

## The Effect of Supervisor's Supervision and Assessment of Teacher Performance on School Management Effectiveness (Study at Madrasah Ibtidaiyah Kemiri, Tangerang, Banten, Indonesia)

*Pengaruh supervisi pengawas dan penilaian kinerja guru terhadap efektivitas manajemen sekolah  
(Studi pada Madrasah Ibtidaiyah Kemiri, Tangerang, Banten, Indonesia)*

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**Abstract:** This study intends to discuss the effect of supervisor's supervision on the effectiveness of school management, the effect of evaluating teacher performance on the effectiveness of school management, as well as the influence of supervisor's supervision and teacher performance evaluation on the effectiveness of school management. This study was designed using quantitative research methods of multiple linear regression models. The population in this study 102 respondents. The researcher used 20% for research sampling. Additional data was collected through observation and interviews with the principal and the teacher. The results showed that Supervisor's Supervision and Teacher Performance Assessment had a simultaneous effect on Teacher Management, with the results of regression calculations in the form of F-count of 94,703 and F-value of 8,077, and the results of regression coefficient prove that these two independent variables have direct and good conformity and influence of 70.3% on Teacher Administration and 29.7% residuals.

**Keywords:** supervisor's supervision, teacher performance, management, schools.

**Abstrak:** Penelitian ini membahas tentang pengaruh supervisi pengawas terhadap Manajemen sekolah, pengaruh penilaian kinerja guru terhadap efektivitas manajemen sekolah, serta pengaruh supervisi pengawas dan penilaian kinerja guru terhadap efektivitas manajemen sekolah. Penelitian ini dirancang menggunakan metode penelitian kuantitatif model regresi linear berganda. Adapun populasi dalam penelitian ini adalah guru-guru pengajar pada Sekolah Tingkat Dasar (MI) di wilayah Kecamatan Kemiri Kabupaten Tangerang Banten yang berjumlah 102 responden. Peneliti menggunakan angket sebagai instrumen untuk mengumpulkan data inti. Data-data tambahan dikumpulkan melalui observasi dan wawancara dengan kepala sekolah dan guru. Hasil penelitian menunjukkan bahwa supervisi pengawas dan penilaian kinerja guru berpengaruh secara simultan terhadap efektivitas manajemen sekolah, dengan hasil perhitungan regresi berupa F-hitung sebesar 94.703 dan F-value sebesar 8.077, dan hasil analisis koefisien regresi membuktikan bahwa kedua variabel bebas ini memiliki signifikansi searah (positif) dan berkesesuaian baik dan memberikan pengaruh sebesar 70,3% terhadap administrasi guru dan 29,7% residual.

**Kata kunci:** supervisi pengawas, kinerja guru, manajemen, sekolah.

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## INTRODUCTION

Supervisors, Principals and teachers are educators who are absolutely standardized on national competencies concerning Supervisors). Because supervisors, principals and teachers are the three elements that play an active role in education of schools. Teachers as instructors who are directly faced with students in the classroom, and supervisors and principals are educational actors in the implementation of the duties of supervisory and managerial education which includes three aspects, namely supervision, control, and education inspection. To improve the quality of education in schools, teachers, supervisors, and principals are required to carry out their professional duties and functions according to the demands of competency of teachers, supervisors and principals contained in the National Education Standards and Permendiknas Number 12 of 2007 concerning to Supervisors. Teachers as guarantors of the quality of education in the classroom, while supervisors and principals are guarantors of the quality of education in a wider area. In the current era of autonomy, schools must change towards to the demands of the times, in order not to be out of dated.

The performance of the education unit supervisors shows the impact on how teachers apply PAKEM (active, creative, effective, and fun student learning), how the teacher understands the implications of MBS implementation, portfolio assessment in assessment. In addition, the performance of the supervisor of the education unit is also related to the progress and presence of the school committee and the participation of parents and the community in education. Teacher performance is basically a performance or performance performed by the teacher in carrying out his duties as an educator. The quality of teacher administration will greatly determine the quality of educational outcomes because it is the party that has direct contact with students in the process of education/learning in school education institutions. To meet the expectations of education quality and the demands of professionalism, teachers must have adequate qualifications and competencies.

To examine this research more detail, the authors propose the formulation of the problem as: (1) how does supervisor's supervision affect management effectiveness at school? (2) how is the effect of teacher performance assessment on school management? (3) what is the effect of supervisor's supervision and teacher performance assessment on management effectiveness in schools?

The minimum criteria for becoming a school supervisor according to article 39 of National Education Standards includes: the status as a teacher of at least 8 years or a school principal of at least 4 years at the level of education in accordance with the supervised education unit; having a functional education certificate as supervisor of education; and pass selection as supervisor of the education unit. And for high school supervisors, at least qualify for graduate education (S2) in the field of supervision, and generally at least 50 years of age.

In carrying out the supervision and development of the supervisor's profession, the role of the Supervisory Committee and the Indonesian School Supervisory Association (APSI) and the Supervisory Working Group (Pokjawas/Kemenag) is very necessary. The budget line for the guidance and development of the supervisor's career consists of at least several activities including: (a) monitoring and evaluating the performance of the education unit supervisor (school/madrasah) for each field of supervision; (b) forum for scientific activities for the development of competencies of education unit supervisors (schools/madrasah) carried out by the Korwas/Pokjawas and or APSI or the local School/Madrasah Supervisory Board (BMPSM); (c) research and development carried out by school supervisors who support the main tasks of their profession (supervision); (d) engagement in scientific activities carried out by other institutions such as by universities, the Ministry of Education and other relevant institutions; (e) further study/training/mentoring and comparative studies in order to improve the performance of school/madrasah supervisors; (f) preparation of reports on supervision activities and follow-up results of supervision to improve the quality of education in the target schools.

Teacher Performance Assessment (PKG) is an instrument used in performance evaluation as part of the implementation of performance management, as stated by Syafarudin that performance evaluation is one part of performance management, which is a process where individual performance is assessed and evaluated to be used to answer questions, "How good is the performance of a teacher in a certain period?".

The implementation or embodiment of various regulations related to improving teacher professionalism can be seen in the Teacher Performance Assessment Guidelines issued by the Directorate General of Quality Improvement of Teachers and Education Personnel, Ministry of National Education. This guideline is primarily intended to explain what, why, when, how and by whom the Teacher Performance Assessment is carried out. The preparation of this guideline mainly refers to the Regulation of the State Minister for Administrative Reform and Bureaucratic Reform (Permeneg PAN and RB) Number 16 of 2009 concerning Teacher's Functional Position and Credit Numbers.

## METHOD

The technique used in this research is quantitative research multiple regression models. Quantitative research method is one type of research which specifications are systematic, planned, and clearly structured from the beginning to the design of the research. Quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to examine certain populations or samples.

The research was conducted in ten schools in Kemiri sub-district, namely: MIS Raudhatut Tullab Kemiri, MIS Raudatul Mubtadiin Kadayakan Kemiri, MIS Matlaul Anwar Anyar Kemiri Karang, MIS Al-Husna Kemiri, MIS Matlaul Anwar Patramanggala, MIS Darut Taufiq Kemiri, MIS Darul Muhajirin Kemiri, MIS Matlaul Anwar Klebet II Kemiri, MIS El Madina Kadayakan Kemiri and MIS Nurul Hikmah. The research period was conducted for approximately three months, at the beginning of the odd semester of the school year of 2018-2019. This time is assumed to be sufficient for research to collect data or other activities and the process of academic activities at the beginning of the odd semester can reflect good conditions for research.

The sampling technique that will be used in this study is total sampling. Total sampling is a sampling technique where the sample is the same as the population. The reason for taking total sampling is because the total population less than 100 of the entire population is all research samples.

In this study, researchers used several data collection techniques, namely as follows: closed questionnaire, interview, documentation, and observation. Closed questionnaire is a question/statement that expects a short answer or expects the respondent to choose one alternative answer from each available question. The technique of collecting data through a closed questionnaire was used to reveal the scale of the effect of Supervisor's Supervision, Teacher Performance Assessment (PKG), and School Management Effectiveness. Interviews are used as data collection techniques if researchers want to conduct a preliminary study to find problems that must be studied and if researchers want to know things from respondents who are more in depth and the number of respondents is small. This interview technique is used to complete the data obtained from the questionnaire technique in the form of data about Supervision of Supervisors and Teacher Performance Assessment (PKG) from the principal. Documentation is a collection of data about things or variables in the form of notes, transcripts, newspapers, magazines, inscriptions, minutes of meetings, agendas and so on<sup>(15)</sup>. The documentation in this study was conducted to obtain data on the profile of basic level Islamic education institutions that were used as the subject of research. Data collection techniques with observations are used when research is concerned with human behavior, work processes, natural phenomena and if the respondents observed are not too large. Observations in this study were used to determine the conditions of some basic level Islamic education institutions in the Kemiri District of Tangerang Regency.

Data analysis techniques used in this study are multiple linear regression analysis techniques. Multiple linear regression is a regression that involves a relationship between one dependent variable (Y) associated with two or more independent variables. The general form of multiple linear regression equations is:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Notes:

- Y : Subject in the projected dependent variable
- X : Subjects in the independent variable that has a certain value
- $\alpha$  : Price of Y when the price of X = 0 (Constant)
- $\beta$  : Direction number or regression coefficient

However, the regression function could use Microsoft Excel by using *toolpak* data analysis on the "Data" menu, then select the "Regression" menu as the calculation execution. This formula of multiple regression means that increasing the variable X1 by one unit will increase Y by one unit, assuming other variables such as X2 or X3 are constant or fixed, but not zero.

## FINDING AND DISCUSSION

Descriptive statistics are part of statistics that learn how to collect data and present data so that it is easy to understand. In this study, the descriptive statistical function is to explain the situation, symptoms, or problems, so that conclusions are only aimed at a collection of data that exists or is only deductive in nature. Therefore, to facilitate mapping the data area in this study, researchers compiled the results of the descriptive analysis. From the results of the instrument test on 102 respondents taken 20%, which is teachers in ten Elementary Schools in Kemiri District. By using Microsoft Excel data analysis, it was found that.

Supervisor's Supervision Instrument (x1), Mean or measure of concentration that is very often used, which is used as an illustration or representative of the observed data is 213.1084, the usual error value (standard error) is 1.2, the middle value (median) or the concentration size value that occupies the middle position after the data is sorted is 118, the most frequent/mode (mode) value is 114, the standard deviation is 11.1, the variance value or data stocking measure that measures the average the square of the distance of all observation points from (mean) the mean value (sample variance) is 220.0247, the peak value (kurtosis) is 1.02, the skewness value is -0.15989, the range value is 79, the lowest value (minimum) is 171, the maximum value is 250 and the total number of values (sum) is 17688.

**Table 1. Static description of supervisor's supervision variables**

Mean	213.1084
Standard Error	1.628158
Median	212
Mode	212
Standard Deviation	14.83323
Sample Variance	220.0247
Kurtosis	1.017392
Skewness	-0.15989
Range	79
Minimum	171
Maximum	250
Sum	17688
Count	83

Teacher Performance Assessment Instrument (x2), mean or measure of concentration that is very often used, which is used as an illustration or representative of the observed data is 119.06, the usual error value (standard error) is 1.6, the value center (median) or centering size value that occupies the middle position after the data is sorted is 212, the frequently occurring value/mode is 212, the standard deviation value is 14.8, the variance value or data stocking measure that measures the average the square of the distance of all observation points from (mean) the middle value (sample variance) is 124.3, the peak point (kurtosis) is 19.7, the skewness is -3.011680338, the range is 82, the lowest value (minimum) is 48, the maximum value is 140 and the total number of values (sum) is 9882.

**Table 2. Static description of variables teacher performance assessment (PKG)**

Mean	119.060241
Standard Error	1.223766676
Median	118

Mode	114
Standard Deviation	11.14904502
Sample Variance	124.3012048
Kurtosis	19.70307976
Skewness	-3.011680338
Range	92
Minimum	48
Maximum	140
Sum	9882
Count	83

Management effectiveness instrument (y), mean or measure of concentration that is very often used, which is used as an illustration or representative of the observed data is 125.6145, the usual error value (standard error) is 1.4, the middle value (median) or the concentration size value that occupies the middle position after the data is sorted is 125, the most frequent/mode (mode) value is 123, the standard deviation is 12.7, the variance value or data stocking measure that measures the average the square of the distance of all observation points from (mean) the mean value (sample variance) is 161.7, the peak point value (kurtosis) is 10.8, the skewness value is -2.00224, the range value is 95, the lowest value (minimum) is 55, the maximum value is 150 and the total number of values (sum) is 10426.

**Table 3. Static description of teacher performance variables**

<i>Mean</i>	125.6145
Standard Error	1.395896
Median	125
Mode	123
Standard Deviation	12.71722
Sample Variance	161.7276
Kurtosis	10.83583
Skewness	-2.00224
Range	95
Minimum	55
Maximum	150
Sum	10426
Count	83

Testing The hypothesis is divided into three parts, namely:

- (1) Effect of supervisor's supervision on school management effectiveness. The researcher used a real level of 5%, if seen from the results of t-count, the value of 2.917 has been found while the t-table is 2.576, then it can be expressed as a variable that partially has a significant effect. Based on this, it can be seen that the supervisor's supervision effect with t-count for Supervision is  $2,917 > 2,576$ ; it means the influence of supervisor's supervision has an effect on school management effectiveness. So,  $H_01$  is rejected and  $H_{a1}$  is accepted.
- (2) Effect of teacher performance assessment (PKG) on school management effectiveness with t-count of  $11.02 > 2,576$ . This means that teacher performance assessment (PKG) has an effect on school management effectiveness. So,  $H_02$  is rejected and  $H_{a2}$  is accepted.
- (3) Simultaneous influence of supervision and PKG on school management effectiveness. The influence of the two independent variables on the dependent variable is determined by F-count. If  $F\text{-count} > F\text{-value}$ , it can be stated that simultaneously the two independent variables have a significant effect on variable Y.

In this study the results of the regression calculation get F-count of 94,703 while the F-value is 8077, it is concluded that  $F\text{-count} > F\text{-table}$ . Then it can be stated that simultaneously (together) supervision and PKG have a significant effect on school management effectiveness.

## CONCLUSION

Based on the discussion and findings as well as the significance test on the data analysis in the previous chapter, the researcher concludes the following:

- (1) The influence of Supervisor's Supervision significantly influences School Management Effectiveness, with the t test, which consulted the t-table count at the 95% level of 2,576, the result of which was  $2,917 > 2,576$ ; means t-count is greater than t-table, the conclusion is Supervisor Supervision partially influence the effectiveness of school management.
- (2) Teacher Performance Assessment (PKG) influences the Effectiveness of School Management, based on the results of t-test calculations, the results of which are equal to  $11.02 > 2,576$ ; means t-count is greater than t-table; then  $H_0$  can be stated that Teacher Performance Assessment (PKG) has an effect on School Management Effectiveness.
- (3) Supervisor's Supervision and Teacher Performance Assessment (PKG) has a simultaneous effect on School Management Effectiveness. This is evidenced by the results of the regression calculation in the form of F-count of 94.703 while the F-value is 8.077, concluded that  $F\text{-count} > F\text{-table}$ . Then it can be stated that the effect of supervisor's supervision and PKG has a significant effect on School Management Effectiveness. The Effect of supervisor's supervision and PKG has an effect as much as 70.3% on School Management Effectiveness. The remaining 30% is residual, which are not part of this study.

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