

Path Analysis of the Influence of Teacher Perception on Managerial Competency and Principal Supervision on Teacher Performance

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Abstrak

Penelitian ini bertujuan untuk mengkaji hubungan langsung antara evaluasi kemampuan manajerial guru dan kinerja mereka sebagai guru. Memeriksa bagaimana guru merasakan pengaruh supervisi kepala sekolah terhadap kinerja mereka. Melalui supervisi kepala sekolah, mengkaji dampak tidak langsung evaluasi kompetensi manajerial guru terhadap kinerja guru. Dan menyelidiki bagaimana kemampuan administrasi kepala sekolah mempengaruhi persepsi guru tentang supervisi terhadap kinerja guru. Studi analisis jalur dilakukan dengan menggunakan pendekatan kuantitatif. Kuesioner, wawancara, observasi, dan dokumentasi digunakan untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa persepsi guru terhadap kompetensi manajerial berdampak langsung terhadap kinerja guru sebesar 44%, persepsi guru terhadap supervisi kepala sekolah berdampak langsung sebesar 22%, persepsi guru terhadap kompetensi manajerial berdampak tidak langsung sebesar 0,091 terhadap kinerja guru melalui supervisi kepala sekolah, dan persepsi guru terhadap supervisi memiliki pengaruh tidak langsung sebesar 0,091 terhadap kinerja guru melalui pandangan guru terhadap kemampuan manajerial kepala sekolah dan pengawasan terhadap kinerja guru sebesar 84,3% secara bersamaan.

Kata kunci: Persepsi, Kompetensi Manajerial, Supervisi, Kinerja Guru

Abstract

This study aims to examine the direct relationship between teachers' evaluations of managerial ability and their performance as teachers. Examine how teachers perceive the influence of principal supervision on their performance. Through school principal supervision, examine the indirect impact of teachers' evaluations of managerial competency on teacher performance. And investigate how the administrative skills of the principal influence teachers' perceptions of supervision on teacher performance. A path analysis study is conducted using a quantitative approach. Questionnaires, interviews, observations, and documentation were used to gather the data. The findings revealed that teachers' perceptions of managerial competence had a direct impact on teacher performance of 44%, teachers' perceptions of the supervision of school heads had a direct impact of 22%, teachers' perceptions of managerial competence had an indirect impact of 0.091 on teacher performance through the supervision of school principals, and teachers' perceptions of supervision had an indirect impact of 0.091 on teacher performance

through the teacher's view of the school principal's managerial skills and oversight of teacher performance is 84.3% at the same time.

Keywords: Perception, Managerial Competence, Supervision, Teachers' Performance.

INTRODUCTION

Education is a crucial aspect of human life since it allows people to develop their identities by using their potential in line with societal standards. Consequently, a process that is in line with education's primary goal, the best possible development of students' abilities, knowledge, skills, and attitudes emerges from prevailing ideals. The way a person is educated ultimately affects their personality, aptitude, and moral character. Without education, a civilization or nation cannot advance, becoming underdeveloped or even uncivilized. A system of education that is suitable, effective, and able to address all of the issues of the times will give birth to a civilization (Affandy, 2010).

In order to accomplish educational objectives, teaching and learning activities are organized at school, a formal educational institution. Because the instructor directly aids pupils in achieving educational objectives, the effectiveness of the learning process they carry out has a significant impact on whether education is of high or low quality. Teachers are a component of education that also has an important contribution to the administration of education (Akadum, 2009). Teacher performance is also related to low human resources, learning facilities, low guarantees of teacher welfare, and independence to develop themselves that are still installed, and their work motivation participates in influencing the level and scale of performance. As a manager, the school head must have the knowledge to direct all available resources toward achieving goals, including in this case, empowering teachers to achieve maximum performance. But in reality, in the field, some school heads are still classified as weak in their managerial competencies, so they are unable to run the organization well. One of the tasks of the school head in her annual activity was to develop a plan to improve teacher quality (Astuti et al., 2023).

In this study, good school leaders make effective supervisors. When it comes to enhancing the efficiency of instruction and learning, the school principal serves as a hub of leadership. As we know, the school head, as an educational leader, has a great role in the success of educational institutions. The school head played a role in guiding, guiding, guiding, building and providing work motivation, establishing good communication networks, and providing efficient supervision with time and planning provisions (Sudijono, 2014). But in fact, at the research site, based on data from the results of the Teacher Performance Assessment (PKG) in 2016, there were only 11 teachers out of 40 who got good grades. If there are only 27.5% of teachers who have good performance, while the rest have poor performance. Then, according to interviews with several teachers who teach at school, this was due to school heads' lack of ability in managing school, both from the planning, organizing, implementing, and supervising stages (Atmodiwirio, 2002). Because managerial processes are very necessary in an organization such as the teacher recruitment system, the placement of teachers according to their competence, the interpersonal capabilities of the school head, and supervision also need to be done. Other factors include the fact that the school head at school only conducts supervision on a rare and annual basis (Kamaruddin et al., 2023). The school head felt unable to carry out supervision activities alone, and there were no senior teachers or teachers from the compound at the time. This is not suitable because a teacher really needs supervision from the school head to improve his teaching activities in the classroom (Nugroho et al., 2023). Similarly, guidance and training must be provided on a regular basis so that teacher performance in terms of teaching improves, both within the school and through training provided by other institutions (Parinussa et al., 2023).

METHOD

This type of path analysis research was approached quantitatively in this study. 40 participants were selected as the sample for this study, which was based on the sampling methodology utilized. The data sources in this study were obtained through interviews with the head of school, teachers, and other education personnel. In addition, data also comes from questionnaires filled out by respondents, as well as from further data sources in the form of documentation.

RESULTS AND DISCUSSION

Based on the findings of statistical analysis, we calculated the coefficient of determination, which is the proportion of the effect of teacher perception variables on managerial skills on teacher performance, which is the result of a positive value of R (R^2) of (0.663) Managerial of teacher performance is 44 %, the rest is influenced by factors other than the teacher's impression of managerial competence, hence with a p -value of $0.000 \leq 0.05$, managerial competencies are directly associated with improved teacher performance. These results show that the managerial competence of the school head in applying management functions in school has a significant influence on teacher performance. Positive influence means that the level of teacher performance will rise the higher the level of administrative competence of the school head. According to the study's conclusions, "there is an influence of the principal's managing skill on teacher performance in public schools." The Influence of the Principal's Managerial Capacity on the Performance of State School Teachers in Kotagede Yogyakarta District. As a Kotagede sub-district, it is demonstrated that the 102 price of r^2 is 0.591, which can be understood to mean that 59 percent of teacher performance is determined by the principal's managerial skills, and 41 percent is the influence of the variables that are not examined, such as teachers' capacity to develop their professionalism, the availability of supporting facilities required for the learning process, and moral and material support from school administrators.

According to the findings of statistical analysis, the percentage of the effect of teacher perception variables on the supervision of the teacher's performance is known as the "coefficient of determination." This result is the result of the positive value of R (R^2) of (0.469) $2 = 0.220$, which suggests that the effect of teacher perception variables on the supervision of the teacher's performance is 22%, with the remaining factors influencing the teacher's performance being the rest of the factors. Then, H_0 is disregarded with a p -value of $0.003 \leq 0.05$, indicating that supervision has a direct impact on teacher performance. The results showed that it turned out that the teacher's teaching ability development program, as determined by observations compiled by the school head, was in accordance with the basis of the expected phases. In addition, the program has also stated in detail the target and schedule regarding the implementation of the coaching. As Castetter (Purwanto, 2005: 79) argues, for the development of educational personnel, there are several phases: (1) the needs of personal development; (2) the draft of personnel development programs; (3) the implementation of personnel development programs; and (4) the evaluation of personnel development programs. The implementation of teaching supervision at school is carried out minimally once every semester. Supervision is also not carried out by the school head but is also assisted by supervisors, deputy heads of school, senior teachers, as well as teachers associated with subjects. The school head can give authority to other senior teachers who are truly capable and experienced in supervision (Wahyudi, 2009: 86). Giving this authority aims to ensure that all teachers are supervised on time; therefore, senior teachers can also be appointed as supervisors. Coaching activities are carried out through seminar activities, scientific meetings, class/inter-school visits, and other visit activities.

According to the study's findings, it was also discovered that the school principal evaluated coaching for teachers based on notes taken during class visits each year as a source of information for the growth of teacher professionalism and teacher development programs the following year. Follow-up activities are also carried out by teachers given the opportunity to

actively participate in the activities of the Subject Teachers' Conference (MGMP), both at the school level, between school, and between sub-districts. In addition, the school head also includes teachers to take part in other training, both conducted by the regional government or the central government or other agencies, for example, teacher training carried out by the Dompot Dhuafa institution. The findings of this study are corroborated by relevant research Kamil undertaken (1999: 44). The study's findings, which indicate that "classroom management is an aspect of teacher performance" and that "there is a supervision relationship between school heads and teacher classroom management," bolster the argument that the school head's supervision contributes to teacher performance. According to the study's findings, a 368.8% variation in class management activities can be attributed to the execution of the school principal's supervision. And classroom management is basically part of the performance that must be possessed by the teacher. Some of the theories have been mentioned, and several relevant studies exist. This supports the results of research conducted by the authors, both theoretically and empirically, which concluded that teachers' perceptions of the school head's supervision had a considerable direct impact on their performance at work.

Some research findings have demonstrated the interaction between the two variables, for example, the research conducted by Usman shows that: "managerial competencies of the principal have a positive influence on teacher performance in SMP N Tanggamus by 78 percent." In addition, the study's findings that "teacher classroom management is a component of teacher performance" and that "there is a supervision relationship between the school head and teacher classroom management" bolstered the argument that the school head's supervision contributes to teacher performance (Kamil, 1999: 44). According to the study's findings, the execution of the school principal's supervision controls 36.8% of the variation in class management activities. Based on some of the related studies above, it was stated that of the many factors that influence teacher performance, including managerial competencies and supervision of school heads, In this case, to determine how managerial skills affect teachers' performance, it must be seen through other factors, namely the supervision of the school head. Because one of the elements of managerial competence, namely guiding (acting) and controlling, is also an element of the school head's supervision, the two variables are suspected of correlating. This study aims to determine if the school head's oversight will improve or lessen the impact of managerial skills on teacher performance. The authors explained that the supervision of the school head indirectly improves the influence of managerial competences on the school head based on the results of data analysis and results from previous study. The statistician's findings show that the coefficient value is 0.091. This demonstrates that management skills of the school head have an indirect impact on teacher performance through supervision. In order to improve the teaching and learning process with teachers, Purwanto (2004: 77) defines monitoring as "not just supervising whether the teacher or employee performs the duties as effectively as possible in accordance with the instructions or conditions that have been specified." So, in monitoring activities, teachers are not seen as passive implementers but rather as work partners with ideas, opinions, and experiences that should be heard, valued, and taken into consideration when making decisions to improve education. The goal of supervision is to enhance and develop the entire teaching and learning process, which means that it serves a variety of goals, including fostering the development of the teaching profession generally, enhancing the quality of teachers' knowledge, enhancing the effectiveness of the teaching process, and providing guidance and advice. In this instance, supervision has a significant impact on a teacher's performance, particularly in terms of enhancing the caliber of learning, due to the implementation of the curriculum, the choice and use of teaching methods, learning instruments, procedures, and teaching assessment methodologies. Based on the study above, it can be inferred that other elements, including the managerial skill of the school head itself, strengthen the application of monitoring in increasing teacher performance.

CONCLUSION

These inferences can be made in light of research findings: The impression of managerial skills among instructors directly influences how well teachers perform. Planning, organizing, implementing, and assessing the process for increasing teacher performance in the classroom demonstrate the school head's managerial expertise. The perception of the school head's supervision by teachers has a positive direct effect on teacher performance. Curriculum development activities, observations, and teacher professional development are used to describe the support during the process. From the stages of these activities, they have a positive direct effect because in the development of the head's curriculum, teachers are guided in the preparation of learning tools; in observations, the school head supervises the teaching methods of teachers and then evaluates; and in the stage of teacher professional development, the school head provides training, workshops, or something similar to enhance teacher performance. Teachers' opinions on managerial skills have an indirect favorable impact on teacher performance under the direction of the school principal. This is due to the fact that one component of the management skill variable is evaluation, which is related to supervision. Then the supervision variable here can strengthen the effect of teacher perception of the managerial competencies of the school head on teacher performance. Through managerial skills, the teacher's opinion of the school head's supervision has a favorable indirect impact on teacher performance. This is due to the fact that the variable for supervision competency remains linked to one aspect of managerial competencies, namely evaluation. The effect of teachers' perceptions of the school head's supervision on teachers' performance can then be strengthened by this management competency variable.

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