

# INFLUENCE OF LEARNING IMPLEMENTATION AND PRINCIPAL SUPERVISION ON IMPROVING TEACHERS PERFORMANCE IN TEBING HEIGHTS

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**Abstract.** Challenges in 21st century learning require teachers to improve their performance. Among the factors that influence teacher performance are the quality of the lesson plans and the supervision of the principal. The purpose of this study was to analyze the effect of the quality of the Learning Implementation Plan (RPP) and the supervision of the principal on improving the performance of elementary school teachers in Tebing Tinggi Distric. This research was conducted on teachers in nine elementary schools in Tebing Tinggi District with a population of 156. The sample used was 105 respondents Data analysis was performed using multiple linear regression method. The software used for analysis using SPSS 25.0. From the Unstandardized Coefficients for the variables of lesson plan quality (X1), Principal Supervision (X2), Teacher Performance (Y) a multiple linear regression equation can be made as follows:  $Y=13,291+0,316X1+1,159X2$ . The results of the analysis show that the teacher performance variable is influenced by the quality lesson plans and teacher performance. It can be concluded that the variables of the quality of the lesson plans and the supervision of the principal simultaneously have a positive and significant effect on the performance of teachers, with the existence of a quality lesson plan and the supervision of the principal which is carried out according to the procedures, the performance of the teacher increases.

**Keywords:** *lesson plans quality, principal supervision, teacher performance, multiple linear regressions*

## Introduction

Quality education can create intelligent and characterful children of the nation, who are the foundation of the progress of the Indonesian nation in the future and cannot be separated from the functions and roles of educators. The learning system in the 21st century is a learning transition where teachers are required to design learning that is usually teacher-centered to become student-centered learning, the challenges in 21st century learning and changes in the 2013 curriculum require the ability of teachers to be able to design learning that is much more effective and innovative. This is because the students faced are far more diverse, with thinking skills that are also much higher, when compared to the previous era. Instructions in teaching are also very important to follow, so that learning is carried out directed or systematic. Improvement of teacher performance in schools also needs to be carried out both by the teacher himself and from the principal through his leadership and coaching Ahmadiansah (2016) defines performance as the degree or level of completion of tasks that complete one's work. In other words, performance can be interpreted as a person's ability to carry out the demands of a job.

Teacher performance can be said to be the ability of teachers to carry out the learning process both in the classroom and outside the classroom in addition to working on other activities, such as working on school administration and learning administration, carry out guidance and services to students. The performance of a teacher is very important to

be maintained and improved (Ali, 2017). This is because good or bad teacher performance will have a further impact on students. One of the factors to influence teacher performance is the supervision of the principal on every activity carried out by the teacher. According to Amrullah and Ardiansyah (2019), Supervision can essentially be interpreted as a process of observing the implementation of organizational tasks or activities in order to ensure that each activity is carried out in accordance with its planning. Supervision is slightly different when compared to supervision (Zulfikar and Ibrahim, 2017). Generally, the implementation of supervision is done humanely with a more compromising approach. Through the implementation of supervision from the principal (Andriani et al., 2018; Harun and Usman, 2015), it is hoped that all duties and obligations can be carried out properly. The principal who is the hope of the teachers is the principal who is able to direct (Wahab, 2017; Wahyudi et al., 2012), mobilize, and be able to encourage the enthusiasm and confidence of the teachers in carrying out their duties for the progress of students and education (Bernadin and Russel, 2003). This can be interpreted that, the better the implementation of the supervision of the principal, the better the process of teaching and learning activities carried out by the teacher. To make it easier for students to accept the material that we convey (Rudman, 2020; Raupu and Arifanti, 2019), planning is needed in preparing teaching and learning activities, this is used as a guide in teaching so that there is no chaos in carrying out their duties. Widodo (2018) and Rorimpandey (2017) reported that a teacher must have the ability to teach spiritually and socially by integrating in learning and daily practice, innovating in learning activities (according to the needs (Rosilawati, 2020; Rismawan, 2015), situations (Wibawa, 2019; Widodo, 2018; Wikanengsih et al., 2015), conditions, and developments of the times, teachers) (Hamid, 2017), being creative in choosing and implementing learning strategies (approaches, models, and learning methods) (Septiana and Ivada, 2013; Setiawan, 2013), and apply digital literacy-based thinking skills according to student development. The teacher's ability can be realized in designing better learning implementation (Fatmawati, 2016; Giati, 2015).

Based on observations at nine elementary schools on the high cliffs and the results of interviews with teachers and principals (Susanto, 2016; Setiyati, 2014; Iskandar, 2013), researchers found the fact that teachers lacked understanding in determining learning methods and teachers were also less creative and innovative in designing learning activities (Suroyo and Putra, 2022; Kartomo and Slameto, 2016; Susanto, 2012). Based on the supervision of the principal, there are only 20% -30% of teachers who carry out KBM with appropriate and creative methods, students are also enthusiastic in learning while other teachers as usual teach using the lecture method and provide exercises (Leniwti and Arafat 2017), this makes students bored and less enthusiastic in learning. Guidance and supervision from the principal in making lesson plans are also lacking in teachers (Maramis et al., 2018; Mamujaja, 2016). While the shortcomings found when supervised were only conveyed by the principal verbally without providing a solution to the problem. In supervising school principals (Moloeng, 2018; Muntoso, 2014), they rarely make plans and they also rarely provide guidance and assistance to teachers' weaknesses in preparing good lesson plans (Suroyo et al., 2021), so that the ability of teachers in preparing lesson plans is less creative and innovative. Based on the existing facts and supported by previous studies related to the quality of lesson plans design and supervision of school principals, it is very interesting to carry out a study with the topic (Alkafi et al., 2014), Effect of Quality Learning Implementation Plans (RPP) and

## Principal Supervision on Improved Performance of Elementary School Teachers in Tebing Tinggi District.

### Materials and Methods

This research was conducted in nine elementary schools in Tebing Tinggi District, Meranti Islands Regency. This research was conducted from July 2021 to October 2021. This research is an Ex-post facto research with a quantitative approach. Ex-post facto research is a form of research in which independent variables have occurred at the beginning of the study by observing the dependent variable in a study. The target population in this study were teachers in nine elementary schools in the Tebing Tinggi sub-district, while the number of public elementary school teachers in the Tebing Tinggi sub-district was 156 teachers with purposive sampling appropriate or have met the requirements to be sampled. Because of the 156 population above who became PNS teachers totaled 105 people, the sample in this study amounted to 105 people. The instrument in this study is a questionnaire or questionnaire developed based on operational variables. The questionnaire in this study is a closed statement (closed questionnaire). Questions are structured in such a way as to form statements so as to direct respondents to provide answers in one direction (Adiya et al., 2021; Arikunto, 2011). The answers given by respondents are in the form of level of agreement with the statements in each indicator. In this study, the scoring system uses a Likert Scale with 5 (five) levels. Before conducting the research, the validity and reliability of the questionnaire were tested first to 30 respondents; the respondents involved in the questionnaire feasibility test were PNS teachers at SD Inti 13 Selatpanjang.

Respondents are teachers who are not included in this study. Data analysis is an important step in a study, from the problems and formulation of the problems that have been raised and the interests of hypothesis testing, the analytical techniques used in this study are descriptive analysis and quantitative analysis, which includes a discussion of the characteristics of respondents and Respondents Response. The data analysis technique used by the author in this study is Simple Linear Regression and Multiple Linear Regression. Simple Linear Regression is used to test hypothesis 1 (H1) and hypothesis 2 (H2) while Multiple Linear Regression is used to test hypothesis 3 (H3) because it involves more than one independent variable (X). This analysis uses the help of SPSS (Statistical Product and Service Solutions) software version 25.0.

### Results and Discussion

In the following section, the distribution of respondents' responses related to the indicators of each variable in the study can be described. In this study, the research variables consisted of the Quality of the Learning Implementation Plan (X1) and Principal Supervision (X2) as the influencing variables and the Elementary School Teacher Performance (Y) as the affected variables. The Variable Quality of Learning Implementation Plan (X1) is composed of 4 (four) indicators with a total of 18 statements. The Principal Supervision Variable (consisting of 4 (four) indicators with a total of 16 statements. Meanwhile, the Teacher Performance variable (Y) is composed of 7 (seven) indicators with a total of 30 statements. One important aspect that needs to be seen in assessing the quality of lesson plans is the teacher's ability to set learning objectives in determining the quality of lesson plans. There are three indicators analyzed

in this study, namely: (a) The suitability of learning objectives with basic competencies and learning content; (b) Determination of learning objectives that describe the process and learning outcomes that must be achieved by students; and (c) Determination of learning objectives that focus on four competencies for the development of students' attitudes/character competencies. The distribution of respondents' answers regarding learning objectives is presented in the *Table 1*.

**Table 1.** Respondents' responses regarding the quality of lesson plans seen from the learning objectives.

Question	Scale	Total	Score	Percentage (%)
Formulate learning objectives in accordance with the basic competencies and learning content that have been set in the curriculum.	SS	5	62	59
	S	4	34	32
	KS	3	7	7
	TS	2	2	2
	STS	1	0	0
Total	-	105	471	100
Develop learning objectives that describe learning processes and outcomes that must be achieved by students in accordance with basic competencies.	SS	5	52	49
	S	4	47	45
	KS	3	5	5
	TS	2	1	1
	STS	1	0	0
Total	-	105	465	100
Develop learning objectives focusing on four competencies (spiritual, social, knowledge and skills) for the development of students' attitude character competencies.	SS	5	40	38
	S	4	58	55
	KS	3	7	7
	TS	2	0	0
	STS	1	0	0
Total	-	105	453	100

In the preparation of the steps (activities) of learning that will be carried out in the learning process, there are 6 (six) indicators to be considered, including: (a) preparation of learning steps according to the meeting; (b) introduction in accordance with the material to be taught; (c) Apperception, including questions that match the material to be taught; (d) Description of learning materials in accordance with learning needs; (e) The scientific approach applied adheres to the 5M principle (observing, asking, reasoning, trying, and communicating); and (f) closing activities (feedback and making summaries). The responses from 105 respondents related to the preparation of Learning Steps (activities) are presented in the following table. Respondents' Responses Regarding the Quality of RPP seen from the Learning Objectives (*Table 2*).

**Table 2.** Respondents' responses regarding the quality of the lesson plan seen from the preparation of learning steps (activities).

Question	Scale	Total	Score	Percentage (%)
Determine learning activities/learning steps in accordance with the time allocation and number of meetings.	SS	5	24	23
	S	4	68	65
	KS	3	10	9
	TS	2	3	3
	STS	1	0	0
Total	-	105	428	100
Determining media and learning resources that are in accordance with the material to be taught are also in accordance with the needs of students.	SS	5	46	44
	S	4	48	46
	KS	3	9	8
	TS	2	2	2
	STS	1	0	0
Total	-	105	453	100
In apperception activities, motivate students by including questions that match the material to be taught.	SS	5	44	42
	S	4	48	46
	KS	3	13	12
	TS	2	0	0
	STS	1	0	0
Total	-	105	451	100

Describe learning materials that contain relevant facts, concepts, principles and procedures tailored to the students' learning needs so that learning objectives can be achieved properly.	SS	5	30	150	28
	S	4	65	260	62
	KS	3	9	27	8
	TS	2	1	2	1
	STS	1	0	0	0
	Total	-	105	439	100
The core activities are arranged using a scientific approach of 5M (observing, asking, reasoning, trying and communicating) and each stage is presented in detail.	SS	5	44	220	42
	S	4	49	196	47
	KS	3	11	33	10
	TS	2	1	2	1
	STS	1	0	0	0
	Total	-	105	451	100
In compiling closing activities, include appropriate feedback activities and make learning summaries.	SS	5	25	125	24
	S	4	71	284	67
	KS	3	8	24	8
	TS	2	1	2	1
	STS	1	0	0	0
	Total	-	105	435	100

In assessing the quality of lesson plans, especially regarding the determination of learning methods, several indicators that need to be analyzed include: (a) the character and learning objectives; (b) consideration of the availability of facilities and infrastructure; (c) consideration of the abilities and circumstances of students; (d) consideration of time allocation; and (e) consideration of physical abilities and personal skills. The results of the poll of respondents in order to assess the quality of lesson plans seen from the determination of learning methods can be seen in the *Table 3*.

**Table 3.** Respondents' responses regarding the quality of lesson plans seen from the determination of learning methods.

Question	Scale	Total	Score	Percentage (%)
Determine the learning method by paying attention to the character and learning objectives to be achieved from the subject matter.	SS	5	30	29
	S	4	63	60
	KS	3	11	10
	TS	2	1	1
	STS	1	0	0
	Total	-	105	437
Determine learning methods by considering the availability of learning facilities and infrastructure in schools.	SS	5	47	45
	S	4	49	46
	KS	3	8	8
	TS	2	1	1
	STS	1	0	0
	Total	-	105	457
Determine learning methods that create a learning atmosphere and learning process by considering the abilities and circumstances of students.	SS	5	19	18
	S	4	75	72
	KS	3	9	8
	TS	2	2	2
	STS	1	0	0
	Total	-	105	426
Determine the learning method by considering the appropriate allocation or time limit for each learning stage.	SS	5	29	27
	S	4	70	67
	KS	3	5	5
	TS	2	1	1
	STS	1	0	0
	Total	-	105	442
Determining learning methods by considering physical abilities and personal skills in teaching.	SS	5	38	37
	S	4	56	53
	KS	3	9	9
	TS	2	2	2
	STS	1	0	0
	Total	-	105	445

In this study, there are four indicators to determine the quality of lesson plans based on learning evaluation factors, including: (a) determining the forms of evaluation at each stage of the learning process; (b) establishing an assessment system to measure the

achievement of learning objectives; (c) estimated time for solving each problem; and (d) explanation of the stages of each learning evaluation process. In the following, the results of the analysis can be described in the form of a descriptive description of as many as 105 respondents related to the quality of lesson plans based on learning evaluation. Supervision planning is the initial stage before the principal's supervision is carried out. Ideally, planning is expected to meet every teacher's need, so that the implementation of principal supervision can run according to existing needs, especially for teachers. Supervision of the principal must be well planned and carried out according to the needs and regulations and applies. There are several indicators that will be questioned, among others; (a) conformity between the plan and the implementation of supervision; (b) implementation time; (c) the method applied; and (d) positive impact on teachers' performance. The results of a poll of 105 respondents can be seen in the *Table 4*.

**Table 4.** Respondents' responses regarding principal supervision seen from implementation of principal supervision.

Question	Scale	Total	Score	Percentage (%)	
The implementation of the principal's supervision is implemented properly in accordance with the planning and applicable regulations.	SS	5	41	205	39
	S	4	51	204	49
	KS	3	10	30	9
	TS	2	3	6	3
	STS	1	0	0	0
	Total	-	105	445	100
Implementation time of the supervision of the principal in accordance with the schedule that has been set.	SS	5	35	175	33
	S	4	58	232	56
	KS	3	10	30	9
	TS	2	2	4	2
	STS	1	0	0	0
	Total	-	105	441	100
The implementation of the supervision of the principal applies the right method according to the needs of the teacher.	SS	5	19	95	18
	S	4	73	292	70
	KS	3	11	33	10
	TS	2	2	4	2
	STS	1	0	0	0
	Total	-	105	424	100
The implementation of the principal of the principal applies the right method according to the supervision of the teachers..	SS	5	50	250	48
	S	4	40	160	38
	KS	3	11	33	10
	TS	2	4	8	4
	STS	1	0	0	0
	Total	-	105	451	100

The implementation of principal supervision should have a positive impact on improving teacher performance. For necessary, an important step that needs to be carried out is through an evaluation of the results of the implementation of supervision. This is important in order to determine the coaching and mentoring program in the hope that it can have a positive impact and improve teacher performance in the future. The process of evaluating the results of the supervision of the principal, including: (a) the process of supervision results in accordance with procedures; (b) providing feedback or on the supervision process that has been carried out; (c) making various improvements to improve teacher performance; as well as (d) the decision-making system is carried out by deliberation. From the overall data and explanation above, it can be concluded that the respondents' responses strongly agree regarding the activities of the principal's supervision. It can also be said that if the principal does planning before carrying out supervision and provides guidance and assistance to new teachers carrying out the supervision in accordance with procedures and planning and then evaluating the results

of supervision, the quality of teacher performance in carrying out preparing teaching and learning processes or activities will also be better. In the early stages before the learning process begins, each teacher is expected to have the ability to prepare an Implementation and Learning Plan (RPP), before carrying out learning.

One of the no less important tasks that must be carried out by teachers is to develop the potential of students in an extracurricular activity; student achievement will increase according to the talents and interests as well as the personal character of each student. Although extracurricular activities are considered as additional activities, they greatly affect the skills (soft skills) of students in various fields for the provision of their future in the future. Evaluation of learning outcomes is carried out to improve and enrich the implementation of learning in order to adjust to existing needs, both in an effort to adapt to curriculum developments or the needs of students. Professional competence is an ability or skill that must be possessed by teachers; these skills are directly related to teacher performance. There are 8 indicators that will be questioned in this skill, namely mastery of material, material development, mastery of competency standards, evaluating the learning process, utilizing ICT, innovating learning media, and mentoring.

Based on the table above, the results of the responses of 105 respondents on average agree, related to teacher performance based on indicators of professional competence, if all teachers have professional competence it will greatly affect their ability to educate and teach students. Teachers must also be able to take advantage of advances in information technology, although it is rather difficult for teachers to study hard so that they can take advantage of ICT well to improve the quality of the teaching and learning process, prepare students who are skilled in critical thinking, creative, innovative, communicative, and collaborating. Teachers should also be able to cooperate with colleagues in developing and improving self-skills in order to prepare superior human resources (HR). From the overall data and explanation above, it can be concluded that the quality of education is getting better. If the principal's supervision is carried out properly according to procedures, and the quality of the lesson plans made by the teacher is also good, the 4 competencies of the teacher's performance will increase. The quality of lesson plans can affect the ability of teachers to carry out the learning process in the classroom. The teacher's ability to meet these demands automatically affects the teacher's performance. Improving the quality of RPP should continue to be considered and improved. The quality of lesson plans that have not been able to meet various demands and needs, both for students, schools and teachers as the main implementers of the learning process will have an impact on the overall performance of teachers.

The results of testing the second hypothesis are known to have a positive and significant influence on the supervision of the principal on improving teacher performance. It can be said that the obtained results indicate that the implementation of the supervision of the principal which is applied regularly has a very important influence in efforts to improve teacher performance. Supervision of the principal who is carried out by following the procedures, namely planning, implementing, coaching and mentoring and carrying out evaluations will create a good relationship between superiors and subordinates and the performance of teachers will also increase. The results of this study support the hypothesis put forward in Chapter II that there is a positive and significant influence between principal supervision (X2) on teacher performance (Y). The results of the regression analysis found that the magnitude of the influence given by the supervision of the principal on teacher performance can be seen

from the regression equation. It can be concluded that the effect of principal supervision on teacher performance is significant. The planned supervision of the principal to foster teachers in order to improve the teaching process, carry out supervision according to procedures to evaluate the results of the supervision is able to have an effect on improving the performance of teachers.

The principal needs to plan before supervision, the principal should also provide guidance and assistance to the teacher, both regarding the problems faced by the teacher in the KBM process and the weaknesses of the teacher in preparing class ADMs and others. Guidance and assistance given by the principal is very necessary in improving teacher performance. Evaluation of the results of supervision is also very important, because with the evaluation the principal and teacher know their weaknesses and jointly overcome these problems. Improving the quality of teaching and learning carried out by the teacher needs to intervene from the role of the principal through supervision. The results of the supervision evaluation given by the principal are only to find out the extent of the quality of learning carried out by the teacher so far. Without supervision of course the results achieved are not measurable. The teacher will feel happy if the principal always provides input and fostered to improve the quality of learning, especially in the teaching and learning process. It is hoped that with an effective supervision of the principal continuously or continuous to improve the competencies and quality of learning carried out by the teacher.

## Conclusion

The teacher has a very important role in developing the creativity of students. In carrying out their duties and roles as professional educators, a teacher is required to have various competencies. In Law No. 14 of 2005, especially in Article 10, it is emphasized that the 4 main competencies that must be possessed by a teacher include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education. A teacher is also required to have qualifications in accordance with the needs and conditions applicable. If the ability can be mastered by the teacher well, the quality of education will increase. How the teacher in planning the learning process is one of the things that the principal needs to pay attention to, because learning planning is an important step in the implementation of the learning process. The success of the implementation of the learning process is very dependent on the ability of the teacher in pouring his ideas creatively in the preparation of the Learning Implementation Plan (RPP) so that the RPP can be quality and suitable for use as it should.

Good lesson plans should be able to create learning that is interactive, inspiring, fun, challenging, motivating students to participate actively, and provide sufficient space for initiatives, creativity, and independence in accordance with the talents, interests and physical and psychological development of students, the conclusions of this study can be explained as follows: RPP Quality Variables have a positive and significant effect on teacher performance; which means that good RPP quality will affect the increase in teacher performance. Conversely, the quality of RPP that is not good also causes the teacher's work to decline. The principal's supervision variable has a positive and significant effect on teacher performance; which means that a good principal supervision will affect the increase in teacher performance. Conversely, the supervision of a school principal that is not good also causes the teacher's work to decline. Together



with the quality variables of the RPP and the Supervision of the School Principal has a positive and significant effect on teacher performance; which means that the quality of RPP and good principal supervision will affect the increase in teacher performance. On the other hand, the quality of the RPP and the Supervision of the Principal that is not good also causes the teacher's work to decline.

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