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The effect of leadership and supervision on kindergarten teacher performance in Pineleng district, Minahasa regency, North Sulawesi province

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Abstract

This study aims to describe and analyze: The influence of leadership and supervision of school principals on the performance of Kindergarten teachers in Pineleng District, Minahasa. This study uses a survey method with a quantitative approach. The population unit was 49 teachers, while the research sample was 49 teachers. The data collection technique used was a questionnaire that was arranged based on a Likert scale and was tested on 40 Kindergarten teachers, the questionnaire was valid and reliable. To test the hypothesis, a simple and multiple correlation analysis is used. The results of the data analysis show that:

- 1) There is a positive influence of principal leadership on teacher performance
- 2) There is a positive effect of principal's supervision on teacher performance
- 3) There is a positive effect of principal leadership and supervision on teacher performance

Based on these conclusions, it is suggested:

- 1) That this research be useful as a contribution of thought in the development of education management science, especially in relation to principal leadership and supervision of teacher performance
- 2) That this research is used as input for other educators in Pineleng District Minahasa in the context of developing and fostering teacher performance in the future

Keywords: Principal leadership, supervision, teacher performance

1. Introduction

Indonesia as a developing country recognizes the very large role of education in nation building. The Indonesian nation realizes that without education it is impossible to find human development who can build themselves, build others and build the nation together. To develop quality human resources can be formed through a quality education process as well. The teacher is one of the elements of the resource that determines the success of education in schools, because the teacher is a human element that is very close to students in daily education at school. This is in line with the opinion (Depdikbud; 2009: 25) which states that teachers are human resources capable of utilizing other factors so as to create a quality teaching and learning process and become the main factor determining the quality of education that exists today.

Teachers are educators who act as spearheads of the transformation of knowledge and values and attitude skills. The formation of the personality of students and taking responsibility for the achievement of educational goals, therefore the teacher is directly involved in the learning process in the classroom, so the teacher can be said to be a major component in the educational process, because his position is based on the role of a teacher, the teacher occupies a very important in improving the quality of the learning process and its results. In this contest the quality of education is very much determined by the quality of teacher performance which consequently is required of teachers to play an active role in positioning themselves as professionals in accordance with the demands of an increasingly developing society.

The teacher's performance can be seen in how he carries out his duties and obligations, starting from lesson planning, implementing learning to evaluating the learning. The teacher is the spearhead who is at the forefront of dealing directly with students through teaching and

learning activities in class or outside the classroom in improving student learning outcomes. A teacher certainly has a big responsibility for improving student learning outcomes in the classroom. And of course it can be successful if the teacher has a good performance when dealing with students in the classroom. A teacher is only able to stand in front of the class, but more than that it is able to guide and educate every student regardless of the status and background of each student.

The meaning of teacher performance is the ability of a teacher to carry out the learning process in the classroom in accordance with predetermined goals (Sumarno, 2009: 20). Where these abilities have covered several aspects, including: planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classes, controlling optimal learning conditions, and assessing learning outcomes. Performance is certainly a very important factor in determining the quality of a person's work, including a teacher. Increasing teacher performance in schools by providing various types of training and professional education to teachers is of course very much needed. (Taufik Abdul Hadis and Nurhayati B, 2010: 19) ^[3], explained that there are two important factors that affect teacher performance in schools, namely teacher standard qualification factors and the relevance of teacher expertise and teaching assignments. However, satisfactory results have not been seen on the ability of teachers in the teaching and learning process. It was found that currently there are still many teachers whose academic qualifications are not relevant to the world of kindergarten, so that some teachers do not understand Duties and Responsibilities. As well as the lack of supervision from the principal when teaching and learning processes so that learning is not in accordance with the objectives to be achieved, both learning goals and institutional goals. Teachers tend to provide learners according to their own wishes, without using the existing curriculum. Thus student learning outcomes do not match the standards expected by the government. Many children have very minimal abilities. The problem of leadership always gives an interesting impression because an organization can succeed or not be partly determined by the quality of leadership According to (Sutisn E Mulyasa, 2002: 107) ^[18, 20] is the process of influencing the activities of a person or group in an effort towards achieving goals in certain situations, so it can be interpreted that the soul of leadership is an action taken by individuals to influence and provide direction to other individuals or groups in a particular organization to achieve predetermined goals. Leadership is one of the main factors in organizational life which plays a key role. Where the leadership of a leader acts as a regulator in the collaboration process between leaders and individuals and leaders with their groups.

Effective and ineffective leadership is the most important thing that must be understood by a leader (principal) in leading an organization or group. In this case, a school as an educational institution is tasked with carrying out the educational process and the learning process in an effort to educate the nation's life. The duty of the principal as a person who is given the task of leading the school, the principal is responsible for achieving school goals. Principals are expected to be leaders and innovators in the school. Therefore, the leadership quality of the principal is significant for the success of the school. The principal

needs to have the ability to empower all existing human resources (HR) to achieve school goals. Especially with regard to principal teachers, they must have the ability to improve teacher performance, through empowerment of institutionalized teaching staff (teachers). This can be seen in several Kindergartens in Pineleng District, the implementation of leadership has not been as expected. It can be seen from the habits carried out by the principal when monitoring only around the class without trying to ensure the condition of the class and only focusing on school finances and administration. Then there are school principals who are less responsive to problems faced by teachers and students so that it seems that the principal is not wise in making decisions. In relation to the role of leadership in improving teacher performance, it needs to be understood that every leader is responsible for directing what is good for employees, and he himself must do good. A leader in this case the principal must also set an example, be patient and understanding. In essence, the function of a leader should be interpreted like Ki Hadjar Dewantara's motto: *ing ngarsa sung tulada, ing madya building karsa, tut wuri handayani* (in front of being an example, in the middle of giving will, behind being a driving force or giving power).

Based on the formulation of the problem, the objectives to be achieved in this study are to obtain the results of the analysis and interpretation of:

- 1) The Influence of the Principal's Leadership on the Performance of Kindergarten Teachers in Pineleng District.
- 2) The Effect of Principal Supervision on Kindergarten Teacher Performance in Pineleng District.
- 3) The joint influence of the Principal's Leadership and Supervision on Kindergarten Teacher Performance in Pineleng District.

2. Literature review

2.1. Teacher performance

Whitmore simply states that performance is the implementation of the functions that are required of a person. Understanding According to Whitmore, it is an understanding that demands the least amount of need to succeed. Therefore, Whitmore put forward the notion of performance which is considered representative, so that it illustrates the large responsibility of one's job. Teacher performance has certain specifications. Teacher performance can be seen and measured based on the specifications or competency criteria that each teacher must have. With regard to teacher performance, the form of behavior in question is the teacher's activities in the learning process. With regard to the performance standards of Sah understanding teachers as cited (Kusmianto 1997: 49) in the guide book for teacher performance appraisal by supervisors, it is explained that: "Teacher performance standards are related to the quality of teachers in carrying out their duties, such as:

- 1) working with students individually
- 2) preparing and planning lessons
- 3) utilizing instructional media
- 4) involving students in various learning experiences
- 5) active leadership from the teacher

The teaching and learning process is not as simple as it seems when the teacher delivers the subject matter in class,

but in carrying out good learning a teacher must make good preparation so that when implementing learning can be directed according to the learning objectives contained in the learning success indicators. The learning process is a series of activities carried out by a teacher starting from learning preparation, implementation of learning to the final stage of learning, namely the implementation of evaluation and improvement for students who have not succeeded at the time of the evaluation. From the various definitions above, it can be concluded that the definition of the concept of teacher performance is the result of work or work performance carried out by a teacher based on the ability to manage teaching and learning activities, which includes planning learning, implementing learning, evaluating learning and fostering interpersonal (interpersonal) relationships with students.

If teacher performance is the quantity and quality of work completed by each teacher, then performance is the output of the teacher's assignment. Of course performance also has a close relationship with productivity problems, because it is an indicator in determining how efforts to achieve high levels of productivity in educational institutions (Hasibuan, 2011: 126) states that productivity is the ratio between output and input. If so, teacher performance is not an independent variable, but there are many factors that influence it. Teacher performance indicators include:

- 1) lesson plans or what is known as RPP (lesson plan)
- 2) learning procedures
- 3) interpersonal skills

As well as the ability of the teacher to master the situation / situation in the classroom when the teaching and learning process takes place. Based on this, the teacher performance appraisal can be done by comparing the actual results obtained with those planned. However, in this study, teacher performance will be measured by adopting the research (Lumbanraja, 2012: 57) ^[16], using 3 indicators:

- 1) Ability to prepare lesson plans
- 2) Ability to carry out learning
- 3) Ability to evaluate learning outcomes

2.2. Principal leadership

Leadership is a process that involves a person to influence others by providing motivational strength, so that the person vigorously strives towards goals. (Terry 1982: 458) ^[33] defines leadership as an activity to influence people to be directed towards achieving organizational goals. Meanwhile (Stogdil in Sutarto, 1998: 13) provides the notion of leadership as a process of influencing the activities of a group of people who are organized in their efforts to set and achieve goals. (Sutarto 1998: 13) defines leadership as a series of structuring activities in the form of the ability to influence the behavior of others in certain situations so that they are willing to work together to achieve predetermined goals. Leadership success is essentially related to the level of concern of a leader being involved in both orientations, namely what has been achieved by the organization (organizational achievement) and development of the organization (organizational maintenance).

Leadership is the ability to influence others, this has the intention of achieving predetermined goals. In influencing people, the leader can do it through motivation that can move someone to do something the leader wants to do. The

ability to influence others identifies the existence of a communication and interaction between the leader and the leader. Thus leadership consists of leaders and followers of Bass in (Pierce Newstrom, 2006: 3). Quoted by (Uhar Suharsaputra, 2013: 78) According to (Stoner, 2012: 45) leadership is defined as a process of directing and giving influence to the activities of a group of members who are interconnected in their duties. Meanwhile, according to Robinson, leadership is the ability to influence groups towards achieving goals. Meanwhile, according to Kartini Kartono, a leader is a person who has skills and strengths, especially skills and strengths in one area, so that he is able to influence other people to jointly carry out certain activities, for the sake of achieving one or several goals. So from the various definitions above, it can be concluded that leadership is a person's ability to influence, mobilize, and direct the behavior of other people or groups to achieve group goals.

According to (Mulyasa, 2009: 90) ^[18, 20]: "Principal leadership is one of the factors that can encourage schools to realize the vision, mission, goals and objectives of their school through programs that are implemented in a planned and gradual manner. In the new paradigm of education management, the principal must at least function as an Educator, Manager, Administrator, Supervisor, Leader, Innovator and Motivator (EMASLIM). The success of the principal's leadership can be measured using the six dimensions of these functions. The following is an explanation of EMASLIM according to (Mulyasa 2009: 99-122) ^[18, 20]:

- a. Principal as Educator Functioning as an educator, the principal has the right strategy in increasing the professionalism of the teaching staff in his school. The function of the principal as an educator is to create a conducive school climate, provide guidance to school members, provide encouragement to education personnel and implement interesting learning models, such as team teaching, moving classes and holding accelerated programs for students who are smart above normal. According to (Wahyusumidjo 2002: 122) understanding the meaning of educators is not sufficient to hold on to the connotations contained in the definition of educators but must be studied in relation to the meaning of education, educational facilities and how the educational strategy is implemented. For this purpose the principal must try to instill, promote and enhance at least four kinds of values, namely mental, moral, physical, and artistic development. There are several things that need to be considered by the principal of his role as an educator according to (Wahyusumidjo 2002: 124) which includes two main things, namely the target or to whom behavior as an educator is directed. The second is how the role of educator is carried out. There are three main target groups, namely teachers or other functional personnel, administrative staff (staff) and groups of students or students. In addition to the three main targets for implementing the role of the principal as educator, there are also other target groups, which are no less important in contributing to the development of school life, namely parents' organizations, student organizations, and teachers' organizations.

- b. **Principal as Manager** Management is essentially a process of planning, organizing, implementing, leading and controlling the efforts of members of the organization and utilizing all organizational resources to achieve the stated goals (Wahyusumidjo, 2002: 94). It is said to be a process, because all managers with dexterity and skills endeavor and utilize various interrelated activities to achieve goals. As managers, school principals must be able to utilize school resources in order to realize the vision, mission, and achieve their goals. The principal is able to face various problems at school, think analytically, conceptually, must always try to be an intermediary in solving various problems, and make decisions that satisfy school stakeholders. Provide opportunities for education personnel to improve their professions. All of these roles are performed persuasively and from the heart. Encourage the involvement of all education personnel in every activity at school (participatory). The principal needs to have the ability to carry out his leadership duties properly, which is manifested in the ability to formulate programs, to organize personnel, to empower education personnel and to make optimal use of school resources. Based on this description, a manager or a principal is essentially a planner, organizer, leader and controller. The existence of managers in an organization and organization requires managers who are able to plan, organize, lead, and control so that the organization can achieve its stated goals (Wahjosumidjo, 2002: 96).
- c. **Principal as Administrator.** The principal as an administrator has a close relationship with various administrative management activities that are recording, compiling, and documenting all school programs. The planning to be made by the principal depends on various factors, including the number of human resources available, the available funds and the time period required for implementing the plan. The planning that is carried out includes compiling the school's annual program which includes the teaching, student, staffing, finance and facility planning programs needed. In addition, the principal's function as administrator also includes activities for structuring the organizational structure, coordinating school activities and managing staffing at schools.
- d. **Principal as Supervisor** As a supervisor, the Principal supervises the work carried out by educational staff. Supervision is a process specifically designed to help teachers and supervisors learn daily tasks at school, so that they can use their knowledge and abilities to provide better service to parents of students and schools, and strive to make schools a learning community that is more effective. Supervision and control in education is a control so that educational activities in schools are directed at predetermined goals. Supervision and control are also preventive measures to prevent education personnel from committing irregularities and to carry out their work more carefully. Supervision and control carried out by the principal of education personnel, especially teachers, is called clinical supervision, which aims to improve teachers' professional abilities and improve the quality of learning through effective learning. Principals as supervisors need to pay attention to principles such as consultative, collegial and non-hierarchical relationships, implemented in a democratic manner, centered on education personnel, carried out based on the needs of educational personnel and constitute professional assistance.
- e. **Principal as Leader** The principal as a leader must be able to provide guidance and supervision, increase the willingness and ability of education personnel, open two-way communication and delegate tasks. The ability of the principal as a leader can be analyzed from the aspects of personality, knowledge of education personnel, vision and mission of the school, the ability to make decisions and the ability to communicate. Meanwhile, the principal's personality as a leader will be reflected in his character who is honest, confident, responsible, daring to take risks and decisions, big-hearted, stable emotions, and role models. In its implementation, the principal as a leader can be analyzed from three leadership styles, namely democratic, authoritarian and free. The three styles are often owned simultaneously by a leader so that in carrying out his leadership, these styles appear situational.
- f. **Principal as Innovator** Role and function as an innovator, the Principal needs to have the right strategy to establish a harmonious relationship with the environment, look for new ideas, integrate every activity, provide role models for education staff and develop innovative learning models. The principal as an innovator in improving the professionalism of education personnel will be reflected in the way he does work constructively, creatively, delegatively, integratively, rationally, objectively, pragmatically, exemplary, disciplined, adaptable, and flexible.
- g. **Principal as Motivator** Functioning as a motivator, the Principal has the right strategy to motivate education personnel to carry out various tasks and functions. This motivation can be cultivated through setting the physical environment, work atmosphere, discipline, encouragement, reward effectively and providing various learning resources. Encouragement and rewards are two sources of motivation that are effectively applied by the principal. The success of an organization is influenced by various factors, both factors that come from within and come from the environment. From these various factors, motivation is a dominant factor and can move other factors towards work effectiveness, even motivation is often equated with an engine and car steering wheel, which functions as driving and driving.

2.3. Supervision of the principal

Opinion (Sergiovani and Starrat, 2002: 45) states that supervision is a process specifically designed to assist teachers and supervisors in carrying out daily tasks at school; in order to use their knowledge and abilities to provide better service to parents and schools, and to strive to make schools a more effective learning society". The concept of supervision is based on the belief that improvement is a cooperative effort of all participating people and supervisors who act as stimulators, mentors, and consultants for educators in an effort to improve. In this case, supervision is more aimed at providing principal services in managing institutions effectively and efficiently

and developing the quality of educational institutions. Supervision is basically directed at two aspects, namely: academic supervision and managerial supervision. Academic supervision focuses on the observation of supervision of academic activities, in the form of learning both inside and outside the classroom. Managerial supervision focuses on observations on aspects of school management and administration that serve as support for the implementation of learning.

According to (Suhardan 2010: 36) supervision is professional supervision in the academic field, carried out based on scientific principles of deeper learning than just an ordinary supervisor. Likewise expressed by (Neagley and Evans 1980: 34) ^[21] quoted by (Made Pidarta Sutarsih *et al.*, 2009: 312) the meaning of supervision is as any service that aims to produce instructional improvements, learning outcomes and curriculum. Likewise Boardmab in (Arikunto 2006: 12) ^[2], states that academic supervision not only helps teachers understand education and what the school's role is in achieving its goals, but also helps teachers understand the situation and needs of their students, and as a basis for analysis in preparing learning plans right. Supervision is a method used to help teachers have the ability to develop personal skills.

As for the general purpose of supervision is to provide technical assistance and guidance to teachers and staff so that these personnel are able to improve the quality of teacher performance, in carrying out their daily tasks in carrying out the teaching and learning process. The main target of the implementation of these supervision activities is to increase the professional ability of teachers (Kemdikbud, 2007: 156). Operationally, several concrete objectives of educational supervision can be stated, namely

- 1) Coordinating, stimulating and directing the institution to be able to carry out its role
- 2) Emphasizing more on providing encouragement, professional assistance to every personnel in the school environment, (teachers, principals and staff others) in order to be able to carry out their duties and functions
- 3) Providing supervision of the quality of education / training
- 4) Motivating and encouraging personnel (teachers, school principals and other staff)

Supervision also aims to form strong group morale and unite teachers in an effective team, cooperate closely and be friendly and respect each other. In essence, academic supervision according to (Bordmab 2003: 11) is assistance to teachers in increasing the understanding and skills of professional competences of educators, in order to successfully achieve educational goals. (Arikunto, 2006: 14) ^[2]. According to (Mulyasa 2003: 11) ^[18, 20], academic supervision is a process specifically designed to help teachers increase their knowledge and ability to provide better services to parents, students and schools and strive to make schools an effective learning society. Academic supervision is a tool in empowering teachers so that they can improve their quality and professionalism. The essence of supervision is how teachers can do the learning process as well as possible so that students easily carry out the learning process.

Research hypothesis as follows

- 1) There is a positive influence of the Principal's

leadership on the performance of Kindergarten teachers in Pineleng District, Minahasa.

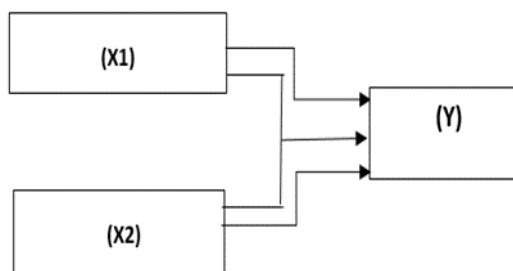
- 2) There is a positive effect of Head Supervision on the performance of kindergarten teachers in Pineleng District, Minahasa.
- 3) There is a positive influence of leadership and supervision of the principal together on the performance of kindergarten teachers in Pineleng District, Minahasa.

3. Research method

This study uses a quantitative approach, survey methods with correlation techniques. This research examines or analyzes the dependent variable; Teacher performance (Y) and independent variables;

- 1) Principal Leadership (X1)
- 2) Principal Supervision (X2)

The research paradigm can be described as below



What is meant by population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then concluded. So in this study, the population was all Kindergarten teachers in Pineleng District, Minahasa. In accordance with the results of initial observations in the field, it shows that the number of teachers in Pineleng District, Minahasa is 49 teachers. This can be seen in table below.

Table 1: Kindergarten teacher population in Pineleng district

No.	Name of kindergarten	Amount
1	PAUD GMIM WALETA GENESIS	2
2	TK ALEXA LOTTA	3
3	TK DEBORA TATELI	2
4	TK DHARMA WANITA KALASEY 1	2
5	TK GMIM BETHEL BUNTONG	2
6	TK GMIM GETSEMASI SEA	2
7	TK GMIM HOSANA PINELENG	3
8	TK GMIM KARUNIA SEA 1	1
9	TK GMIM MARANATHA AGOTEY	1
10	TK GMIM PHILIA	1
11	TK GMIM RUTH	4
12	TK GMIM SION WAREMBUNGAN	3
13	TK IMANUEL CHILD CARE WINANGUN	4
14	TK KARTIKA TATELI	4
15	TK KASIH SEA	3
16	TK KATOLIK ST ANNA KOHA	1
17	TK KATOLIK ST BERNADETH KALI	2
18	TK KATOLIK ST. MARIA GORETTI	2
19	TK KATOLIK STELLA MARIS	3
20	TK NURUL IMAN	2
21	TK PRAISELY	1
22	TK St. FRANSISKUS ASISI	1
	JUMLAH	49

In this study, the questionnaire used is a closed questionnaire, a closed questionnaire is a questionnaire

presented in such a way that the respondent can provide entries according to their own characteristics by giving a sign (x) or tabda checklist (√). The questionnaire method was chosen because the subject is the person who knows best about himself, what the subject states is true and can be trusted. Based on the results of the validity test, it can be seen that all items in the principal supervision variable have a Pearson Product Moment value greater than r table (0.312), except items number 20 and 30 are declared invalid, where r count < r table. So it can be said that the 28 questions are valid or suitable to be used as a research questionnaire. The test results of the validity of the Teacher Performance can be seen in the attachment table 3.5 Based on the results of the validity test, it can be seen that all items in the teacher performance variable have a Pearson Product Moment value greater than r table (0.312), except item number 28 is declared invalid, where r count < r table. So it can be said that the 29 questions are valid or suitable to be used as a research questionnaire. Data analysis using descriptive analysis, correlation and multiple regression. Before testing the hypothesis, the analysis requirements were tested which included simple linear regression and multiple liner tests.

4. Result and Discussion

4.1. The influence of principal leadership on kindergarten teacher performance in Pineleng district

Table 2: Summary of regression analysis results

Koefisien regresi	r	r ²	F _{count}	F _{table}	Sig.
a = 57.188	42.2	17.8 %	10.160	4.04	0.003
b = 0.403					

Based on calculations using the F test, it is obtained that the Fcount is 10,160. To test whether the value is significant, then the F table price is consulted. The value of Ftable with db numerator 1 and db numerator 49 at the significance level $\alpha = 0.05$ is 4.04. The results of the consultation show that the value of Fcount is greater than the value of Ftable (10,160 > 4.04). These results indicate that the null hypothesis (Ho1) which states that the leadership of the principal does not have a significant effect on the performance of kindergarten teachers in Pineleng District, is rejected. This means that the research hypothesis Ha1 is accepted, namely the Principal Leadership has a significant effect on the Performance of Kindergarten Teachers in Pineleng District. This is also supported by the Sig.F value of 0.003 which means $p < 0.05$.

The results of the study stated that the Principal Leadership had a significant and positive effect on the Performance of Kindergarten Teachers in Pineleng District. One of the duties of the principal is as an education leader, namely leading staff (teachers, employees and messengers), fostering harmonious cooperation between staff members so that it can generate work morale, work motivation for staff led and create a conducive atmosphere. Good leadership, harmonious cooperation and a conducive atmosphere ensure staff are happy to carry out their duties as well as possible. In addition, the leadership of the principal is the key to the process of empowering educational activities in schools.

The principal in carrying out his leadership focuses on ensuring the implementation of the teaching and learning process as the core of school activities that are oriented

towards the achievement of the quality of learning. The leader seeks to find new ways, both those that are considered commonplace and those that are rarely found with the orientation of the teaching and learning process to achieve the best goals. Because orientation is the best learning, the teacher is directed to the readiness of teaching performance which is also good. There are 4 main dimensions in the leadership function. Namely Idealized Influence (idealism), inspirational motivation (having inspirational motivation), intellectual stimulation (intellectual), and individualized consideration (concern for individual teachers). If the principal as the school leader, carries out his leadership function properly, it will improve the quality of teacher performance.

4.2. The effect of principal supervision on kindergarten teacher performance in Pineleng district

Table 3: Summary of regression analysis results

Koefisien regresi	r	r ²	F _{count}	F _{table}	Sig.
a = 59.152	56.8	32.2 %	22.350	4.04	0.000
b = 0.393					

Based on calculations using the F test, it is obtained that the Fcount is 22,350. To test whether the value is significant, then the F table price is consulted. The value of Ftable with db numerator 1 and db numerator 49 at the significance level $\alpha = 0.05$ is 4.04. The results of the consultation show that the Fcount value is greater than the Ftable value (22,350 > 4.04). These results indicate that the null hypothesis (Ho2) which states that the Supervision of the Principal does not have a significant effect on the Performance of Kindergarten Teachers in Pineleng District, is rejected. This means that the Ha2 research hypothesis is accepted, namely the Supervision of the Principal has a significant effect on the Performance of Kindergarten Teachers in Pineleng District. This is also supported by the Sig.F value of 0.000, which means $p < 0.05$. The correlation coefficient $r = 56.8$, meaning that there is a strong influence between Principal Supervision and Teacher Performance. The positive number on the correlation coefficient shows that the variable of school principal supervision (X2) and Teacher Performance (Y) has a positive and unidirectional influence. Thus it can be interpreted that the higher the level of Principal Supervision, the higher the Teacher Performance.

The results of the study stated that the Principal Supervision had a significant and positive effect on the Performance of Kindergarten Teachers in Pineleng District. The general objective of Supervision is to provide technical assistance and guidance to teachers and staff so that these personnel are able to improve the quality of their performance, in carrying out tasks and carrying out the teaching and learning process. The main target of the implementation of these supervision activities is to increase the professional ability of teachers. Supervision carried out by the principal if done properly from planning, implementation and follow-up, will improve teacher performance. Principal Academic Supervision can affect teacher performance because the academic supervision activities carried out by the principal will make teachers feel cared for and guided, especially in learning activities so that teacher performance will increase, even though the

increase in performance does not make a large enough contribution.

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives. The school principal acts as a facilitator for educational development, as the executor of a task with requirements and renewal. Based on this, it is clear that academic supervision carried out by the principal will be able to improve teacher performance towards renewal. A teacher will feel cared for and guided if the principal is active in carrying out academic supervision activities, in accordance with the duties of a supervisor, namely monitoring, guiding and providing constructive suggestions, thus a teacher will feel that an increase in performance is expected by the principal to support school quality towards a better. If the teacher's performance increases, it will affect teaching behavior and will directly affect the learning behavior of students, so it can be said that with academic supervision by the principal it will be able to improve teacher performance and at the same time change student learning behavior for the better.

4.3 The influence of principal leadership and supervision on kindergarten teacher performance in Pineleng district

Table 4: Summary of regression analysis results

Koefisien regresi	r	r ²	F _{count}	F _{table}	Sig. F
a = 42.161	60.5	36.6 %	13.283	3.19	0.000
b1 = 0.219					
b2 = 0.328					

Based on calculations using the F test, it is obtained that the F_{count} is 13,283. To test whether the value is significant, then the F table price is consulted. The value of F_{table} with db numerator 2 and db denominator 49 at the significance level $\alpha = 0.05$ is 3.19. The results of the consultation show that the F_{count} value is greater than the F_{table} value (13,283 > 3.19). These results indicate that the null hypothesis (H₀) which states that the Principal Leadership and Principal Supervision do not significantly influence the Performance of Kindergarten Teachers in Pineleng District, is rejected. This means that the H_a research hypothesis is accepted, namely the Principal Leadership and Principal Supervision simultaneously have a significant effect on the Performance of Kindergarten Teachers in Pineleng District. This is also supported by the Sig. F value of 0.000, which means $p < 0.05$. The correlation coefficient $r = 60.5$, meaning that there is a strong influence between the leadership of the school coconut and the supervision of the principal with teacher performance. The positive number on the correlation coefficient indicates that the principal variable (X₁) and the supervision of the principal (X₂) and the teacher's performance (Y) have a positive and unidirectional influence. Thus it can be interpreted that the higher the level of Principal Leadership and Principal Supervision, the higher the Teacher Performance.

The results of the study stated that the Principal Leadership and Principal Supervision together had a significant and positive effect on the Performance of Kindergarten Teachers in Pineleng District. The level of influence of leadership and supervision on teacher performance is high. Around 61.40% leadership and supervision affect teacher

performance, the rest are other variables not examined in this study. The relationship between leadership and supervision is very close, it can even be said that there is no leadership without supervision. Supervision plays a very decisive role in the success or failure of a leadership.

A successful leader, among others, is his expertise in mastering effective supervision. This is in line with the main purpose of supervision which is not only focused on assessment but rather leads to the process of guidance and direction. This is also the most essential task of a leader. So it can be concluded that the leadership and supervision of education are interrelated, inseparable from each other.

5. Conclusion

Based on the results of the research and discussion that has been stated, it can be concluded as follows:

- a. The leadership of the principal has a significant and positive effect on the performance of kindergarten teachers in Pineleng District, so that the higher the quality of the principal's leadership will improve the performance of kindergarten teachers in Pineleng District.
- b. Principal supervision has a significant and positive effect on the Performance of Kindergarten Teachers in Pineleng District, so that the higher the quality of the supervision of the principal will improve the performance of Kindergarten teachers in Pineleng District.
- c. Principal Leadership and Principal Supervision simultaneously have a significant and positive effect on the Performance of Kindergarten Teachers in Pineleng District, so that the higher the quality of Principal Leadership and Principal supervision will improve the performance of Kindergarten teachers in Pineleng District.

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