

# The Effect of Learning Leadership, Academic Supervision, and Teacher Skills on Teacher Performance Effectiveness

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## ABSTRACT

This study aims to determine the effect of learning leadership, academic supervision, and teaching skills on the effectiveness of teacher performance. Data retrieval using a quantitative approach by research methods and uses regression analysis. The location of this scrutiny is at SMP Islam Raden Patah and SMP Darusholihin, Batu, Indonesia. The respondents in the review amounted to 45 respondents. The results of this study: (1) descriptive learning leadership variables, academic supervision, teacher teaching skills, and teacher performance effectiveness in the high category; and (2) there is a significant influence of learning leadership, academic supervision, and teaching skills on the effectiveness of teacher performance.

**Keywords:** learning leadership, academic supervision, teacher teaching skills, teacher performance effectiveness

## 1. INTRODUCTION

The effectiveness of teacher performance cannot be separated from the effort to establish the quality of education in educational institutions. Good teacher performance is expected to have a positive effect in developing the potential of students. Effectiveness itself has the meaning that is the success to achieve the goals that have been set. Effectiveness as a fit in a situation between people who carry out tasks with the intended targets (Mulyasa, 2007).

Providing assistance to create teacher performance effectiveness can be done with academic supervision activities. Academic supervision is carried out by supervisors to improve the teaching and learning process (Mantja, 2007). Academic supervision is a series of activities to help teachers develop their ability to manage learning activities so that learning objectives will be achieved (Glickman, et al., 2007). Technical assistance that is usually provided by the principal to teachers to improve teacher professional abilities and increase learning is referred to as academic supervision (Mulyasa, 2013).

Academic supervision is basically assistance provided by the principal, supervisor, or a professional to teachers with the aim of improving the quality of the learning process and the quality of learning outcomes (Imron, 2011). Academic supervision activities are expected to be able to assist teachers to improve the quality of learning and realize the effectiveness of teacher performance.

Learning leadership is also very important for the principal to support the effectiveness of teacher performance, by providing assistance, management and guidance for teachers to achieve optimal performance. By developing a productive work environment and school principals encourage teachers to create a conducive learning environment for students (Eggen & Kauchak, 2004; Wahyudi, et al., 2019). The goal of the institution that has been set by the principal in an effort to increase the effectiveness of performance is carried out by working with teachers to realize the effectiveness of this performance.

There are eight basic skills that need to be mastered by the teacher, namely the skills: (1) asking questions; (2) provide reinforcement; (3) variations; (4) explain; (5) opening and closing lessons; (6) guiding small group discussions; (7) managing the class; and (8) teaching small groups and individuals (Turney, 1973). Basic teaching skills are contained in teaching actions to convey teaching messages. Good mastery of basic teaching skills will greatly affect student behavior in learning (Underwood, 1987). This study aims to determine the effect of learning leadership, academic supervision, and teaching skills on the effectiveness of teacher performance

## 2. METHOD

This study uses a descriptive research method using a quantitative approach. In accordance with the research objectives, researchers used regression analysis.

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.

The schools used as research locations were: Islamic Junior High School, Raden Patah Middle School, and Darusholihin Junior High School. The respondents of this research were 45 teachers. Data collection in this study was carried out with a closed questionnaire. The data analysis used was descriptive analysis and regression analysis.

### 3. RESULTS

#### 3.1 Descriptive Analysis

Table 1 presents the frequency distribution of the research variables. Based on the results of the description

analysis, it is known that the learning leadership (X1) is in the high category. This is indicated by 29 respondents (64.4%) and mean 24.91 in the high category. Based on the results of the description analysis, it is known that academic supervision (X2) is in the high category. This is indicated by 27 respondents (60%) and mean 41.77 in the high category.

Based on the results of the description analysis, it is known that the teacher's teaching skills (X3) are in the high category. This is indicated by 27 respondents (60%) and the mean 36.91 is in the high category. Based on the results of the description analysis, it is known that the effectiveness of teacher performance (Y) is in the high category. This is indicated by 32 respondents (71.1%) and the mean 52.71 is in the high category.

**Table 1 Frequency Distribution of Research Variables**

Variable	Category	Interval	Frequency	N	Percentage
Learning leadership (X1)	Very low	6 - 10.8	0	45	0
	Low	10.8 - 15.6	0		0
	Moderate	15.6 - 20.4	0		0
	High	20.4 - 25.2	29		64.4
	Very high	25.2 - 30.0	16		35.6
Academic Supervision (X2)	Very low	10 - 18	0	45	0
	Low	18.0 - 26.0	0		0
	Moderate	26.0 - 34.0	0		0
	High	34.0 - 42.0	27		60
	Very high	42.0 - 50.0	18		40
Teacher teaching skills (X3)	Very low	9 - 16.2	0	45	0
	Low	16.2 - 23.4	0		0
	Moderate	23.4 - 30.6	0		0
	High	30.6 - 37.8	27		60
	Very high	37.8 - 45.0	18		40
Teacher performance effectiveness (Y)	Very low	13 - 23.4	0	45	0
	Low	23.4 - 33.8	0		0
	Moderate	33.8 - 44.2	0		0
	High	44.2 - 54.6	32		71.1
	Very high	54.6 - 65.0	13		28.9

#### 3.2 Data Assumption Test

First, the research data was carried out by testing the assumption of normality and linearity. The normality test aims to find out whether each variable has a normal distribution by referring to a good regression test. Decision making for the normality test is carried out if the significance value is  $> 0.05$ , the data is normally distributed, whereas if the significance value is  $< 0.05$ , the data is not normally distributed. Based on the overall normality test using the Kolmogorov-Smirnov test of the variables studied, it was found that the significance was  $0.497 >$  greater than  $0.05$ , it can be concluded that the research data was normally distributed.

While the linearity test has the use of seeing whether the model specifications are correct or not, by seeing if the distribution does not show a certain pattern it can be concluded that linearity meets the requirements. Linearity test decisions can be made if the significance value is  $< 0.05$  with linearity, the linear relationship is

significant, whereas when using deviation from linearity shows  $F > 0.05$ , the linear relationship is significant (Ghozali, 2013). Based on the results of the linearity test between learning leadership and teacher performance effectiveness, it was found that the significance was  $0.420 > 0.05$ , teaching skills with the effectiveness of teacher performance were obtained  $0.630 > 0.05$ , and academic supervision with the effectiveness of teacher performance obtained a significance of  $0.470 > 0.05$ .

#### 3.3 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 multiple regression of the research variables and provide conclusions from the results of the analysis that have been obtained. Based on

the results of hypothesis testing using regression, it shows that the hypothesis testing is obtained a significance of  $0.029 < 0.05$  (Table 2), so that  $H_a$  is accepted.  $H_0$  is rejected. It is concluded that there is an effect of learning leadership (X1), academic supervision (X2), and teaching skills (X3) on the effectiveness of teacher performance (Y).

**Table 2 ANOVA**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	105,823	3	35,274	3,306	.029a
	Residual	437,421	41	10,669		
	Total	543,244	44			

#### 4. DISCUSSION

The learning leadership applied by the principal can significantly affect teacher performance in teaching (Gunawan., Et al., 2020). The results of this study are in line with the opinion of Soutworth (2002) which states that learning leadership is an effort by the principal to pay strong attention to teaching and learning, including professional learning by teachers in accordance with student development. Sudarsono (2017) states that there is a significant influence between principal leadership and teacher performance. So that the learning leadership applied by the principal also plays a role in the effectiveness of teacher performance in the teaching and learning process. The ability of the principal in managing the internal dimensions of the school is able to encourage teachers to improve their performance, so that learning leadership behavior is a supporting factor in realizing the effectiveness of teacher performance (Kusmintardjo, 2014).

Academic supervision is intended to improve and improve teaching and learning processes and outcomes with guidance aimed at improving teacher professionalism in teaching (Suhardan, 2010). Sudarsono (2017) states that there is a positive and significant influence between principal supervision and teacher performance. The principal in the activities of guiding and monitoring teacher performance by giving attention, guidance, and motivation to the teacher, so that the teacher will be able to show better performance. In line with the results of this study that the effectiveness of high teacher performance can be supported by supervision activities.

Burhanuddin (2005) explains that supervision activities aim to develop better teaching and learning situations through coaching and improving the teaching profession. These activities can be in the form of increasing the effectiveness and efficiency of teaching and learning that can be achieved well because high teacher performance will facilitate the achievement of goals. The basic teaching skills that must be mastered by the teacher are: (1) basic and advanced questioning skills; (2) strengthening skills; (3) variation skills; (4) explaining skills; (5) skills in opening and closing lessons; (6) small

group and individual teaching skills; and (7) skills in leading small group discussions (Hasibuan, 2004); Suharto, 1997); Sulo, 1998; Djamarah, 2000).

The series of activities that support teacher performance are: (1) compiling lesson plans; (2) implementing learning; (3) evaluate the learning process and results; and (4) organizing follow-up learning programs (Gunawan, et al., 2020). Sudarsono (2017) states that there is a significant effect of the supervision of the principal and the leadership of the principal on teacher performance. The holding of an assessment system can also help teachers to improve their performance. how teachers can know and evaluate themselves to always make improvements.

Assistance from school principals can also be provided by providing assistance and coaching which can be carried out regularly, or periodically according to their performance level. Teaching activities that are often carried out by teachers are defined as arts and insights obtained from teacher metaphors and professionalism can be improved by paying attention to teaching with intuitive, improvisational, and existentialist patterns (Humphreys & Hyland, 2002; Gunawan, et al., 2020).

#### 5. CONCLUSION

The results of this study concluded that there was an effect of learning leadership (X1), academic supervision (X2), and teaching skills (X3) on the effectiveness of teacher performance (Y). Teacher performance can be supported by pedagogical competence, personality competence, social competence, and professional competence. The ability of teachers to design learning programs is able to carry out good learning, and assessing learning outcomes is one of the basic prerequisites that must be possessed by a teacher who has a good and professional performance

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