Leadership Style (X2)	0.905	20
Teacher Performance (Y)	0.795	26

The results of the reliability test calculation using SPSS software can be seen in the Cronbach's Alpha value. Data is declared reliable if the Cronbach's Alpha value is > 0.6.

Classical Assumption Test

Normality Test

Normality test is one part of the data analysis requirements test or classical assumption test. This means that before conducting statistical analysis for hypothesis testing, in this case regression analysis, the research data must be tested for normal distribution. We also know that good data is data that is normally distributed. The basis for decision making in the Kolmogorov-Smirnov (KS) normality test is if the significance value (Sig.) Is greater than 0.05, then the research data is normally distributed. Conversely, if the significance value (Sig.) Is less than 0.05, then the research data is not normally distributed.

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		77
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	8.54530971
Most Extreme Differences	Absolute	.053
	Positive	.053
	Negative	-.047
Test Statistics		.053
Asymp. Sig. (2-tailed)		.200c,d

Based on the SPSS output table, it is known that the significance value of the product quality variable Asymp. Sig. (2-tailed) is 0.200, which is greater than 0.05. So, according to the basis for decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is normally distributed.

Multiple Linear Regression Analysis

Based on the data generated in the SPSS output with a multiple linear regression analysis model, the results obtained are shown in Table 6.

Table 6.Multiple Linear Regression Analysis

Coefficientsa			
	'Unstandardized Coefficients		Standardized Coefficients
Model	B	Std. Error	Beta
1 (Constant)	16.109	9,041	
Academic Supervision	-.055	.142	-.031
Principal Leadership Style	.828	.090	.734
a. Dependent Variable: Teacher Performance			

The 'Unstandardized Coefficients B' table provides information about the regression equation, namely the extent to which the variables of academic supervision, principal

leadership style, and teacher performance influence the variable of teacher learning quality. The formula for the regression equation in this analysis or research is as follows:

Y = a + b1X1 + b2X2 + e

Y = 16.109 - 0.055X1 + 0.828X2

Based on the multiple regression equation above, it can be interpreted that the regression coefficient X1, obtained from the value (b1) of -0.055 or -5.5%, is negative. This means that if the academic supervision variable increases by 1 unit, it will not improve teacher performance. Meanwhile, the regression coefficient X2, obtained from the value (b2) of 0.828 or 82.8%, is positive. This means that if the principal's leadership style variable increases by 1 unit, teacher performance will increase by 0.828.

Hypothesis Testing

Partial Hypothesis Testing (t-Test)

The t-test is one of the research hypothesis tests in linear regression analysis, both simple and multiple linear regression. The t-test aims to determine whether the independent variable (X) partially (individually) affects the dependent variable (Y). If t count > t table, then H0 is rejected and Ha is accepted, which means that the independent variable affects the dependent variable. Conversely, if t count < t table, then H0 is accepted and Ha is rejected, which means that the independent variable does not affect the dependent variable.

Table 7. T-test

Model		T	Sig.
1	*(Constant)*	1,782	.079
	Academic Supervision	-.388	.699
	Principal Leadership Style	9.195	.000

a. Dependent Variable: Teacher Performance

Based on the calculated t value in Table 7, the test rule can be carried out with the t table value at α = 0.05 and n = 77. One-sided test with degrees of freedom (dk) = n - k - 1, namely 77 - 3 - 1 = 73, so that the t table value is obtained = 1.656. From these results, it can be concluded that; The calculated t value of the academic supervision variable (X1) is -0.388 with a t table of 1.666 indicating that the calculated t < t table (-0.388 < 1.666), with a significance value (0.699 > 0.05). This means that the academic supervision variable (X1) has a negative and insignificant effect on teacher performance (Y).

The calculated t value of the principal's leadership style variable (X2) is 9.195 with a t table of 1.666 indicating that the calculated t> t table (9.195> 1.666), with a significance value (0.001 <0.05). This means that the principal's leadership style variable (X2) has a positive and significant effect on teacher performance (Y).

Simultaneous Hypothesis Testing (F Test)

The basis for decision making in the F Test is done in two ways. First, by comparing the significance value (Sig.) or the probability value of the Anova output results. Second, by comparing the calculated F value with the F table value.

In this study, the F Test was conducted with the help of SPSS version 26 with a significance level of 5% or 0.05. With a significance level of 0.05 and degrees of freedom (df) = n – k -1 = 77 – 3 – 1 = 73, where k is the number of variables and n is the number of samples, it can be determined that the F table in this study is 2.463. The results of the F Test can be seen in Table 8.

Table 8. F Test

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6766.434	2	3383.217	45.112	.000b
	Residual	5549.696	74	74,996		
	Total	12316.130	76			
a. Dependent Variable: Teacher Performance						
b. Predictors: (Constant), Academic Supervision, Leadership Style						

Based on Table 8, it can be seen that the calculated F value is 45.112 and the F table value is 2.463, with a significance probability of 0.000 <0.05, so the hypothesis is accepted. Thus, it can be concluded that the variables of academic supervision and the principal's leadership style have a positive and significant effect on the teacher performance variable. Thus, in order to understand the value of the determination coefficient in multiple linear regression analysis, these requirements have been met.

Determination Coefficient Analysis

The calculation of the coefficient of determination value is often interpreted as how much the independent variable is able to explain the variance of the dependent variable or to state the magnitude of the variable's contribution to the Y variable. The coefficient of determination (R Square or R squared) is symbolized by "R^2" which means a measure of how much influence the independent variable (X) has on the dependent variable (Y). In other words, the value of the coefficient of determination or R^2 is used to predict and see how much influence the X variable has simultaneously (together) on the Y variable.

Table 9. Coefficient of Determination

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.741a	.549	.537	8,660
a. Predictors: (Constant), Academic Supervision, Leadership Style				
b. Dependent Variable: Teacher Performance				

Based on the SPSS output table 'Model Summary' above, it can be seen that the value of the coefficient of determination or R is 0.741, while the R Square value is 0.549. The magnitude of the coefficient of determination (R Square) is 0.549 or equal to 54.9%. This figure means that the variables of Academic Supervision and Leadership Style have an effect of 54.9% on the teacher performance variable. Meanwhile, the rest (100% - 54.9% = 45.1%) is influenced by other variables outside this regression equation or variables that are not studied.

DISCUSSION

The Influence of Academic Supervision on Teacher Performancein Elementary Schools in Grong-Grong District and Batee District

The research findings show that academic supervision does not affect teacher performance in Elementary Schools in Grong-Grong District and Batee District, Pidie Regency, with a t-count value of -0.388 < t-table 1.666 or a significance value of 0.699 > 0.05. This shows that the more frequent academic supervision is held, it does not necessarily improve teacher performance.

The Influence of Principal Leadership Style on Teacher Performancein Elementary Schools in Grong-Grong District and Batee District

The research findings show that the principal's leadership style has a positive and significant effect on teacher performance in Elementary Schools in Grong-Grong District and Batee District, Pidie Regency, with a t-count value of 9.195> t-table 1.666 or a significance value of 0.000 <0.05. This shows that the better the principal's leadership style, the better the teacher's performance.

The Influence of Academic Supervision on Teacher Performancein Elementary Schools in Grong-Grong District and Batee District

The research findings show that academic supervision and the principal's leadership style have a positive and significant effect on teacher performance in Elementary Schools in Grong-Grong District and Batee District, Pidie Regency, with an F-count value of 45.112 > F-table 2.463 and a significance value of 0.000 < 0.05. This supports the hypothesis that academic supervision and the principal's leadership style have a positive and significant effect on teacher performance..

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that academic supervision does not affect teacher performance in Elementary Schools in Grong-Grong District and Batee District, Pidie Regency, with a t-count value of -0.388 < t-table 1.666 and a significance value of 0.699 > 0.05. This shows that the more often academic supervision is held, it cannot be ascertained that it will improve teacher performance. The principal's leadership style has a positive and significant effect on teacher performance in Elementary Schools in Grong-Grong District and Batee District, Pidie Regency, with a t-count value of 9.195 > t-table 1.666 and a significance value of 0.000 < 0.05. This shows that the better the principal's leadership style, the more teacher performance will improve. Academic supervision and principal leadership style have a positive and significant effect on teacher performance in Elementary Schools in Grong-Grong District and Batee District, Pidie Regency, with an F-count value of 45.112 > F-table 2.463 and a significance value of 0.000 < 0.05. This supports the hypothesis that academic supervision and principal leadership style have a positive and significant effect on teacher performance.

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