Exploring the Effect of School Leadership Supervision on Teacher Performance in Madrasah Tsanawiyah

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Article Info

ABSTRACT

This study aims to investigate the relationship between the supervision conducted by madrasah heads and the improvement of teacher Performance at MTsN 1 Serang Regency. This quantitative descriptive study involved 50 teacher respondents. Data were collected through questionnaires, supported by observations and document analysis. The data were analyzed using descriptive and inferential statistics, including normality tests and Pearson's product-moment correlation. The results revealed a moderate positive correlation ($r = 0.562$) between supervision and teacher Performance, with supervision contributing 31.60% to Performance improvement. These findings suggest that effective supervision by madrasah heads significantly supports teacher development. The study underscores the need to enhance leadership practices in madrasahs to promote better educational outcomes.

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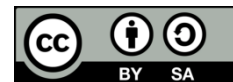
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1. INTRODUCTION

Education plays an important role in forming a generation that is not only knowledgeable but also has a strong moral character (Peters, 2015; Birhan et al., 2021; Arif, 2022; Hafizi & Wiyono, 2023). This is in line with the function of national education as stated in Article 3 of Law Number 20 of 2003 concerning the National Education System, which states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, and aims to develop the potential of students to become faithful people, pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Competent educators with Performance that supports the attainment of educational objectives are required to realize this vision.

Teacher Performance is a key factor in determining the quality of education (Özgenel & Mert, 2019; Kannya et al., 2021; Wulan, 2024). Based on Law Number 14 of 2005, teachers are expected to master four competencies, namely pedagogical, personality, social, and professional competencies. Various intrinsic and extrinsic factors influence teacher Performance, including work ethic, motivation, and discipline (Sudirman et al., 2019; Amini et al., 2022; Layek & Koodamara, 2024). Although increasing motivation and discipline is important, effective instructional leadership and supervision from the madrasah principal are also strategic factors in guiding teachers toward professional growth and increased work responsibilities.

Supervision, both managerial and academic, is widely recognized as one of the main functions in educational leadership (Daniëls et al., 2019; Sunaryo, 2020; Wijaya et al., 2023). Managerial supervision focuses on program planning and implementation, while academic supervision supports teachers in improving learning practices (Mulyasa, 2007; Marmoah, 2016; Kurniawan, 2017; Zepeda & Ponticell, 2018; Kristiawan et al., 2019). A madrasah principal who understands his/her role as an instructional leader is

expected to be able to facilitate, assess, and monitor the educational process and outcomes effectively (Mulyasa, 2007; Kurniawan, 2017). However, in practice, the supervision carried out is still often routine and administrative, with limited evidence regarding its impact on teacher Performance.

Research on the real impact of instructional supervision—especially by madrasah principals—on teacher Performance in junior high schools is still limited. Several previous studies have indeed highlighted factors such as motivation (Bastian et al., 2022; Layek & Koodamara, 2024) and personal characteristics of teachers such as discipline, work ethic, and self-efficacy (Sudirman et al., 2019; Bataineh, 2020; Dewi et al., 2021), but few have specifically examined the contribution of madrasah principal supervision practices to improving teacher teaching Performance.

Based on the results of initial observations and interviews at MTsN 1 Serang Regency, supervision activities were carried out at the beginning of the school year using predetermined instruments and schedules. Although the implementation showed compliance with the policy, it is still not known for sure whether these efforts had a significant impact on improving teacher Performance. Therefore, understanding the relationship between madrasah principal supervision and teacher Performance is important to encourage improvements in the quality of education. This study aims to examine the effect of madrasah principal supervision on teacher Performance at MTsN 1 Serang Regency. By analyzing the effectiveness of supervision practices in real contexts in schools, this study is expected to provide useful empirical contributions to the development of educational leadership theory and the formulation of supervision policies in madrasa environments.

2. RESEARCH METHOD

2.1. Research Design

This study uses a quantitative descriptive-analytical research design, which is appropriate for studying ongoing phenomena by describing and analyzing conditions as they are. The descriptive approach allows researchers to systematically interpret factual data related to a particular object or situation. This study aims to describe and analyze the influence of supervision by the head of the madrasah on teacher Performance at MTsN 1 Serang Regency.

2.2. Population and Sample

The population in this study consisted of all teachers with civil servant status at MTsN 1 Serang Regency, totaling 50 people. Given the relatively small population size (less than 100), the total sampling or census technique was used so that all civil servant teachers could be used as research samples.

2.3. Data Collection Instruments

Data collection was conducted through questionnaires and documentation analysis. The questionnaire was designed to measure two main variables, namely the effectiveness of clinical supervision conducted by the principal and the level of teacher Performance. The instrument used a Likert scale with five answer choices ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Documentation analysis techniques were used to complete the data from the questionnaire. The documents reviewed included official records such as supervision reports, Learning Implementation Plans, Performance assessments, and other written evidence relevant to the practice of learning supervision.

2.4. Data Analysis Techniques

The data processing and analysis process is carried out through several stages as follows: (1) Descriptive Statistics, to provide a summary of the variables studied and describe the characteristics of the data; (2) Normality Test, to determine whether the data is normally distributed as a requirement for using parametric statistical tests, (3) Simple Linear Regression Test, to determine the relationship between the supervision of the madrasah principal and teacher Performance, and to predict the value of the teacher Performance variable based on the value of the supervision variable of the madrasah principal.

3. RESULT AND DISCUSSION

3.1. Result

3.1.1. Descriptive Statistics

The results of the descriptive statistical analysis of the two main variables in this study, namely school leadership supervision and teacher Performance, can be seen in Table 1 below.

Table 1. Descriptive Statistics of School Leadership Supervision and Teacher Performance Variables

		School Leadership Supervision	Teacher Performance
N	Valid	50	50
	Missing	0	0
Mean		100.12	80.74
Median		100.00	80.00
Mode		98[a]	85
Std. Deviation		13.874	6.642
Variance		192.475	44.115
Minimum		71	70
Maximum		126	96

a. Multiple modes exist. The smallest value is shown

Based on Table 3 above, the number of data analyzed for both variables is 50 (N = 50), with no missing data. The average value of school leadership supervision is 100.12, with a standard deviation of 13.874, while the average teacher Performance is 80.74, with a standard deviation of 6.642. The median values for each variable are 100.00 and 80.00, indicating a middle value that is quite close to the average. The mode for school leadership supervision is 98, with the note that there are several modes and the smallest values displayed. Meanwhile, the mode of teacher Performance is 85. The range of school leadership supervision values is between 71 and 126, and teacher Performance ranges from 70 to 96. These data indicate that variations in school leadership supervision tend to be higher than teacher Performance.

3.1.2. Normality Test
Table 2 below shows the results of the normality test using the Kolmogorov-Smirnov method on the unstandardized residuals of the regression model used in this study. This normality test is important to ensure that the assumption of a normal distribution on the residuals is met, which is one of the main requirements in classical linear regression analysis.

Table 2. Normality Test with Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		50
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.49172454
Most Extreme Differences	Absolute	.058
	Positive	.058
	Negative	-.050
Test Statistic		.058
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on Table 2 above, the amount of data used in the normality test is 50 (N = 50). The mean residual value is 0.0000000, and the standard deviation is 5.4917, which indicates that the residual is centered around zero. The Kolmogorov-Smirnov statistical value obtained is 0.058 with a significance (Asymp. Sig. 2-tailed) of 0.200. Because the significance value is greater than 0.05, it can be concluded that the residual data is normally distributed. Thus, the assumption of normality is met, and the data is worthy of further analysis using linear regression.

3.1.3. Simple Linear Regression Test
To determine the extent to which the principal's leadership supervision influences teacher performance, a simple linear regression analysis was conducted. This analysis aims to test the linear relationship between one independent variable, the principal's leadership supervision, and the dependent variable, teacher performance. The results of this test are presented in Table 3 below, which provides

information about the strength of the relationship and the contribution of the independent variables to the variation of the dependent variable.

Tabel 3. Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562[a]	.316	.302	5.549

a. Predictors: (Constant), School Leadership Supervision
b. Dependent Variable: Teacher Performance

Based on the results of the Model Summary, a correlation coefficient (R) value of 0.562 was obtained, indicating a fairly strong relationship between principal leadership supervision and teacher Performance. The R Square value of 0.316 indicates that 31.6% of the variation in teacher Performance can be explained by principal leadership supervision. Meanwhile, the Adjusted R Square value of 0.302 indicates that this regression model is quite stable even though it has been adjusted for the number of variables and samples. The Standard Error of the Estimate value of 5.549 indicates the level of prediction error in this model. Thus, these results provide initial evidence that principal leadership supervision has a significant contribution to teacher Performance. The results of this analysis are presented in Table 4 below, which shows the significance of the influence of the independent variables on the dependent variables in the research model used.

Table 4. Significance Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	683.827	1	683.827	22.211	.000[b]
	Residual	1477.793	48	30.787		
	Total	2161.620	49			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), School Leadership Supervision

Based on Table 4 above, the F value is 22.211 with a significance (Sig.) of 0.000, which is below the significance level of 0.05. This shows that the principal's leadership supervision significantly influences teacher Performance. The sum of squares value for the regression of 683.827 shows the large variation in teacher Performance that the principal's leadership supervision can explain, while the residual value of 1477.793 represents the variation that the model does not explain. Thus, the regression model used in this study is declared feasible for explaining the relationship between principal leadership supervision and teacher Performance. A simple linear regression analysis was carried out to determine the extent of the influence of principal leadership supervision on teacher Performance. The results of this analysis are presented in Table 5 below, which displays the regression coefficient value, standard error, t-value, and significance.

Table 5. Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	53.781	5.774		9.314	.000
	School Leadership Supervision	.269	.057	.562	4.713	.000

a. Dependent Variable: Teacher Performance

Based on Table 5 above, it is known that the principal's leadership supervision variable has a significant effect on teacher Performance, with a regression coefficient value of 0.269 and a significance value of 0.000 (p <0.05). This shows that every one-unit increase in the principal's leadership supervision will increase teacher Performance by 0.269 units. The t value of 4.713 shows that the effect is statistically very significant. Thus, it can be concluded that supervision carried out by the principal has a strong positive contribution to improving teacher Performance.

4.   DISCUSSION

The coefficient of determination (R Square) value of 0.316 indicates that around 31.6% of the variation in teacher Performance can be explained by the principal's leadership supervision. This means that this model has quite good predictive ability, although there are still 68.4% of other variations that are likely influenced by other factors such as work motivation, school environment, or the individual competence of the teacher himself (Robinson et al., 2008; Leithwood et al., 2020). Leithwood et al. (2020) stated that effective instructional leadership and supervision from the principal contributed significantly to improving teacher Performance, both through providing direction and feedback and creating a conducive work climate. In line with this, Hallinger and Heck (2011) stated that supervision that is carried out in a planned and constructive manner has also been shown to be able to improve teacher professionalism and the quality of learning in the classroom.

The results of the ANOVA analysis showed that the principal's leadership supervision had a significant influence on teacher Performance. The F value of 22.211 with a significance level of 0.000 (p <0.05) indicates that the regression model used in this study can explain the relationship between principal supervision and teacher Performance with a high level of confidence. This finding supports the argument put forward by Louis (2004), who asserted that effective principal leadership can improve the quality of teaching and teacher Performance through targeted and intensive supervision strategies. Additionally, this study supports the findings of Robinson et al. (2008), who found that teacher professional development-focused leadership directly improves student learning outcomes.

The Sum of Squares value for the regression of 683,827 indicates the proportion of teacher Performance variation that the principal's leadership supervision can explain. This result illustrates that around 31.7% of the variation in teacher Performance in this study can be attributed to the influence of principal supervision, which is consistent with the findings by Badrun et al. (2022), which showed that the influence of principal leadership on teacher Performance has a significant contribution. In line with this, Causirhom et al. (2024) stated that principals who demonstrate strong leadership behavior can significantly increase teacher motivation and discipline, which ultimately leads to improved Performance. Effective principal supervision can create a supportive work environment, provide constructive feedback, and increase teacher involvement in their professional development, all of which play a role in improving teaching Performance (Yanto & Yuliana, 2024).

The residual value of 1477,793 indicates that there is still variation that this model cannot explain. This shows that in addition to the principal's leadership supervision, other factors influence teacher Performance, such as support from colleagues (Tehseen & Hadi, 2015; Nathanaili, 2016), professional training (Yusnita et al., 2018; El Afi, 2019), and other contextual factors. According to Hattie (2009), external factors such as curriculum quality and education policies also play an important role in improving teacher Performance. Therefore, further research needs to include other variables that can provide a more complete explanation of the factors that influence teacher Performance. Overall, these results indicate that the principal's leadership supervision is one of the important factors that influence teacher Performance. Therefore, developing the principal's capacity in terms of leadership and supervision needs to be a primary concern in efforts to improve the quality of education. The results of this study are in line with the views of Leithwood et al. (2004), which states that effective principals can motivate teachers to work better and create a school environment that is conducive to learning. In further research, it is recommended to explore additional variables, such as the level of support from colleagues and other external factors that may influence teacher Performance, so that the model used is more comprehensive and can explain more variation in teacher Performance.

5.   CONCLUSION

This study aims to analyze the relationship between the supervision of madrasah principals and teacher Performance, and the results show a positive and significant relationship with a correlation value of r = 0.561, where supervision contributes 31.60% to improving teacher Performance. This finding confirms that supervision is an important element in supporting teacher Performance while theoretically strengthening the role of supervision in educational management. Practically, these results emphasize the need to increase the supervision capacity of madrasah principals in order to encourage better learning quality. The implications of this study indicate that strengthening the supervision mechanism must be part of the strategy to improve the quality of education in madrasahs. However, the limitation of this study is that it does not cover other factors that may significantly affect teacher Performance. Therefore, further research is recommended to examine other variables such as leadership style, intrinsic motivation, or organizational culture so that understanding the factors that affect teacher Performance becomes more comprehensive.

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