

The Effect Of Leadership Style And Principal Supervision Competence On Tanjung Putus State Elementary School Teacher Performance

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ABSTRACT

The teacher is one of the energy base factors that really determines success in education in schools. Based on the case, this research uses causal associative research with a quantitative approach. This research is combined from respondents using a questionnaire or questionnaire. The population and illustrations in this research are from Tanjung Putus State Lower School teachers, totaling 10 people or respondents. The illustration collection method uses bored sampling. In this research using multiple Linear Regression Analysis. For (Sunyoto, 2015) when measuring more than one flexible elastic (X1, X2, X3_XN) it is called multiple linear analysis. The categorization of information collection instruments was tried to explore the following stages: 1). Elastic recognition fits research problems, 2) Elastic exposure, 3) Determination of markers for each sub-elastic, 4) Categorization of descriptors for each marker, 5) Formulation of descriptors into instrument seeds. The results of his research are that leadership style has a positive and insignificant effect on the ability of teachers at the Lower Tanjung Putus School. The elasticity of the principal's control competence has a positive and insignificant effect on the ability of teachers in the Lower Tanjung Putus School. On the other hand, the leadership style, control competence of the principal has a positive and insignificant impact on the performance of teachers in the Lower Tanjung Putus School. The elasticity of the principal's control competence has a positive and insignificant effect on the ability of teachers in the Lower Tanjung Putus School.

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1. INTRODUCTION

Education is the human resource base infrastructure that the whole country, especially Indonesia, must pay attention to. For a nation that is still growing, education has an important role to form the foundation of its character. In that direction, Islam also underlines the importance of forming a character to create an ethical foundation in life, and this is accurately described in a Hadith of the Prophet whose contents command or require every Muslim to enrich knowledge through education and in hadiths. explained that the early enthusiasm for Islamic morality in nature was intended to complement people's morals (Zainal Abidin et al, 2019 p 77) Education itself can be referred to as an effort to create an atmosphere and a way of learning which has implications for increasing the abilities of teaching participants so that they can increase intellectual (Samsul Susilawati, 2015 p 211) emotional and spiritual capacities that are in line with the nation's mission and are carried out with programming good and understanding actions. For Taylor, there are elements that have a significant function to improve the quality of education, one of which is the significant leadership position of the school principal (Nisrina et al, 2022, p 370).

Leadership issues always share interesting opinions because a group can be successful or not is partly determined by the quality of leadership. For Thoha (Mulyasa, 2013, p. 10), explaining leadership style is a rule of behavior that is used by someone when that person tries to influence the behavior of other people as he observes. The result can be said that the leadership style is the method used by a superior to influence his subordinates.

In the scope of the school, the superior entity is represented by the school principal. And related to leadership matters, so that the principal should have the competence to become a school principal. For Wahyudi (2012, p. 24) "the competency of the principal is the insight, expertise and lower values that are described by the principal in the habit of thinking and acting in an unchanging way that allows him to be professional or empowered to quote provisions regarding the provision, use as well as increasing the ability of resources to improve the quality of education in schools". And in this condition, one of the functions of the school principal is to carry out control activities. In the usual way, control is meant as observing, guiding and monitoring activities. There are several interpretations of control matters,

Meanwhile, it is not only the position of the principal who acts as controller, so another thing that needs to be considered is the administrator of the square which in this case is the teacher. Because of the position of the teacher as the executor of education, it is certain that every teacher must equip himself with educational competencies that support efficient teaching and learning activities. The teacher must also be able to bridge the gap for teaching participants to understand their environment further, remembering that teaching students actually develop and grow in the midst of society. Therefore, it is meaningful for teachers to design teaching and learning activities that do not create gaps with social reality in society (Hambali, 2017 p 130). However, based on existing reality, teachers often just carry out learning as it is and without any tendency to arrange patterns of teaching and learning activities that can increase the motivation to practice teaching participants. On the other hand, self-motivation is a precursor for teaching participants to then carry out teaching and learning activities, and with encouragement, the method of teaching participants to teaching and learning activities becomes easier. Apart from that, another problem encountered is that teachers are often only oriented towards accumulating the weight of other obligations which can lead to inefficient teaching and learning activities, and are unable to respond and achieve standardization of the quality of education. (Septi, 2017, p 1153).

Therefore, it becomes important to pay attention to several cases related to the distribution of teachers who are not comprehensive, not yet guaranteed teacher safety and management on the basis of unprofessional education. In this regard, once again, the principal's academic control over the teacher really needs to be optimized to overcome the problems of teaching and learning activities and increase the ability of teachers to be more optimal (Mukhtar, 2015). in class according to the mission that has been established Where this power has covered several perspectives, including: programming of

guiding practice programs, application of guiding practice methods, optimal category invention and treatment, optimal setting of learning situations, and evaluation of practice results. Ability is definitely a very important aspect in determining the quality of a person's activities including a teacher (Indrayogi, 2014 p78).

Principals who don't often exercise control make it difficult for teachers to measure the ability of teachers and the method of teaching and learning activities is not optimal. In some cases, the implementation of principal control is only carried out if the school is to be monitored by a school supervisor which is still up to the discharge of administrative roles without paying attention to the quality of programming and its implementation and follow-up action plans.

In some previous research, a hypothesis was obtained that some elastic factors greatly affect the ability of teachers. For example, the elasticity of activity encouragement, control, and obedience to activities affect the teacher's ability simultaneously with a percentage of 65.4 percent. There is also a partial way, the ability of teachers 17.56 percent is influenced by obedient activities, 27.77 percent by encouragement of activities, and 15.21 percent by academic control (Waveudi, Thomas, & Setiyani, 2012). Compared to jamming into Amanda's research, Damai, & Saggaf (2017) experienced that the principal's control did not significantly affect the ability of teachers with a percentage of only 10.5 percent, whereas 89.5 percent of teachers' abilities were influenced by other elastic factors. However,

This research monitors both elasticities as well as sets out some of the conclusions of the problem as follows: 1) Does the leadership style affect the performance of Tanjung Putus State Elementary School Teachers?, 2) Does control competence affect the ability of Tanjung Putus State Elementary School Teachers, 3) Does the leadership style, control competency influence simultaneously on the ability of Tanjung Putus State Elementary School Teachers. It is hoped that the results of this research will become material for estimating school principals on increasing leadership competence and implementing planned controls to improve teacher abilities and quality of education management at the Tanjung Putus State Lower School.

2. METHODS

2.1 Types of research

Based on the problems of this study using causal associative research with a quantitative approach. This research was collected from respondents using a questionnaire or questionnaire.

2.2 Population and Sample

The population and sample in this study were from the teachers of the NeTanjung Putus Elementary School, totaling 10 people or respondents. The sampling technique used the saturated sampling method..

2.3 Research Instruments

The preparation of data collection instruments was carried out following the following steps: 1) Identification of variables according to research problems, 2) Elaboration of variables, 3) Determination of indicators for each sub-variable, 4) Preparation of descriptors for each indicator, 5) Formulation of descriptors into instrument items; Respondents' answers to the questionnaire can be converted into numbers using a Likert scale with a value of one to five

Skala Likert		
SS	Sangat Setuju	5
S	Setuju	4
AS	Agak Setuju	3
KS	Kurang setuju	2
STS	Sangat Tidak setuju	1

2.4 Research Analysis

In this study using Multiple Linear Regression Analysis According (Sunyoto, 2015) if you measure more than one independent variable (X1, X2, X3_XN) it is called multiple linear analysis.

3. FINDINGS AND DISCUSSION

3.1 Validity test

The validity test serves to identify the results of the questionnaire for each elastic whether it is claimed to be valid or not. In this validity experiment using a two-tailed or 2-way experiment with an alpha of 5 percent or 0.05. It is known that the total number of respondents is 10 people and reduced by 2 to 8 so the determination for chart r is 0.613. In the test using SPSS, the results are known for the valid Leadership Style Elastic (X1) there are 8 questions and there are also 13 questions that are not valid, for the valid Control Competency Elastic (X2) there are 19 questions that are not valid only 1 question. For the teacher's ability elasticity (Y), it is known that there is only 1 valid question and 19 questions that are not valid.

3.2 Reliability Test

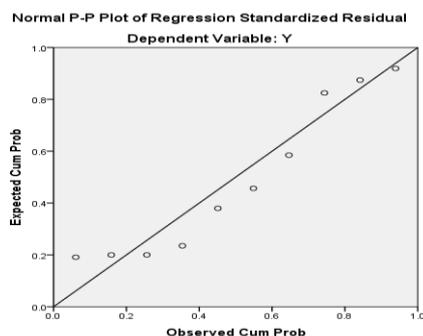
The function of the Reliability Test is to determine the basis for a decision with the provision that if alpha is greater than 0.6 then it can be declared reliable and vice versa

Reliability Statistics (X1)		Reliability Statistics (Y)		Reliability Statistics (X2)	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.959	20	.870	20	.700	20

The chart above shows that for competency elasticity the Cronbach Alpha number is 0.959. So it can be concluded that this research questionnaire is reliable. For Principal Control Competence the Cronbach alpha figure is 0.700 which can be considered reliable. On the other hand, for teacher performance, the Cronbach alpha number is 0.870, which can be considered reliable.

3.3 Classical Assumption Model Test Results

The normality test is said to be normal if the data points follow the diagonal line



Judging from the table above, it can be concluded that the dotted data line follows the diagonal line. So it can be concluded that the data is normally distributed.

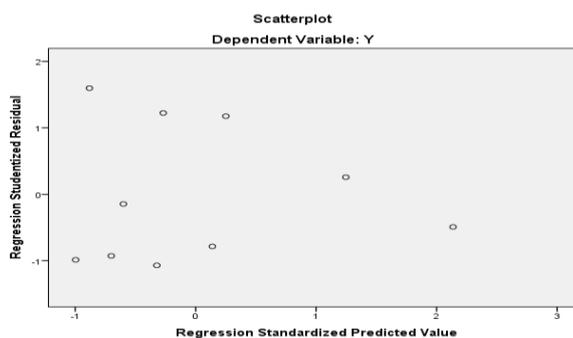
3.4 Multicollinearity Test

The regression model is provided that the VIF value is < 10 and the tolerance value is > 10.

Tolerance	VIF
0.642	1.558
0.642	1.558

Based on the table above, it can be seen that the tolerance value for leadership style on teacher performance is 0.642 and the VIF is 1.558. In this way it can be stated that this data does not have multicollinearity.

3.5 Heteroscedasticity Test



It can be seen that the dots in the image appear to spread randomly, not forming any pattern. From this it can be stated that the regression model does not have heteroscedasticity.

3.6 Hypothesis Analysis Test Results

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	std. Error	Betas			tolerance	VIF
1	(Constant)	73,245	14,412		5,082	001		
	X1	.145	.170	.365	.853	.422	.642	1,558
	X2	.044	.216	.087	.203	.845	.642	1,558

a. Dependent Variable: Y

From the table, the multiple linear regression equation can be obtained as follows:

$$Y = 73.245 + 0.145X1 + 0.44X2$$

The following is an explanation of the regression equation above:

- 1) A constant value of 73,245 (positive) means that the X1 variable (leadership style) is still constant or fixed;
- 2) the value of the regression coefficient is 0.145 and is positive;
- 3) The value of the regression coefficient of 0.44 is positive.

It can be concluded that the results of multiple linear regression analysis show that there is a correlation between the independent variables and the dependent variable.

3.7 Hypothesis Testing Results

T test results (partial)

<i>t</i>	sig
5.082	0.001
0.853	0.422
0.203	0.845

From the chart above, it can be observed from the charts above, the bond values are obtained as follows: Initial, Elastic leadership style, Principal Control Competence partially concluded that there is no partial effect on the teacher's ability. Because the sig number is more than 0.05.

3.8 Test Results (Simultaneous)

Principal Supervision Competence

ANOVAa

Model		Sum of Squares	Df	MeanSquare	F	Sig.
1	Regression	63,608	2	31,804	.761	.502b
	residual	292,492	7	41,785		
	Total	356,100	9			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on the chart above, it can be concluded that the leadership style, the control competence of the school principal on the teacher's ability has no effect simultaneously between each elasticity. Because the sig number is more than 0.05.

Effect of Leadership Style in a partial way on the ability of teachers Based on the experimental results, the assumption proves that it does not have a significant effect on the teacher's ability. This is known from the t (Partial) Experiment which shows a sig number of 0.442 and 0.422 which is known to be greater than 0.05.

Effect of Supervision Competence in a partial way to the ability of teachers Based on the experimental results, the assumption proves that it does not have a significant effect on the teacher's ability. This is known from the t (Partial) Experiment which shows the sig numbers of 0.442 and 0.845 which are known to be greater than 0.05.

Effects of Leadership Style and Control Competence simultaneously on teacher abilities Based on the experimental results, the assumption proves that leadership style and control competence do not have a significant effect on the teacher's ability. This is known from the t (Partial) Experiment which shows a sig number of 0.502 which is known to be greater than 0.05.

4. CONCLUSION

Based on the results of the analysis "The Influence of Leadership Style and Principal Supervision Competence on the Performance of Tanjung Puting Public Elementary School Teachers. Here's the

conclusion: That the leadership style variable has a positive and insignificant influence on teacher performance at Tanjung Putus Elementary School That the principal's supervision competency variable has a positive and insignificant effect on teacher performance at Tanjung Putus Elementary School. That the leadership style variable, the principal's supervision competency has a positive and insignificant influence on the performance of teachers in Tanjung Puting Elementary School

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