Kindergarten Principal Leadership and Academic Supervision of Supervisors as Contributing Factors to Kindergarten Teacher Performance

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Abstract: Research based on phenomena that show a decline in teacher performance. The purpose of this study was to describe the contribution of kindergarten principal leadership and academic supervision to performing kindergarten teachers. This type of research is quantitative, with a descriptive correlational approach. The population in this study were kindergarten teachers, amounting to 43 people. Respondents in this study amounted to 43 people. The instrument used is a Likert model scale and a questionnaire about teacher performance, the leadership of the kindergarten principal, and the academic supervision of the education unit supervisor. Test the validity using the product moment correlation. For the reliability test using Cronbach's alpha. The requirements analysis tests carried out are; normality test, linearity test and multicollinearity test. The data analysis technique used simple regression and multiple regression. The results showed that; 1) there is a contribution from the leadership of the kindergarten head to performing the kindergarten teacher, 2) there is the contribution of the academic supervision of the education unit supervisor to the kindergarten teacher's performance, and 3) there is the contribution of the leadership of the kindergarten head and the academic supervision of the education unit supervisor to the kindergarten teacher performance.

Keywords: Kindergarten Teacher Performance, Kindergarten Principal Leadership, Academic Supervision Supervisor

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Introduction

Resource element that determines the success of education in schools is held by the teacher, who acts as one of the important and strategic component shown is the performance (Raberi, Fitria, & Fitriani, 2020). Teachers as an element of the everyday educational actors very close relationship with the students to realize education (Septiawati & Eftanastarini, 2020). Teachers are responsible for implementing the learning process in the classroom, to the quality of teachers should be improved and empowered on an ongoing basis.

Teacher performance is a result of work achieved in executing the tasks assigned to him, based on skills, experience and seriousness in the work (Hasibuan, 2006). Sari, Kurniah, & Sumarsih (2016) revealed that the performance is the result of work achieved through an activity by a person in an organization to achieve objectives based on standardization or the size and timing are tailored to the type of work in accordance with the norms and ethics that have been established. Law No. 14 of 2005 concerning teachers

and lecturers states that the workload of teachers includes, 1) being able to plan learning, 2) being able to carry out learning, 3) assessing learning outcomes, 4) guiding and training children, and 5) carrying out additional tasks attached to the implementation the main activities are under the main workload of the teacher, so that the teacher's performance can be assessed from each item of the main task activity in career development and position.

But in reality, the conditions in the field are inversely proportional to what has been described above. Dewi & Suryana (2020) found the phenomenon that there are still teachers who have not mastered the learning material to the maximum, it is known when the learning process the teacher cannot explain well and when the child asks the teacher cannot give the right answer, and the teacher has not shown maximum performance in carrying out his duties and functions, the teacher carries out learning not to accord to the lesson plans he made and the teacher does not make daily assessments for all children. Another phenomenon was also discovered by Andriana, Sumarsih & Delrefi (2018), that there are 30 PAUD teachers, consisting of PAUD S1 graduates, 14 non-PAUD S1 graduates, and 10 high school graduates in PAUD Kembang Shoe Gugus, Muara Bangkahulu District, Bengkulu City. With such conditions, the educational background directly or indirectly affects their performance as well as the teaching experience and training attended by the teacher also affects the performance of a teacher. This is supported by research Kartowagiran (2011) which states that the performance of most professional teachers (post-certification) in Sleman Regency is not yet good; of the 17 indicators studied, 7 indicators are good and 10 other indicators are not good.

The discovery of the above phenomena indicate that the teacher's performance is affected by many things. Rozalena & Kristiawan (2017) revealed that the low quality of teacher performance due to the inability to run the learning properly. Besides educational qualifications also determine how the performance of teachers in implementing the learning (Andriana, Sumarsih, & Delrefi, 2018). Furthermore, another factor that affects teacher performance is academic supervision carried out by school principals (Leniwati & Arafat, 2017), principal's leadership (Sari, Kurniah, & Sumarsih, 2016), professional competence possessed by the teacher (Kartowagiran, 2011), as well as academic supervision carried out by school supervisors (Sumarni, Tamsah, & Mustari, 2017).

Based on the explanation above, one of the factors that influence teacher performance is the principal's leadership. Mulyasa (2013) explained that the principal is an educational leader at the education unit level who must have a strong leadership base. In line with the opinion above, Wahyudi (2009) revealed that school principals should be able to mobilize or empower all their potential and resources, related to various programs, processes, evaluations, development, curriculum, learning in schools, management of education personnel, infrastructure, services to students, community relations, to creating a conducive school climate.

Research result Ndapaloka, Hardyanto, & Prihatin (2016) mentions that the low support from the principal will hinder teachers in improving their performance at work. Furthermore, Setiyati (2014) states that the success of a school is the success of a principal in leading the school. Next, Larasati & Marmawi (2015) argues that the guidance carried out by the principal of the teacher can increase the work motivation of the teacher. This is also confirmed from the findings Sumarni, Tamsah, & Mustari (2017) that there are principals who are less responsive to the problems faced by teachers and children so impressed the principal less wise in making decisions.

Another factor that influences teacher performance is the academic supervision of school supervisors/kindergarten supervisors. Academic supervision in essence is to foster teachers in improving the quality of the learning process which includes basic materials in the learning process, preparation of syllabus and lesson plans/RPH, selection of learning strategies/methods/techniques, use of media and information technology in learning and assessing learning processes and outcomes as well as classroom action research (Arikunto, 2004).

Based on the description of the phenomenon above, the objectives of this research are three; 1) to describe the contribution of the kindergarten principal's leadership to the performance of the kindergarten teacher, 2) to describe the contribution of the academic supervision of the education unit supervisor to the kindergarten teacher's performance, and 3) to describe the contribution of the kindergarten principal's leadership and the academic supervision of the education unit supervisor to the kindergarten teacher's performance.

Method

This type of research is quantitative with a descriptive correlational approach. The population in this study were kindergarten teachers, totaling 43 people. Respondents in this study amounted to 43 people. The instrument used in this study was a Likert model scale and a questionnaire on teacher performance, the leadership of the kindergarten principal and the academic supervision of the education unit supervisor.

Test the validity of using product moment correlation technique by comparing the value of rhitung and rtabel. The results of the validity test (rcount) for each questionnaire are; Kindergarten teacher performance is 0.475, Kindergarten principal leadership is 0.543, and academic supervision of education unit supervisor is 0.528 which is greater than 0.338 (rtable). Reliability test using alpha cronbach. The reliability results for each questionnaire are; Kindergarten teacher performance is 0.854, Kindergarten principal leadership is 0.905 and academic supervision of education unit supervisor is 0.831. The data analysis technique used simple regression and multiple regression with the help of the SPSS.

Results and Discussion

The first step in analyzing the research data that has been collected is to test the requirements analysis. Test requirements analysis carried out are normality test, linearity test and multicollinearity test.

Test requirements analysis

The first requirement analysis test is the normality test. The data normality test was conducted to determine whether the data came from a population that was normally distributed or in a normal distribution. Normality test using Kolmogorov-Smirnov. The results of the calculation of the normality test that have been carried out show that the three variables have an Asymp score. Sig. greater than the predetermined significance (0.05). That is, the data from the three variables are normally distributed. This shows that one of the requirements for regression analysis has been met.

The second requirement analysis test is linearity test. The linearity test aims to determine whether there is a linear relationship between variables. Based on the data processing carried out, the results of the linearity test showed that the variables X1 with F_{count} (18,194) > F_{table} (4.97) and X2 with F_{count} (15,197) > F_{table} (4.97) with respect to Y known significance values of 0.005 < 0.05 and 0.001 < 0.05 . This means that the data for each X variable is linear.

The third analysis requirement test is the multicollinearity test. This test is a form of testing the requirements for assumptions in multiple regression analysis, multicollinearity symptoms are symptoms of correlation between independent variables. The results of multicollinearity processing show that the VIF value of the principal's leadership is 1.085 and the VIF value of the academic supervision of the supervisor is 1.085. Thus, both VIFs are smaller than 10. This means that there is no multicollinearity between the leadership of the kindergarten principal and the academic supervision of the education unit supervisor.

Kindergarten Principal's Leadership Contribution to Kindergarten Teacher Performance

The results of the data analysis contributes to the performance leadership of kindergarten kindergarten teachers can be seen in the following table.

Table 1. Results of Kindergarten Principal Leadership Simple Regression Analysis (X_1) on Kindergarten Teacher Performance (Y)

Variable	r	r *Square*
$X_1 - Y$	0,648	0,419

The table above shows that the r value is 0.648, which means that there is a strong and positive relationship between the leadership of the kindergarten principal and teacher performance. The value of r Square (r^2) is 0.419, which means that the contribution of kindergarten principal leadership to teacher performance is 41.9% (0.419 x 100%) while 58.1% is a contribution from other factors.

The formation of effective teacher performance results from a combination of many factors, such as commitment, personal growth, school environment, prevailing culture, teacher innovation, and others. All these factors have a direct or indirect relationship with the actions taken by the principal. The principal as the highest leader who is very influential and determines the progress of the school must have administrative abilities, have high commitment, and be flexible in carrying out his duties. (Septiana, Ngadiman, & Ivada, 2013). Good school principal leadership must be able to seek to improve teacher performance through education staff capacity building programs (Nasrun, 2016).

The results of this study are supported by the findings of Werang (2014) who found that the principal's transformational leadership had a significant effect on job satisfaction of public elementary school teachers in Merauke City. Next, Keizer & Pringgabayu (2017) also found that the principal's leadership, motivation and school culture had an effect on teacher performance with an influence value of 82.4%.

Contribution of Academic Supervision of Education Unit Supervisors to Kindergarten Teacher Performance

The results of the data analysis of the academic supervision of the education unit supervisor on teacher performance are described as follows

Table 2. Results of Simple Regression Analysis of Supervisory Academic Supervision (X_2) on Teacher Performance (Y)

Variable	r	r *Square*
$X_1 - Y$	0,553	0,305

The results of the analysis above show that the r value is 0.553, which means that there is a strong and positive relationship between supervisors' academic supervision and teacher performance. The value of r Square (r^2) is 0.305, which means that the contribution of supervisors' academic supervision to teacher performance is 30.5% (0.305 x 100%) while 69.5% is a contribution from other factors.

Teacher performance in schools is the target of the implementation of supervision, through supervision can improve and develop the learning process so that it continues to be better (Tengko, Limbong, & Kailola, 2021). The lack of the ability of a teacher to use a variety of teaching methods that appeal to students, where the role of the school principal or penagawas expected to carry out academic supervision is well (Pujianto, Arafat, & Setiawan, 2020). Supervision is an effort to develop the teaching process in a better direction by providing assistance and services for teachers individually or in groups. Supervision is an effort in order to develop the professionalism of teachers (Amanda, Salam, & Saggaf, 2017).

Several previous studies on academic supervision of supervision are research from Ramadhan (2017) with the title "The Influence of the Implementation of Academic Supervision of School Supervisors and Principal Supervision on the Performance of State Vocational High School Teachers in Majene Regency". The results of the study show that the determinant coefficient is 0.078, which means 7.8% of the implementation of the school supervisor's academic supervision has an effect on teacher performance and the remaining 92.2% is influenced by other factors. Another research that is relevant to this research is the research of Mujahidin (2017) with the title "The Effect of Academic Supervision of School Supervisors on the Performance of Science Subject Teachers at SMPN Tungkal Jaya". The results of this study indicate that the implementation of academic supervision of school supervisors affects the performance of science subject teachers at SMPN 2 Tungkal Jaya, SMPN 3 Tungkal Jaya, SMPN 4 Tungkal Jaya, SMPN 5 Tungkal Jaya, and SMPN 7 Tungkal Jaya.

Contributions Leadership and Supervision Head Kindergarten Academic Supervisor of the Kindergarten Teacher Performance

The results of data analysis can be seen in the table below.

Table 3. Results of the Multiple Regression Analysis of Kindergarten Principal Leadership (X_1) and Academic Supervision Supervisor (X_2) on Kindergarten Teacher Performance (Y)

Variable	R	R *Square*
$X_1 \, X_2 - Y$	0,721	0,519

The results of the analysis above show that the R value is 0.721, which means that there is a strong and positive relationship between the leadership of the kindergarten principal and the academic supervision of the supervisor and teacher performance. The value of R Square (R2) is 0.519, which means that the contribution of the Kindergarten principal's leadership and academic supervision of supervisors to teacher performance is 51.9% (0.305 x 100%) while 48.1% is a contribution from other factors.

Principal leadership is one of the factors that influence the quality of school quality. The application of the right principal's leadership style will have a significant influence in decision making, as well as in influencing teachers to do more efficient and effective work to achieve good teacher performance (Firmawati, Yusrizal, & Usman, 2017). Another factor that influences teacher performance is the academic supervision of the education unit supervisor. Supervisors through academic supervision must be able to provide assistance and guidance to teachers to solve various problems related to problems faced by teachers in learning (Murniasih, Djuniadi, & Rahardjo, 2016).

Research result Ndapaloka et al. (2016) states that based on the results of statistical calculations, the principal's leadership and academic supervision of supervisors (SPAPS) have a significant positive effect on the teacher's performance construct (KG), in other words, the higher the principal's leadership and the academic supervision of the supervisor, the higher the teacher's performance. This also applies to the opposite. The results of other studies also state that the academic supervision of school supervisors, the leadership of the principal and the work environment have a simultaneous positive and significant effect on the performance of teachers in State Vocational Schools throughout the Tamalate District, Makassar City (Sumarni et al., 2017).

Conclusion

Based on the description of the research results above, several conclusions were obtained, namely; 1) Kindergarten principal's leadership contributes significantly to kindergarten teacher's performance, 2) Education unit supervisor's academic supervision has a significant effect on Kindergarten teacher performance, and 3) Kindergarten principal's leadership and academic supervision of education unit supervisor together have a significant effect on kindergarten teacher performance. This means that several factors that affect the performance of kindergarten teachers are the leadership of the kindergarten principal and the academic supervision of the education unit supervisor.

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