

The Impact of The Principal's Leadership Style and Academic Supervision on Teacher Performance

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ABSTRAK; This study aims to determine: (1) the influence of the principal's leadership style on teacher performance; (2) the effect of academic supervision on teacher performance; (3) The influence of the principal's leadership style and academic supervision on teacher performance junior high school teachers in Sungai Kunjang District. The method used in the study is a survey with a quantitative approach. The study was conducted in junior high school teachers in Sungai Kunjang District. The population of 146 people with a sample of 106 people was randomly sampled. Data collection techniques using questionnaires (Likert Scale). Data analysis techniques use descriptive and inferential statistical analysis (Simple regression, multiple regression, Partial test, t-test using SPSS program version 21. The results of the analysis can be calculated = 17,235 at a significance of 0.05 obtained t-table = 1,983, then a decision can be made that is calculated > t-table then H₀ is rejected, the conclusion is that the variable of leadership style influences the variable of teacher performance, 2) obtained t-count = 20.698 on the importance of 0.05 obtained t-table = 1.983, then a decision can be made that the t-count > t-table then H₀ is rejected, the conclusion is that the academic supervision variable affects the teacher performance variable, and 3) obtained t-count = 3.694 in the leadership style variable and the academic supervision variable = 7.201 with both variables at significance 0.05 obtained t-table = 1.983, then a decision can be made that t-count > t-table then H₀ is rejected, In conclusion, leadership style variables and academic supervision variables affect teacher performance variables. In this study, it can be concluded that there is a significant influence on leadership style and academic supervision simultaneously on teacher performance, improves leadership style and academic supervision, then it will improve teacher performance. The results of the correlation coefficient are known that what is more influential is very significant academic supervision compared to leadership styles.

Keywords: Leadership Style, Academic supervision, Performance

INTRODUCTION

Education is one of the indicators of the quality of human resources. Until now, the quality of education in Indonesia is still a problem (Siribanpitak & Charoenkul, 2020). Efforts to improve the quality of education can be done in various ways, one of which is improving teacher performance. Teacher performance is work performance or work results achieved by a teacher in carrying out and completing tasks for which he is responsible (Pagán-Castaño et al., 2021). Teachers have the main task: educating, teaching, guiding, directing, training, assessing, and evaluating learners. Thus, teacher performance is the teacher's ability to carry out and complete educational and teaching tasks, namely: making learning plans, implementing, assessing learning outcomes, and carrying out follow-up activities. (Almutairi & Shraid, 2021).

The government has made various efforts to improve teacher performance through improving academic qualifications, competencies, training, seminars, providing certification allowances, and so on. The importance of teacher performance has been understood by principals and teachers. But the reality on the ground is still a lot of problems. Interview results at junior high school teachers in Sungai Kunjang District shows that there are still some teachers whose performance is not optimal, less able to manage classes and learning, lack of mastery of the material, less able to manage time and discipline (Hernández et al., 2020).

According to (Siri et al., 2020) Teacher performance is influenced by various factors (Lestari et al., 2021). One of them is leadership. Whether or not a school succeeds in achieving goals depends on how the leadership and leadership style implemented by the principal (Chalikias et al., 2020). As a leader the principal must be able to apply a number of competencies, roles and functions in influencing, mobilizing, guiding, and directing teachers to achieve educational and learning goals. Because the principal is the key to successful school success.

According to (Mammadov & Çimen, 2019), Teacher performance is influenced by academic supervision. Academic supervision is a coaching activity designed to assist teachers in carrying out tasks effectively. Although the principal and teachers have realized the importance of supervision, the reality is that there are still many shortcomings. The implementation of supervision should begin with program planning, implementation, and follow-up. The principal has not fully implemented, because there are time management difficulties. The principal has discussed with the teacher about the schedule, but in the implementation there are teachers who are not ready.

METHOD

This type of survey research focuses on revealing causal relationships between variables (Boyd et al., 2010). In this relationship model there are independent variables or free vsariabel (principal leadership style and academic suspervisi). And dependent or non-free variables (teacher performance)(Tiao et al., 1968). This research will be carried out in junior high school teachers in Sungai Kunjang District. The research population is all teachers junior high school teachers in Sungai Kunjang District total 145 people. By using the formula from Isaac and Michael (in Sugiyono, 2018) For an error rate of 5% obtained a sample of 106 people taken randomly (random sampling). Data collection in this study used an instrument in the form of a Likert Scale, namely to measure the variables 'Teacher Performance (Y)', 'Principal leadership style (X1)' and 'Academic Supervision (X2)'. Each statement in the Questionnaire is provided with five alternative answers: Very Often (SS), Often (S), Rarely (JR), Very rarely (SJ), Never (TP). For positive statements a score of 5,4,3,2,1 is given. And for negative statements with a score of 1,2,3,4,5. Before being used to collect data, this instrument will be tested first to determine its validity and reliability.

The data analysis techniques used are descriptive and inferential analysis (Yuan & Lin, 2006). Descriptive analysis uses descriptive statistics, while inferential statistical analysis is a statistical technique used to analyze sample data and the results are applied to the population. In analyzing the data using multiple linear regression models. Furthermore, by conducting a Partial Test (Test t), Simultaneous Test (Test F) and calculating the coefficient of determination (R²) using the SPSS program.

The statistical hypothesis proposed in this research is as follows.

1. $H_0 : \beta = 0$ There is no influence of the principal's leadership style on the performance of state junior high school teachers in Sungai Kunjang sub-district.
 $H_a : \beta \neq 0$ There is an influence of the principal's leadership style on the performance of state junior high school teachers in Sungai Kunjang sub-district.
2. $H_0 : \beta = 0$ There is no influence of academic supervision on the performance of state junior high school teachers in Sungai Kunjang Subdistrict.
 $H_a : \beta \neq 0$ There is an influence of academic supervision on the performance of state junior high school teachers in Sungai Kunjang Subdistrict.
3. $H_0 : \beta_1 = \beta_2 = 0$ There is no influence of the principal's leadership style and academic supervision on the performance of state junior high school teachers in Sungai Kunjang sub-

district.
 $H_a : \beta_1 \neq \beta_2 \neq 0$ There is an influence of the principal's leadership style and academic supervision on the performance of junior high school teachers in Sungai Kunjang Subdistrict.

RESULTS AND DISCUSSION

Results

The description of the data in this study is intended to provide an overview of the dissemination of data in the field. The data is in the form of raw data which is then processed with description analysis statistics. Raw data in the form of question instruments will be tested for validity first. Furthermore, the instrument data in the form of a questionnaire was distributed through a google form and filled in as many as 39 respondents. The raw data of the validity test regarding the leadership style variable (X1) there are 32 items of instruments, then the leadership style variable (X2) there are 45 items of instruments, the teacher performance variable (Y) there are 30 items of instruments. From filling in the instrument data received on 39 respondents, data analysis was then carried out using SPSS based on a significance of 0.05. If the significance value > 0.05 then the item is declared invalid, if the significance value < 0.05 then the item is declared valid. The variables that are declared valid are: leadership style variables (X1) there are valid instruments of 32 items, then leadership style variables (X2) there are valid instruments of 45 items, teacher performance variables (Y) there are valid instruments of 30 items. After being declared valid, the question items were again tested to teachers by 106 respondents, with the distribution of samples as follows: junior high school 10 Samarinda, junior high school teachers 16 Samarinda junior high school 25 Samarinda dan junior high school 38 Samarinda.

To test the consistency of the measuring instrument, whether the result is fixed or not if it is re-measured, then use the reliability test on the questionnaire instrument (Hurvich & Tsai, 1989). If the measurements in the research instruments of the calculation results are not reliable, the research instruments cannot be trusted. The reliability test used in this study was using cronbach's alpha method with the help of SPSS.

The reliability test results for each of the variables that are declared valid, namely: leadership style variables (X1) leadership style variables (X2), teacher performance variables (Y), then can be seen in table 4.1 as follows:

Table 1- Summary of Reliability Test Results

VARIABLE	Leadership Style (X ₁)	Academic Supervision (X ₂)	Teacher Performance (Y)
<i>Cronbach's Alpha</i>	0,901	0,976	0,935

The decision-making method for the reliability test uses a limit of 0.6. According to (Boyd et al., 2010) is "reliability less than 0.6 is less good, while 0.7 is acceptable and 0.8 and above is good". From the results of the data analysis output in table 4.1 the reliability on cronbach's alpha value for leadership style variables (X₁) 0,901 > 0,6 (reliabel), leadership style variables (X₂) 0,976 > 0,6 (reliabel), teacher performance variables (Y) 0,935 > 0,6 (reliabel).

The number of samples in this study was 106 teachers of junior high school in Sungai Kunjang District. As for the summary of the description data of the leadership style variable (X₁) of the leadership style variable (X₂), the teacher performance variable (Y) of the three variables is presented in table 1 below:

Leadership Style Variables (X₁)

To determine the leadership style variables in this study, a questionnaire was compiled with three indicators divided into 56 statements with the highest score of 5 and the lowest score of 1, then the theoretical score was between 56 to 280. Based on the data collected from the questionnaire, data was obtained on the leadership style at the Sungai Kunjang District State Junior High School with the highest score of 279 and the lowest score of 180.

Table 2- Frequency Distribution of Leadership Style Scores (X₁)

No	INTERVAL	FREQUENC Y	Percentage (%)
1	180 – 190	1	1.1%
2	191 – 200	4	4.5%
3	201 – 210	12	13.6%
4	211 – 220	23	26.1%
5	221 – 230	10	11.4%
6	231 – 240	24	27.3%
7	241 – 250	24	27.3%
8	251 – 260	6	6.8%
9	261 – 270	5	5.7%

10	271 – 280	3	3.4%
Total		106	100%

From table 2 the frequency distribution on leadership style scores ranked highest at 24 teachers or 27.3% at class intervals 241–250. Meanwhile, those who occupy the lowest position are 1 teacher or 1.1% in class intervals 180–190.

Variables of Academic Supervision (X₂)

To find out the variables of academic supervision in this study, a questionnaire was compiled with six indicators divided into 48 statements with the highest score of 5 and the lowest score of 1, then the theoretical score was between 48 to 240. Based on the data collected from the questionnaire, data was obtained on the academic supervision of junior high school Sungai Kunjang District which has the highest score of 240 and the lowest score of 164.

Table 3 - Frequency Distribution of Academic Supervision Scores (X₂)

No	INTERVAL	FREQUENCY	Percentage (%)
1	160 – 168	3	2.7%
2	169 – 177	2	2.7%
3	178 – 186	5	4.4%
4	187 – 195	26	26.5%
5	196 – 204	13	13.3%
6	205 – 213	14	14.2%
7	214 – 222	11	17.7%
8	223 – 231	7	8.0%
9	232 – 240	7	10.6%
TOTAL		106	100%

From table 3 the frequency distribution on academic supervision scores ranked highest in 30 teachers or 26.5% in class intervals 187–195. While those who occupy the lowest position there are two class ranges, namely the interval class 160–168.

Teacher performance (Y)

To determine the variables of education quality in this study, a questionnaire was prepared with three indicators divided into 52 statements with the highest score of 5 and the lowest score of 1, then the theoretical score was between 52 to 260. Based on the data collected from the questionnaire, data was obtained on the performance of teachers at ju Negeri Sungai Kunjang District with the highest score of 259 and the lowest score of 177. With a range of 82 which is a range of grades that is not too

large, this means that the variables of teacher performance in general are almost the same in magnitude.

Table 4 – Frequency Distribution of Teacher Performance Scores

No	INTERVAL	FREQUENCY	Percentage (%)
1	171 – 179	3	3.4%
2	180 – 1106	2	2.3%
3	189 – 197	3	3.4%
4	198 – 206	9	10.2%
5	207 – 215	20	22.7%
6	216 – 224	20	22.7%
7	225 – 233	12	13.6%
8	234 – 242	9	10.2%
9	243 – 251	6	6.8%
10	252 – 260	4	4.5%
TOTAL		106	100%

From table 4 the frequency distribution on the principal leadership effectiveness score ranked highest at 20 teachers or 20.4% at class intervals 207–215. Meanwhile, those who occupy the lowest position are 2 teachers or 2.3% in class intervals 180–1106.

Testing Analysis Requirements

Normality Test

The results of the normality test are known to have a significance value of 0.180 which means a residual value of $0.180 > 0.05$, so it can be concluded that the residual value of the data is normally distributed so that it can be carried out and continued parametric statistical tests.

Linearity Test

Table 5 - Linearity Test Results Summary

VARIABLE Y AGAINST VARIABLE X	N	Sig	A	CONCLUSION
Leadership Style X ₁	106	0.162	0.05	Linearity
Academic Supervision X ₂	106	0.266	0.05	Linearity

In the output of table 5 attached to ANOVA The table using SPSS describes the significance on the deviation from linearity can be seen in the third column for the teacher performance variable (Y) against the leadership style variable (X₁) of 0.162, because its significance is greater than 0.05 so the relationship is declared linear,

with this it has qualified for product moment analysis. For the teacher performance variable (Y) against the academic supervision variable (X2) of 0.266 because the significance is greater than 0.05 so the relationship or influence is declared linear thus it has qualified for product moment analysis.

Homogeneity

Table 6 - Summary of Homogeneity Test Results

Variable	Sig
Leadership Style X ₁	0.156
Academic Supervision X ₂	0.175

- 1) The significant value of the independent variable (leadership style and teacher performance) is 0.000, hence the equation is $0.156 > 0.05$.

The significant value of the independent variable (academic supervision and teacher performance) is 0.000, hence the equation is $0.175 > 0.05$. So it can be concluded that in the data of the homogeneity test results in this study is homogeneous.

Hypothesis Testing and Discussion of Research Results

Hypothesis testing this study is intended to test three hypotheses that have been formulated previously namely:

- 1) There is a significant influence between leadership styles on the performance of teachers at junior high school in Sungai Kunjang District.
- 2) There is a significant influence between academic supervision on the performance of teachers at junior high school in Sungai Kunjang District.
- 3) There is a significant influence between leadership style and simultaneous academic supervision on the performance of teachers at junior high school teachers in Sungai Kunjang District.

Significant Influence of Leadership Styles (X1) On Teacher Performance (Y)

The research hypothesis to be tested is formulated statistically and sentences as follows:

H₀: $\beta = 0$ (There is no significant influence between leadership styles on the performance of teachers at junior high school in Sungai Kunjang sub-district).

H_a: $\beta \neq 0$ (There is a significant influence between leadership styles on the performance of teachers at junior high school teachers in Sungai Kunjang sub-district).

Tests carried out on simple linear regression analysis, coefficient of determination analysis, t test with steps, namely from a simple linear regression analysis test using the SPSS program obtained the results in table 4.12 as follows: Simple linear regression analysis that coefficients on attachments and inserted with the following equations:

Table 7 - Results of a Simple Linear Regression Analysis Test Leadership style (X1) On Teacher Performance (Y)

RELATIONSHIP	Sig	Hipotesis	REGRESSION EQUATION
$X_1 - Y$	0.000	H_0 Ditolak	$Y = 54.309 + 0.576 X_1$

That the constant $\beta_0 = 54.309$ which means if the leadership style is 0, then the teacher's performance value is 54.309. Furthermore, if the coefficient of teacher performance is $\beta_1 = 0.576$ this means that if the number of leadership styles is increased by 1 unit, then the teacher's performance will also increase by 0.576 units. The next step with the analysis of the coefficient of determination, the t test can be concluded in table 4.13 based on the regression test output in the appendix list of entered, coefficients and anova variables as follows:

Table 8 - Simple Linear Regression Test Between Leadership Styles (X1) To Teacher Performance (Y)

Df	R ²	T _{count}	T _{table}	Sig	Information
106	0.741	17.235	1.983	0.000	$T_{count} > T_{table}$ Maka H_0 Ditolak

Information:

- Df = Lots of samples (N-2)
- sig. = Significant results
- R² = Coefficient of determination
- t_{count} = Count results on SPSS
- t_{table} = Table results t

Based on the opinion of Duwi Priyatno (2016) R² analysis or coefficient of determination is used to determine how much the percentage of contribution of the influence of independent variables simultaneously on the dependent variable. From table 4.13, there is an R² or coefficient of determination obtained a value of 0.741 meaning that the variation that occurs in the high low of the leadership style variable of 74.1% or the contribution of the influence of leadership style by 74.1% while the remaining 25.9% is influenced by other variables that are not studied.

In table 8 the results of simple linear regression can be seen that t_{count} = 17.235 at significance 0.05 obtained t_{table} = 1.983, then a decision can be made that t_{count} > t_{table} then H₀ is rejected, the conclusion is that the leadership style variable affects the teacher performance variable. With a positive influence because of the positive

tcount, it means that if the leadership style variable increases, the teacher performance variable also increases positively.

Decision making based on significance by determining the null hypothesis and alternative hypotheses as follows: $H_0: \beta = 0$ means that the number of leadership styles has no effect on teacher performance, $H_a: \beta \neq 0$ means that the number of leadership styles affects teacher performance. From table 4.13 it can be seen that the significance is 0.000. So the decision making is that if the significance > 0.05 then H_0 is accepted and if the significance is < 0.05 then H_0 is rejected. Furthermore, it can be concluded that the significance of 0.000 is less than 0.05, so the null hypothesis is rejected, the conclusion is that the number of leadership styles affects teacher performance.

Based on the data of table 4.13 proves that the hypothesis test states the influence of leadership style variables on teacher performance variables. To see the relationship or influence used partial correlation test as follows:

Table 9 - Results of the Leadership Style Partial Correlation Test (X1) To Teacher Performance (Y)

N	R _{count}	R _{table}	R ²	Sig	Information
104	0.861	0.191	0.741	0.000	R _{count} > R _{table}

To find out the relationship between variables is carried out by testing the correlation as follows: determining the null hypothesis and the alternative hypothesis, determining the significance, decision making (Tiao et al., 1968), conclusion. Based on the results of the correlation test, it can be concluded that in table 9, correlation is obtained (r_{yx1}) between the teacher performance variable (Y) and the leadership style variable (X1) of 0.861 or $r_{count} = 0.861$. To find out if the value r_{count} significance or not, then compared to r_{table} . If $r_{count} > r_{table}$ then there is a significant relationship or probability of it. According to Duwi Priyatno (2016:12) "If $sig < 0.05$ means that H_0 is accepted, which indicates a significant relationship or influence. If $sig > 0.05$ then H_0 is rejected. Means that there is no significant relationship. From table 9 the results of the simple correlation analysis show $r_{count} = 0.861$ with significance 0,05 and $N = 106 - 2 = 104$ Retrieved $r_{table} = 0.191$ so that $r_{count} > r_{table}$. With results $sig = 0.000$ mean $sig < 0,05$, then H_0 is rejected and H_a is accepted, thus it can be concluded that between the teacher performance variable (Y) and the leadership style variable (X1) has a significant relationship.

Correlation coefficient (r_{count}) obtained by 0.861 means the impact of the leadership style variable (X1) on the teacher performance variable (Y) by 0.861. In the opinion of Sugiono (2016: 44) the guidelines for providing an interpretation of the correlation coefficient are as follows: 0,00 – 0,199 = very low, 0,200 – 0,300 = low, 0,400 – 0,599 = medium, 0,600 – 0,799 = strong, 0,800 – 1,000 = very strong. The

correlation between teacher performance variables and leadership styles lies between 0.800 – 1.000 this means that the relationship is very strong.

Significant influence of academic supervision (X2) on teacher performance (Y)

The research hypothesis to be tested is formulated statistically and sentences as follows:

H₀: $\beta = 0$ (There is no significant influence between academic supervision on the performance of teachers at junior high school teachers in Sungai Kunjang District).

H_a: $\beta \neq 0$ (There is a significant influence between academic supervision on the performance of teachers of junior high school teachers in Sungai Kunjang District).

Tests carried out on simple linear regression analysis, t-test determination coefficient analysis with steps, namely from a simple linear regression analysis test using the SPSS program, obtained the results in table 4.15 as follows: Simple linear regression analysis that coefficients on attachments and entered with the following equation:

Table 10 - Results of a Simple Linear Regression Analysis Test Academic supervision (X2) on teacher performance (Y)

RELATIONSHIP	Sig	HYPOTHESIS	REGRESSION EQUATION
X ₂ – Y	0.000	H ₀ Ditolak	Y = 51.515 + 0.423 X ₂

That the constant $\beta_0 = 51.515$ which means that if academic supervision is 0, then the teacher's performance value is 51.515. Furthermore, if the coefficient of teacher performance is $\beta_1 = 0.423$ this means that if the number of academic supervision is increased by 1 unit, then teacher performance will also increase by 0.423 units (Kim et al., 2019).

The next step with the analysis of the coefficient of determination, the t test can be concluded in table 10 based on the regression test output in the appendix list of entered, coefficients and anova variables as follows:

Table 11 - Results of a Simple Linear Regression Test Between Academic Supervision (X2) On Teacher Performance (Y)

df	R ²	t _{count}	t _{table}	Sig	Information
104	0.805	20.698	1.983	0.000	t _{count} > t _{table} ; H ₀ rejected

Based on the opinion of Duwi Priyatno (2016:24) R² analysis or coefficient of determination is used to determine how much the percentage of contribution of the influence of independent variables simultaneously on the dependent variable. From table 4.16, there is an R² or coefficient of determination obtained a value of 0.805,

meaning that the variation that occurs in the high low of the academic supervision variable is 80.5% or the contribution of the influence of academic supervision is 80.5% while the remaining 19.5% is influenced by other variables that are not studied.

In table 11 the results of a simple linear regression can be seen that $t_{count} = 20.698$ at significance 0.05 obtained $t_{table} = 1.983$, then a decision can be made that $t_{count} > t_{table}$, so H_0 Rejected, the conclusion is that the academic supervision variable affects the teacher performance variable. With a positive influence because it is obtained t_{count} positive, meaning that if the academic supervision variable increases, the teacher performance variable also increases positively.

Decision making based on significance by determining the null hypothesis and alternative hypotheses as follows: $H_0 : \beta = 0$ means that the number of academic supervisions has no effect on teacher performance; $H_a : \beta \neq 0$ means that the number of academic supervisions affects teacher performance. From table 4.16 it can be seen that the significance is 0.000. So the decision making is that if the significance > 0.05 then H_0 is accepted and if the significance is < 0.05 then H_0 is rejected. Furthermore, it can be concluded that the significance of 0.000 is less than 0.05, so the null hypothesis is rejected, the conclusion is that the number of academic supervision affects teacher performance.

Based on table 11 data, it is proven that the hypothesis test states the influence of academic supervision variables on teacher performance variables. To see the relationship or influence used partial correlation test as follows:

Table 12 - Academic Supervision Partial Correlation Test Results (X2) on Teacher Performance (Y)

N	R_{count}	R_{table}	R^2	Sig	Information
104	0.897	0.191	0.805	0.000	$R_{count} > R_{table}$

To find out the relationship between variables is carried out by testing the correlation as follows: determining the null hypothesis and the alternative hypothesis, determining the significance, decision making, conclusions. Based on the results of the correlation test, it can be concluded that in table 12 the correlation obtained (r_{yx2}) between the teacher performance variable (Y) and the academic supervision variable (X_2) of 0.897 or $r_{count} = 0.897$. To find out if the value r_{count} significance or not, then compared with r_{table} . If $r_{count} > r_{table}$ then there is a significant relationship or probability of it. According to Duwi Priyatno (2016:11) "If sig $< 0,05$ means that H_0 is accepted i.e. indicates a significant relationship or influence. If sig $> 0,05$ then H_0 is rejected. Means that there is no significant relationship. From table 4.17 the results of the simple correlation analysis show $r_{count} = 0.897$ with a significance of 0.05 and $N = 106 - 2 = 104$ Retrieved $r_{table} = 0.191$, so that $r_{count} > r_{table}$. With results sig = 0.000 means that sig < 0.05 , then H_0 is rejected and H_a is accepted,

thus it can be concluded that between the teacher performance variable (Y) and the academic supervision variable (X2) has a significant relationship.

The correlation coefficient (rcount) obtained by 0.897 means the impact of the academic supervision variable (X2) on the teacher performance variable (Y) of 0.897. In the opinion of Sugiono (2016: 44) the guidelines for providing the interpretation of the correlation coefficient are as follows: 0.00 – 0.199 = very low, 0.200 – 0.300 = low, 0.400 – 0.599 = medium, 0.600 – 0.799 = strong, 0.800 – 1.000 = very strong. The correlation between teacher performance variables and academic supervision lies between 0.800 – 1.000 this means that the relationship is very strong.

There is a significant influence between leadership style (X1) and simultaneous academic supervision (X2) on teacher performance

The research hypothesis to be tested is formulated statistically and sentences as follows:

$H_0: \beta_1 = \beta_2 = 0$ (There is no significant influence between leadership style and simultaneous academic supervision on teacher performance junior high school teachers in Sungai Kunjang District).

$H_a: \beta_1 \neq \beta_2 \neq 0$ (There is a significant influence between leadership styles and simultaneous academic supervision on teacher junior high school teachers in Sungai Kunjang District).

Table 13 - Results of Multiple Linear Regression Analysis Leadership style (X1) and academic supervision (X2) on teacher performance (Y)

RELATIONSHIP	Signifikansi	Hipotesis	REGRESSION EQUATION
$X_1 - Y$	0.000	H_0 Rejected	$Y = 47.330 + 0.212 X_1$
$X_2 - Y$	0.000	H_0 Rejected	$Y = 47.330 + 0.292 X_2$
$X_1 + X_2 - Y$	0.000	H_0 Rejected	$Y = 47.330 + 0.212 X_1 + 0.292 X_2$

That the constant $\beta_0 = 47,330$ which means that if the leadership style and academic supervision is 0, then the teacher's performance is 47,330. Furthermore, if the coefficient of teacher performance is $\beta_1 = 0.212$ this means that if the number of leadership styles and academic supervision is increased by 1 unit, then teacher performance will also increase by 0.212 units. Then $\beta_2 = 0.292$ means that if the number of academic supervisions is increased by 1 unit, then teacher performance will also increase by 0.292 units. The next step with the analysis of the coefficient of determination, the t test and the F test can be concluded in table 13 based on the regression test output in the appendix list of variables entered, coefficients and anova as follows:

Table 14 - Multiple Linear Regression Test Results Between Leadership Style (X1) and Academic Supervision (X2) On Teacher Performance (Y)

Variabel	R ²	F _{count}	F _{table}	T _{count}	T _{table}	Sig.	Information
X ₁ – Y	0.828	247.072	$\frac{231.8}{7}$	3.694	1.983	0.000	T _{count} > T _{table} H ₀ Rejected
X ₂ – Y	0.828	247.072	$\frac{231.8}{7}$	7.201	1.983	0.000	T _{count} > T _{table} H ₀ Rejected

Based on Duwi Priyatno's opinion (2016:22) The R² analysis or coefficient of determination is used to find out how much the percentage of contribution of the influence of independent variables is simultaneously on the dependent variables. From table 4.19 there is R² or the coefficient of determination obtained a value of 0.828 means that the variation that occurs in the high low variables of leadership style and academic supervision of 82.8% or the contribution of the influence of leadership styles and academic supervision of 82.8% while the remaining 17.2% is influenced by other variables that are not studied.

In table 14 the results of multiple linear regression can be seen that t_{count} in the leadership style variable of 3,694 and the academic supervision variable of 7,201 with both variables at a significance of 0.05 obtained t_{table} sebesar 1.983, then a decision can be made that t_{count} > t_{table} so H₀ Rejected, the conclusion is that the leadership style variable and the academic supervision variable affect the teacher performance variable. With a positive influence because it is obtained t_{count} positive, meaning that if the leadership style variable and the academic supervision variable increase then the teacher performance variable also increases positively.

Decision-making based on significance by determining the null hypothesis and alternative hypotheses as follows: H₀: β₁ = 0 means that the number of leadership styles has no effect on teacher performance; H_a: β₁ ≠ 0 means that the number of leadership styles affects teacher performance, H₀: β₂ = 0 means that the number of academic supervisions has no effect on teacher performance; H_a: β₂ ≠ 0 means that the number of academic supervisions affects teacher performance. From table 4.19 it can be seen that the significance is 0.000. So the decision making is that if the significance > 0.05 then H₀ is accepted and if the significance is < 0.05 then H₀ is rejected. Furthermore, it can be concluded that the significance of 0.000 is less than 0.05, so the null hypothesis is rejected, the conclusion is that the number of leadership styles affects teacher performance.

From table 14 it can be seen that the significance is 0.000. So the decision making is that if the significance > 0.05 then H₀ is accepted and if the significance is < 0.05 then H₀ is rejected. Furthermore, it can be concluded that the significance of 0.000 is less than 0.05, so the null hypothesis is rejected, the conclusion is that the number of academic supervision affects teacher performance.

To determine the null hypothesis and the alternative hypothesis, $H_0 = 0$ means that the number of leadership styles and academic supervision simultaneously has no effect on teacher performance: $H_a \neq 0$ means that the number of leadership styles and academic supervision simultaneously affects teacher performance. The significance or probability level used is 0.05. From the results of the multiple linear regression test in the ANOVA table contained in the appendix, it is seen in table 14 then F_{count} of 231.87 with F_{table} as large as 7.201 so that the decision making is: $F_{count} > F_{table}$ maka H_0 ditolak dan jika $F_{count} < F_{table}$ then H_0 is accepted. In table 14 there is a F_{count} of 247,072 so the null hypothesis is rejected. The conclusion is that the number of leadership styles and academic supervision simultaneously affects teacher performance.

Table 15 - Test Results of Partial Correlation of Leadership Style (X1) and Academic Supervision (X2) To Teacher Performance (Y)

Variabel	N	R_{count}	R_{table}	R^2	Sig	information
X1 + X2 - Y	103	0.910	0.983	0.828	0.000	$R_{count} > R_{table}$

To find out the relationship between variables is carried out by testing correlations as follows: 1) determining the null hypothesis and the alternative hypothesis, determining the significance, decision making, conclusions. Based on the results of the correlation test, it can be concluded that in table 15, a correlation (r_{yx1x2}) was obtained between the leadership style variable (X1) and academic supervision (X2) to the teacher performance variable (Y) of 0.991 or r_{count} 0.910. To find out whether the value of the r_{count} significance or not, it is compared with the r_{table} . If the $r_{count} > r_{table}$ then there is a significant relationship or probability. According to Duwi Priyatno (2016:44) "If $sig < 0.05$ means that H_0 is rejected i.e. indicates a significant relationship or influence. If $sig > 0.05$ then H_0 is accepted. Means that there is no significant relationship. From table 15 the results of the simple correlation analysis show $r_{count} = 0.910$ with significance 0.05 and $N = 106 - 3 = 103$ obtained $r_{table} = 0.191$, so that $r_{count} > r_{table}$. With the result $sig = 0.000$ means $sig < 0.05$, then H_0 is rejected and H_a is accepted, thus it can be concluded that between the variables of leadership style (X1) and academic supervision (X2) to teacher performance (Y) has a significant relationship.

The correlation coefficient (r_{count}) obtained by 0.910 means the impact of the leadership style variable (X1) and academic supervision (X2) on the teacher performance variable (Y) by 0.910. In the opinion of Sugiono (2016: 44) the guidelines for providing the interpretation of the correlation coefficient are as follows: 0.00 - 0.199 = very low, 0.200 - 0.300 = low, 0.400 - 0.599 = medium, 0.600 - 0.799 = strong, 0.800 - 1.000 = very strong. The correlation coefficient between

teacher performance variables and leadership style and academic supervision lies between 0.800 – 1.000 this means that the relationship is very strong. It can be concluded that between the variables of leadership style and academic supervision on teacher performance that have a more influential relationship is the variable of academic supervision.

Discussion

Based on the results of the data analysis carried out, a discussion is carried out for each hypothesis. This research is entitled The Influence of Leadership Style and Academic Supervision on Teacher Performance junior high school teachers in Sungai Kunjang District. The researcher put forward three hypotheses and showed that the three hypotheses were all accepted. This research is in line with other studies that have been studied with other researchers and have an acceptable hypothesis analysis that supports this research. In connection with the acceptance of the hypothesis, it is necessary to carry out further discussion as follows:

Leadership style (X1) and Teacher performance (Y)

The results showed that the principal's leadership style affects teacher performance (Hartinah et al., 2020) Based on the results of a simple regression analysis, a significance value greater than the α value and the regression coefficient $B1 > 0$ were obtained. Furthermore, the closeness of the relationship between the principal's leadership style and teacher performance is shown by the correlation coefficient (r) of 0.861 which indicates the relationship between the principal's leadership style and teacher performance. Meanwhile, the result of the determination coefficient (R^2) was 0.741 which means that the contribution of the principal's leadership style to teacher performance was 74.1%, the remaining 25.9% was influenced by other factors that were not studied, such as the competence of the principal, the leadership of the principal, the motivation of disciplinary teachers, the work environment and others.

There is a positive and significant influence between the principal's leadership style on Teacher Performance (Tzeni et al., 2019) as revealed in this study. This research also supports some of the results of research that has been done before, namely by Maemanah (2017), research entitled The Influence of Principal Leadership Style and School Work Culture on Teacher Performance SMK Negeri di Samarinda. The results of the study obtained showed that: (1). There is a significant influence between the principal's leadership style on teacher performance in SMK Negeri Samarinda 5.4% and 94.6% were influenced by other factors. (2). there is a significant influence between work culture on teacher performance in SMK Negeri 44.2% is determined by the work culture that teachers have in SMK Negeri di Samarinda dan 55.8% determined by other factors. (3). There was a significant influence between the

principal's leadership style and work culture on teacher performance 48.2% and the remaining 51.8% teacher performance SMK Negeri di Samarinda determined by other factors. In choosing this research journal, the author saw similarities with the author's research, namely the leadership style of the principal. While the difference lies in the variables of work culture and teacher performance variables, different populations of different levels and different places.

Satuna (2020) in a thesis entitled Interaction of the Influence of Principal Competence and the Use of Information and Communication Technology (ICT) in Learning on Teacher Performance junior high school teachers in Samarinda Opposite revealed that the higher the competence possessed by the principal, the better and improved the teacher's performance and the better the mastery of ICT in the learning carried out by the teacher, the better and more improved the teacher. It has been accepted the hypothesis that there is a significant influence of the principal's leadership style on Teacher Performance junior high school teachers in Sungai Kunjang District, show that the better the principal's leadership style, the better the teacher's performance will be. Given the large contribution and the importance of the principal's leadership style to Teacher Performance, a leader in the school, namely the principal, should be able to determine the attitude in implementing the leadership style in the school to improve teacher performance.

Academic supervision (X2) and teacher performance (Y)

Based on the results of a simple regression analysis X2 to Y, a significance value greater than the α value was obtained, and the regression coefficient (b_2) > 0 , means a hypothesis that states that there is a significant influence of school academic supervision on Teacher Performance junior high school teachers in Sungai Kunjang District Accepted (Noor et al., 2020). Furthermore, the closeness of the relationship between school academic supervision and Teacher Performance is shown by the correlation coefficient (r) of 0.805, which indicates a strong relationship between school academic supervision and Teacher Performance. Meanwhile, the result of the coefficient of determination (R^2) is 0.805, which means that the contribution of school academic supervision (X2) to Teacher Performance (Y) is 80.5%, the remaining 19.5% is influenced by other factors that were not studied, such as: teacher training, teacher welfare, teacher motivation, teacher discipline, work environment, and others.

Based on the results of a simple regression analysis X2 to Y, a significance value greater than the α value was obtained, and the regression coefficient (b_2) > 0 , means a hypothesis that states there is a significant influence of school academic supervision on performance Teacher junior high school teachers in Sungai Kunjang District Accepted. Furthermore, the closeness of the relationship between school academic supervision and Teacher Performance is shown by the correlation

coefficient (r) of 0.897, which indicates a strong relationship between school academic supervision and Teacher Performance. Meanwhile, the result of the coefficient of determination (R^2) is 0.805, which means that the contribution of school academic supervision (X_2) to Teacher Performance (Y) is 80.5%, the remaining 19.5% is influenced by other factors that were not studied, such as: teacher training, teacher welfare, teacher motivation, teacher discipline, work environment, and others.

The results showed that academic supervision affects the quality of education (Moosung et al., 2012). The results of this study are in line with the results Khoeriyah, (2015) with the title Academic Supervision of Teacher Performance SMK IT Yaspida Sukabumi. With his research, it is stated that there is an influence of academic supervision as seen from the planning of supervision, the implementation of supervision and the assessment of the results of supervision and academic supervision has an influence of 55% on teacher performance.

Supervision is an important part of education, supervision has a broad meaning but the essence is the same, namely activities that aim to improve the learning process (Noor et al., 2020). This is in accordance with what is stated by (Moosung et al., 2012; Noor et al., 2020) Teachers in carrying out instructional tasks to improve learning and teaching by providing stimulation, coordination, and guidance continuously both individually and in groups. One part of educational supervision that focuses on the learning process is academic supervision. This is in accordance with what is stated Direktorat Tenaga Kependidikan Depdiknas (2010:10), that supervision that assists teachers in developing their ability to manage the learning process in order to achieve learning objectives is referred to as academic supervision.

Teacher performance has certain specifications (Siribanpitak & Charoenkul, 2020). Teacher performance can be viewed and measured based on the specifications or competency criteria that each teacher must have. Related to teacher performance, the form of behavior in question is the teacher's activities in the learning process (Hernández et al., 2020; Herodotou et al., 2019). It has been accepted the hypothesis that there is a significant influence of academic supervision on performance teacher junior high school teachers in Sungai Kunjang District shows that the better the academic interpretation, the better the teacher's performance. Thus, academic supervision greatly affects teacher performance. Given the large contribution and the importance of academic supervision to teacher performance, it is better for a leader in the school, namely if the principal is able to manage academic supervision effectively, it will affect the performance of teachers in his school (Pagán-Castaño et al., 2021; Phytanza & Burhaein, 2020).

Leadership style (X1), Academic supervision (X2) and Teacher performance (Y)

The results showed that the principal's leadership style and school academic supervision affect teacher performance (Parveen et al., 2022; Saleem et al., 2020). Based on the results of the double regression analysis X1 and X2 on Y, a significance value greater than the α value was obtained, and the regression coefficient (b_{12}) > 0 , means a hypothesis that states that there is an influence of the principal's leadership style and school academic supervision together on teacher performance junior high school teachers in Sungai Kunjang District Accepted. Furthermore, the closeness of the relationship between the principal's leadership style and the school's academic supervision together with teacher performance is shown by the correlation coefficient (r) of 0.983, which indicates a strong relationship between the principal's leadership style and the school's academic supervision together with teacher performance. Meanwhile, the result of the coefficient of determination (R^2) is 0.828, which means the contribution of the principal's leadership style (X1) and school academic supervision (X2) to Teacher Performance (Y) is 82.8%, the remaining 17.2% is influenced by other factors that were not studied, such as: teacher training, teacher welfare, teacher motivation, teacher discipline, work environment, communication climate and others. (Almutairi & Shraid, 2021; Lockee, 2021; Siri et al., 2020).

Thus, leadership style and academic supervision and affect teacher performance (Chalikias et al., 2020; Corrigan & Merry, 2022) From the results of research conducted by researchers supported by several experts, that leadership style and academic supervision are a determining factor that can encourage teacher performance junior high school teachers in Sungai Kunjang District. If the leadership style and academic supervision in the school are good and very high, as a result, good and qualified teacher performance will be formed. (Hernández et al., 2020; Siri et al., 2020)

CONCLUSIONS

Based on the results of the study, it can be concluded as follows: There is a significant influence of leadership style on teacher performance which means that the more often a good and appropriate leadership style is carried out, the better the performance impact of teacher performance and so that the goals that are desired can be achieved optimally. There is a significant influence of academic supervision on teacher performance, which means that the increasing academic supervision carried out will result in an increase in teacher performance. There is a significant influence of leadership styles and simultaneous academic supervision on teacher performance, which means that the increasing leadership style and academic supervision, it will have an impact on improving teacher performance. The results

of the correlation coefficient are known that what has more influence is that academic supervision is very significant compared to leadership style.

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