



The Influence of Leadership and Supervision Style on Teacher Performance (Case Study of Teachers at SMPN 18 Bandung City)

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Abstract: The aim of this research is to describe leadership style, supervision and teacher performance and to test the magnitude of the influence of leadership style and supervision on teacher performance, both simultaneously and separately. The method used is a descriptive survey method and an explanatory survey. The type of investigation in this research is causality. The unit of analysis is teachers in SMPN 18 Bandung City with a sample of 44 people. The time horizon in this research is cross sectional and the analysis methods used are frequency distribution and path analysis. Based on the results of the research and discussion, it can be found that the Leadership Style in the SMPN 18 Bandung City environment is good, the supervision of teachers in the Bandung City SMPN 18 environment is good, the teachers at SMPN 18 Bandung City have high performance. Leadership style and supervision simultaneously influence teacher performance in the SMPN 18 Bandung City environment. However, partially, Leadership Style is more dominant in influencing teacher performance than supervision.

Keywords: Leadership Style, Supervision, Performance.

INTRODUCTION

Environmental changes that are increasingly rapid and uncertain, as well as the implementation of APEC (Asean Free Trade Area) globalization and the implementation of regional autonomy, require the regional government of West Java Province to strive to improve the quality of human resources that are ready to use. The most effective increase in human resources is through formal secondary education that is oriented to work needs (link and match),

Formal secondary education which is capable of producing graduates who have practical competencies and are relatively suited to work needs, namely Elementary School (SD) (media.diknas.go.id, 2014).

Basic education is part of the education system that prepares a person to be more capable of continuing at a higher level, namely junior high school.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Chapter II Article 3 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 human beings of faith, and have faith in God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be democratic and responsible citizens.

Teachers are the spearhead of the learning process in schools in achieving national education goals. These reasons emphasize the need for teacher quality to be improved and developed in accordance with current and future needs. This shows how teachers have an important role in the success of education. Teachers are one of the educational personnel who have a role as a determining factor in the success of the quality of education alongside other educational personnel. Teachers are school personnel who have direct contact with students to provide guidance which will ultimately result in the expected graduation.

Efforts to improve teacher performance are usually carried out by providing motivation, providing supervision, providing incentives, providing good opportunities for career development, improving abilities and other relevant efforts.

Teachers as learning agents are required to be able to organize the learning process as well as possible within the framework of educational development. Law no. 14 of 2005 concerning Teachers and Lecturers Article 4 emphasizes that teachers as learning agents function to improve the quality of national education.

The quality of education can be seen in two ways, namely in the process and results of education. The educational process is said to be of quality if all educational components are involved in the educational process itself (Feiby Ismail, 2008:1 in <http://rosachemist88.blog.ums.ac.id/2010/04/24/>) and the success of an education is related to how achieve success in the learning process.

The phenomenon in the field is that teachers who teach still seem to only carry out their obligations. They do not apply appropriate strategies and methods in teaching. For them, what is important is how a learning event can take place.

Hartono Kasmadi (2003:24) states that the implementation of teaching and learning activities where the teacher still plays a very dominant role, the teacher uses more of the lecture method (telling method) and does not help develop student activities. The result that arises for students is that students learn only to fulfilling obligations, entering class without preparation, not doing the assignments given by the teacher, afraid of dealing with certain subjects, hating the teacher because he doesn't like his teaching style, feeling marginalized because his opinion is not respected, feeling restricted, playing truant, students feel their rights are being imprisoned, restrained so that it has an impact When learning motivation is lost, the learning atmosphere becomes monotonous and ultimately quality becomes questionable.

Efforts to improve teacher quality are expected to increase teacher capability to develop an atmosphere, process and learning materials that can inspire, encourage and facilitate students to develop the potential for virtue that exists in each of them and realize it in good habits (habits of thinking, behaving and acting).

Leadership style is another dominant factor in supporting teacher performance. Within the scope of the school, the leader is called the principal. The principal is the main pillar of command in running the school organization. If the principal's leadership style does not match the expectations of each teacher, there will be a significant decline in performance in various aspects.

According to Rivai (2004), leadership style is the overall pattern of a leader's actions, both visible and invisible to his subordinates. Leadership style describes a consistent combination of philosophy, skills, traits and attitudes that underlie a person's behavior. Leadership style shows directly or indirectly a leader's confidence in the abilities of his subordinates

Education as a system can be understood from the perspective of input, process and output. The definition of input includes the quality of students, the quality of teachers and the quality of the curriculum. In a broad sense, input also includes goals, the value of knowledge and money (funding). The process includes teaching and learning, application of technology, interaction between teachers and students, interaction between teachers and students with other school staff such as counselors, administrative staff, school medical personnel, librarians, laboratory assistants and so on. The output of educational institutions is in the form of graduates with capabilities that are mastered as the fruit of learning activities (Owen and Gagne in Hadis, 2010: 70).

Apart from the principal's supervision services contributing significantly to the professionalism and performance of teachers, both individually and collectively, the principal's supervision services also have an influence in improving the quality of the learning process and the quality of learning outcomes in the classroom. Various research results conclude that teaching supervision services provided by school principals as managers of school organizations and as supervisors to teachers can increase work motivation and teacher performance in schools (Wahjosumidjo in Hadis, 2010: 64).

The school level education system in the classroom has three major components that make up the education system, namely input, process and output components (Hamalik in Hadis, 2010: 72). Efforts must be made so that the educational process that occurs in the classroom produces products in the form of students that are in accordance with the specifications and needs of society and the world of work (Sallis in Hadis, 2010: 72), namely: (1) quality control and (2) quality assurance. These two steps are the spirit of integrated quality management. The essence of integrated quality management is cultural change and continuous improvement as well as meeting customer needs as the main priority.

Efforts to improve the quality of education through control and quality assurance activities involve the role of school principal supervision services in controlling and ensuring the quality of learning and education at the very large class level. Through supervision services from the school principal, teacher professionalism and performance can be improved so as to improve the quality of learning processes and outcomes in the classroom (Hadis, 2010: 76).

Through supervision services, teachers are expected to implement quality control and assurance so that no errors occur in teaching students in class and carry out correct learning from start to finish. Therefore, teachers in schools must implement the correct learning cycle as a manifestation of improving quality. continuously (continuous improvement).

The learning cycle is continuous improvement, which starts from planning learning activities, implementing teaching and learning activities, then evaluating the learning process and results in class and so on, so that the learning cycle in class continues continuously through continuous improvement.

Based on the explanation above, it can be concluded that the problem of learning quality concerns a very essential problem, namely the quality of teaching carried out by teachers must receive continuous and continuous supervision and guidance. This problem is closely related to professional supervision to improve learning. Teachers who have not received optimal assistance, causing the quality of education to be low.

METHOD

The independent variables in this research are Leadership and Supervision Style. Meanwhile, the object of research which is the dependent variable (dependent variable) is Teacher Performance, this element is researched to find out more in depth about Teacher Performance.

Based on the study objectives, this research is descriptive and verification in nature. Descriptive research is research that aims to obtain a description of the characteristics of variables. The nature of verification research basically aims to analyze the truth of a hypothesis

which is carried out through data collection in the field. Considering that the nature of this research is descriptive and the analysis is carried out through data collection in the field, the research methods used are the descriptive survey method and the explanatory survey method. The type of investigation used is causality, namely a type of research that states that there is a causal relationship between independent variables, in this case Leadership Style and Supervision of the dependent variable, namely Teacher Performance. The unit of analysis of this research is the individual teacher. Judging from the time horizon, this research is cross sectional in nature, that is, information from part of the population (sample respondents) is collected directly at the scene empirically, with the aim of finding out the opinions of part of the population regarding the object being studied.

RESULTS AND DISCUSSION

Implementation of leadership styles by the principal at SMPN 18 Bandung City. Robbins (2009) states that leadership is the ability to influence a group towards achieving goals. Leadership according to Siagian (2002) is a person's ability to influence other people, in this case his subordinates, in such a way that the other person may not be liked. Meanwhile, Yukl (2001) states that leadership is the process of influencing other people to understand and agree with what needs to be done and how the task is carried out effectively, as well as the process of facilitating individual and group efforts to achieve common goals.

Teachers at SMPN 18 Bandung City perceive doubts about the principal's leadership style, in the sense that the current working conditions feel uncomfortable and they don't like the personality and style displayed by the principal. It is hoped that this will not affect work/teaching in carrying out their respective duties and functions as teachers.

Supervision in the Environment of SMPN 18 Bandung City. Monitoring is a systematic effort to establish standard performance in planning to design information feedback systems, to compare actual performance with predetermined standards, to determine whether deviations have occurred, and to take necessary corrective action to ensure that all sources Company or government resources have been used as effectively and efficiently as possible to achieve company or government goals. From the opinions mentioned above, it can be concluded that supervision is important in carrying out a plan. With supervision, the planning expected by management can be fulfilled and run well.

Supervision of teachers in the SMPN 18 Bandung City environment is good, in the sense that the implementation of supervision can run according to plan and ensure that organizational goals are achieved, but there are things that teachers must pay attention to in order to improve supervision, namely inaccurate information in carrying out supervision and inaccuracy in determining criteria. supervision.

Teacher performance in SMPN 18 Bandung City. The description of teacher performance is reflected in the results of respondents' answers which are measured through four aspects. Each aspect has several indicators and each indicator has several statements that will be assessed by respondents in the form of answers to statements related to the four aspects of teacher performance assessment. The indicators for the teacher performance aspect consist of: quality, ability, initiative and communication.

The performance of teachers in SMPN 18 Bandung City is considered to have high performance, but there are still some teachers who are considered to have low performance, namely that the knowledge possessed by teachers is not a priority, no ideas are raised, and there is a lack of cooperation with people. other.

The influence of leadership style and supervision on teacher performance in the SMPN 18 Bandung City environment, both simultaneously and partially. The overall influence of X1 and X2 to influences Y, and the remaining 0.419 or 41.9% is influenced by other variables not included in the research.

Based on the results of calculating the value of the variable path coefficients (X1) and (X2) towards (Y), which were obtained using the SPSS release 12 for Windows program, thus in accordance with the decision rules, the t-calculated prices falling in the H0 area are rejected, meaning the path coefficient is significant, so that the path diagram does not change. Conceptually, it can be explained that all aspects of Leadership Style and Supervision aspects influence Teacher Performance.

From the correlation test between variables

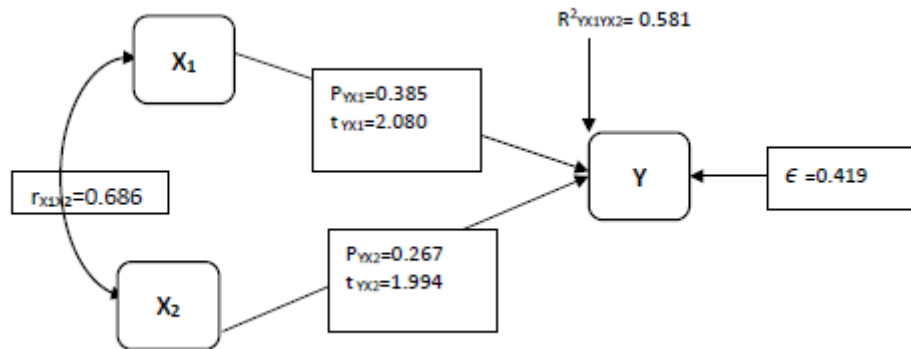


Figure 1. Diagram of the causal relationship between Leadership Style (X1) and Supervision (X2) and teacher performance (Y)

From the test results it can be seen that leadership and supervision styles influence the performance of working teachers, namely 58.1%, while the remaining 41.9% is influenced by other factors not researched by the author, namely organizational culture, work climate, work environment, training, work attitudes. and compensation that require further research. However, if viewed partially, leadership style is more dominant in influencing teacher performance than supervision. This can be understood because every indicator of leadership and supervision style is used as an aspect of performance measurement.

The contribution of Leadership Style to teacher performance directly is 24.81% with a t-count coefficient of 2,080, while for the t-table value at the significance level $\alpha(0.05) = 1.96$, because the t-count > t-table value, and indirectly through the monitoring variable is 10.19%. Meanwhile, the contribution of leadership style to overall performance reaches 35%, where the better the leadership style implemented will increase teacher performance. This description has also answered the hypothesis that leadership style partially influences teacher performance.

The path coefficient shows a positive and significant value, meaning that the leadership style aims to improve technical skills in carrying out work or is a process of achieving teacher work that can support the achievement of organizational goals, where the better the leadership style implemented, the teacher performance will increase.

The direct contribution of supervision to performance is 14.09% with a t-count coefficient of 1.994, while for the t-table value at the significance level $\alpha(0.05) = 1.96$, because the t-count > t-table value, and indirectly through the leadership style variable is 10.19%. Meanwhile, the contribution of supervision to overall performance reached 25%, where this condition shows that the supervision variable has quite a close influence on teacher performance achievement. So the better supervision in carrying out its duties will provide a positive correlation in improving its performance. This description partially answers the hypothesis of this research, that supervision partially influences teacher performance.

The path coefficient shows a positive and significant value, meaning that if supervision is better, teacher performance will also increase, accordingly.

Overall, teachers in SMPN 18 Bandung City have high performance, this must be maintained and further improved, because teacher performance itself can be influenced by

leadership and supervision style factors, therefore the size of teacher performance in individuals and groups depends on the efficiency and effectiveness of the leadership style, as well as good supervision.

CONCLUSION

Based on the results of research that has been carried out to determine the influence of leadership style and supervision on teacher performance (a study in the SMPN 18 Bandung City environment), the following conclusions can be drawn:

1. The implementation of the Principal's Leadership Style in the SMPN 18 Bandung City environment is appropriate, in the sense that the guidance provided to the school is appropriate, this is the principal's role in developing the curriculum, organizing teaching, preparing teaching staff, preparing learning facilities, preparing learning materials, organizing teacher training, developing teaching staff members, coordinating services for students, developing relationships with the community, and starting teaching, however there are several elements/indicators that are considered lacking, namely the Principal does not provide coaching in order to improve teacher competency.
2. Supervision of teachers in the SMPN 18 Bandung City environment is good, in the sense that the implementation of teacher supervision can run and is in accordance with standard operating procedures (SOP) for Supervision, however there are things that teachers must pay attention to in order to improve supervision, namely inaccurate information in carrying out supervision and inaccuracy in determining supervision criteria.
3. The performance of teachers in SMPN 18 Bandung City is considered to have high performance, but there are still some teachers who are considered to have low performance, namely that the knowledge possessed by teachers is not a priority, no ideas are raised, and there is a lack of cooperation with other people. .
4. Leadership style and supervision simultaneously influence teacher performance in the SMPN 18 Bandung City environment. However, partially, Leadership Style is more dominant in influencing teacher performance than supervision. And partially, the influence of Leadership Style and supervision on teacher performance is as follows:
 - a. Leadership Style has a positive and significant effect on teacher performance, so that if Leadership Style runs well, teacher performance will also increase.
 - b. Supervision has a positive and significant effect on teacher performance, so that if supervision goes well, teacher performance will also increase.

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