

# The Effect of Spiritual Leadership and Academic Supervision on Teacher Performance

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**Abstract:** Teacher performance is a measure of the quality teaching and learning process in schools. Efforts to support teacher performance are continuously carried out, such as strategies by applying spiritual leadership and supervision to improve teacher performance or performance. This study aims to determine: (1) the effect of spiritual leadership on teacher performance; (2) the effect of academic supervision on teacher performance; and (3) the influence of spiritual leadership on teacher performance moderated by academic supervision. Meanwhile, the data analysis technique uses regression analysis with the added moderating variables. The results of this study concluded: (1) there is an effect of spiritual leadership on teacher performance; (2) there is an effect of academic supervision on teacher performance; and (3) there is an effect of spiritual leadership on teacher performance moderated by academic supervision.

**Keywords:** spiritual leadership, academic supervision, teacher performance

## 1. INTRODUCTION

Improving the quality of teachers must be a priority for improving education. The unequal distribution of professional education obtained by teachers makes the principal have to think hard in providing guidance to teachers. Teacher performance must have pedagogical competence, personality competence, social competence, and professional competence. The teacher is central in realizing the quality of learning so it is important for teachers to have qualified competencies. Performance is a work result that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities in an effort to achieve organizational goals legally and does not violate the law with existing moral and ethical suitability (Prawirosentono, 2002; Rofiqi, 2017).

The teaching performance of teachers can be seen from a series of teacher activities in: (1) the initial activities of preparing lesson plans; (2) the process of implementing learning activities; (3) evaluating the process and learning outcomes that have been carried out; and (4) carry out follow-up learning activities (Bafadal, et al., 2018; Gunawan, et al., 2020). Leadership, namely leadership is a process of influencing group members, directing the activities of the group, building group orientation towards group goals, influencing group members' interest in achieving group goals (Wiyono, 2013). If the goal is to improve teacher performance, the principal should be able to determine a strategy for improvement by applying

spiritual leadership with academic supervision to improve teacher performance.

Management of human resources requires an appropriate leadership style pattern so that synergy arises between superiors and subordinates (Roscahyo & Prijati, 2013). The definition of spiritual leadership is that leadership clarifies rationality with the guidance of conscience and spiritual intelligence (Tobroni, 2015). Meanwhile, spiritual leadership theory is a leadership model that uses an intrinsic motivation model by combining the vision, expectations and values of altruism, as well as spirituality in the workplace, and spiritual well-being (Fry, et al. 2005). The research results of Musta'in, et al., (2014) show that spiritual leadership has a significant effect on job satisfaction and improves employee performance.

So that spiritual leadership is able to contribute to improving teacher performance. Spiritual leadership that aims to create comfort by touching one's spiritual heart and soul makes individual beliefs grow into positive actions in every behavior that is carried out. The principal's actions in applying spiritual leadership can be manifested in the form of: (1) hard work based on responsibility; (2) discipline; (3) honesty; (4) modeling; and (5) always be grateful for every success and failure based on sincerity and patience (Bafadal, et al., 2018; Gunawan, et al., 2020).

While supervision is an inseparable part of the educational administration process in an effort to develop the effectiveness of the performance of school personnel

related to the main tasks of education (Mulyasa, 2003). The research results of Hardono, et al., (2017) show that there is a significant effect of academic supervision on performance. Academic supervision has a positive contribution to teacher performance. There are several techniques that can be used in academic supervision. Group techniques: (1) teacher meetings; (2) workshops; (3) seminars; (4) group counseling; and (5) upgrading. Meanwhile, individual techniques: (1) orientation for new teachers; (2) class visits; (3) private meetings with teachers who have obstacles; and (4) conducting home visits (Sagala, 2010). This study aims to determine: (1) the influence of spiritual leadership on teacher performance; (2) the effect of academic supervision on teacher performance; and (3) the influence of spiritual leadership on teacher performance moderated by academic supervision.

**2. METHOD**

This study uses a quantitative approach. In addition, according to the research objectives, the researcher uses regression analysis by adding one moderating variable to determine whether the moderating or moderating variable strengthens or weakens the influence between the dependent variable and the independent variable (Sugiyono, 2011). Regression analysis is used in order to determine whether there is an influence on each research variable. This research was conducted in Batu City, Indonesia, at three schools: Islamic Junior High School; Raden Patah Junior High; and Darusholihin Junior High School. The target of this research is teachers who actively teach at these institutions. The respondents of this research were 45 teachers. The analysis used is regression analysis.

If the measurement scale of two or more independent variables and the dependent variable to be analyzed is an interval or ratio, then multiple regression can explain the effect or relationship between the variables studied. The use of regression analysis aims to describe, interpret, and test the significance of Y multiple regression on X1 and X2, and provide conclusions from the results of the analysis that have been obtained. Meanwhile, the moderating variable is used to determine whether the moderating variable strengthens or weakens the influence between the dependent variable and the independent variable (Sugiyono, 2011).

**3. RESULTS**

Based on the results of calculations in Table 1, it is known that the results of the R Square value of the spiritual leadership variable affect teacher performance by 12.5%. Hypothesis test results (Table 2) obtained a significance of  $0.017 < 0.05$ ; so that Ha is accepted and H0 is rejected. Based on this analysis, it can be concluded that there is a significant influence of spiritual leadership (X1) on teacher performance (Y). Based on the calculation results in Table

3, it is known that the results of the R Square value of the academic supervision variable affect teacher performance by 9.3%. Hypothesis test results (Table 4) obtained a significance of  $0.041 < 0.05$ ; so that Ha is accepted and H0 is rejected. Based on this analysis, it can be concluded that there is a significant effect of academic supervision (X2) on teacher performance (Y).

**Table 1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.353	.125	.104	3.09684

**Table 2 Anova**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	58.724	1	58.724	6.123	.017
Residual	412.387	43	9.590		
Total	471.111	44			

**Table 3 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.306	.093	.072	3.15159

a. Predictors: (Constant), SUPERVISION

**Table 4 Anova**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	44.014	1	44.014	4.431	.041
Residual	427.098	43	9.933		
Total	471.111	44			

**Table 5 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.629	.395	.351	2.63644

**Table 6 Anova**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	186.128	3	62.043	8.926	.000
	Residual	284.983	41	6.951		
	Total	471.111	44			

Based on the calculation results in Table 5, the model summary shows that the results of the R Square value of the spiritual leadership variable with the moderation of the academic supervision variable affect teacher performance by 39.5%. So, it can be concluded that academic supervision as a moderating variable contributes to an increase in the significance effect of 27% in teacher performance. Hypothesis test results (Table 6) obtained a significance of  $0.00 < 0.05$ ; so that  $H_a$  is accepted and  $H_0$  is rejected. Based on this analysis, it can be concluded that there is a significant effect of spiritual leadership (X1) and moderation of academic supervision (X2) on teacher performance (Y).

#### 4. DISCUSSION

This study is in line with the results of research conducted by Gunawan et al. (2020) that there is a significant influence between learning leadership, change leadership, spiritual leadership, school culture, and professional ethics on teacher teaching performance. Spiritual leadership that is conditioned on the work environment has a positive effect on improving performance. The spiritual atmosphere in the workplace is a person's awareness to own, cultivate, and grow into a meaningful inner work life that takes place in a community context (Robbins & Judge, 2008).

The implementation of academic supervision is expected to be able to help teachers to solve problems that hit teachers in the learning process. The formation of a teacher's professional attitude is important. Lots of literature and research results provide results that academic supervision has a positive effect on teacher performance. Sudarsono research results (2017) concluded that there was a positive and significant influence between the supervision carried out by the principal on improving teacher performance. Nurhayati (2018) research concluded that there is a relationship between the principal's academic supervision of teacher job satisfaction.

So that academic supervision provides significant results on teacher performance that the goal of academic supervision is the efforts made by the principal, supervisor, or professional to provide assistance to teachers who have problems in the teaching process. Supervision activities should be carried out periodically, systematically, structurally, and continuously so that teachers are able to improve their performance in achieving the planned learning objectives.

Spiritual leadership affects subordinates 'assessment of leadership style and can improve subordinates' performance (Yi-Chen & Li, 2013; Gunawan, et al., 2020). Tobroni (2015) provides an explanation that spiritual leadership focuses on efforts to inspire, raise, influence and mobilize members through exemplary forms, compassion and implementing divine values in their leadership behavior. The results of research by Untara & Liana (2014) concluded that academic supervision as a moderating variable strengthens the effect of competence on the performance of elementary school class teachers.

Meanwhile, Suwanto & Liana (2017) in their research concluded that academic supervision strengthens the effect of social capital on teacher performance. Academic supervision activities that are carried out regularly and continuously can contribute to teacher performance. Academic supervision not only provides assistance to teachers to improve the quality of the learning process and the quality of learning outcomes, academic supervision is also able to improve the quality of learning and realize the effectiveness of teacher performance in the teaching and learning process.

#### 5. CONCLUSION

The results of this study concluded: (1) there is a significant influence of learning leadership (X1) on teacher performance (Y); (2) there is a significant effect of academic supervision (X2) on teacher performance (Y); and (3) there is an influence of spiritual leadership with the moderating variable of academic supervision on teacher performance. The existence of academic supervision as a moderating variable contributes a significant effect of 27% on teacher performance.

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