THE EFFECT OF CLINICAL SUPERVISION AND LEADERSHIP THE HEAD OF MADRASAH ON THE PERFORMANCE OF MADRASAH ALIYAH TEACHERS IN GARUT DISTRICT

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Abstract

Performance is an unstable condition that can be strengthened or weakened by the ebb and flow of perspectives and the influence of one's values. Teacher performance in Madrasah Aliyah is directly or indirectly related to their perception of the leadership of the madrasah principal. Madrasah principals have a strategic role in achieving institutional goals. Organizationally the head of the madrasa is responsible for creating an organizational climate that supports the work ethic of the teachers in their environment. The creation of such an organizational climate can foster the morale and loyalty of teachers, even though they have diverse self-concepts. Likewise, teacher performance has a functional relationship with work quality and indirectly affects the productivity of learning outcomes. High and low performance is influenced by various internal and external variables. The quality of learning outcomes can be approached from the performance conditions with the variables that influence it, this is why this research was conducted. Teachers, 2) knowing and describing the effect of clinical supervision on teacher performance, 3) Knowing and describing the influence of principals' leadership and clinical supervision on teacher performance. This research method is quantitative research. The results of the study concluded that: 1) there was a positive and significant influence between Clinical Supervision (X1) on Teacher Performance (Y) with tcount = 3.058 and ttable = 1.957 where tcount > ttable. 2) There is a positive and significant influence between Madrasah Principal Leadership on Teacher Performance (Y) with tcount = 2,993 and ttable = 1,957 where tcount > ttable. 3) there is a positive and significant influence between Clinical Supervision (X1) and Principal Leadership (X2) on Teacher Performance (Y) with the regression equation = 57.771 + 0.147x1 + 0.240x2, with a coefficient of determination R2 (R square) of 0, 99 which means that the clinical supervision and leadership of the madrasah principal can affect the teacher's performance by 9.9%.

Keywords: Clinical Supervision, Principal Leadership, Teacher Performance

INTRODUCTION

Schools are formal educational institutions where teaching and learning activities occur, in which there are interrelated components. The components contained in the school are the principal, teachers, students, school administration staff, curriculum and environment. The teacher has a very important role in the implementation of the learning process, because the teacher is the key person who deals directly with students in teaching and learning activities.

Teachers must be able to create a conducive atmosphere so that students are willing to be fully involved in learning activities, so that the learning objectives that have been set can be achieved effectively and efficiently (Utami, 2017). The quality of education and student achievement is the result of good interactions between teachers and students. Teachers are the main factor that greatly influences the creation of good educational processes and outcomes. So that the quality of teacher teaching must be improved so that teachers have high motivation and good individual performance is achieved, good teacher performance will produce quality student graduates.

Teacher performance can be defined as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set for a certain period within the framework of achieving educational goals (Barnawi, Mohammad Arifin, 2017). The performance of a teacher is closely related to the professionalism of the teacher. Professional teachers as stated in Law Article 20 number 14 of 2005.Based on the legal basis, teachers are obliged to 1) plan lessons, implement quality learning processes, and assess and evaluate learning outcomes; 2) improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and art; 3) act objectively and non-discriminatory on the basis of considerations of gender, religion, ethnicity, race, and certain physical conditions, family background and status of students in learning; 4) uphold the laws and regulations, laws, and teacher code of ethics, as well as religious and ethical values; 5) maintain and foster national unity and integrityt. The Directorate of Education Personnel in the Teacher Performance Assessment module states that teacher performance standards are related to the quality of teachers in carrying out their duties such as: (1) working with students individually, (2) learning preparation and planning, (3) utilizing learning media, (4) involving students in various learning experiences, and (5) active leadership from teachers. Teacher performance in the teaching and learning process refers to planning learning activities, carrying out learning activities and evaluating student learning outcomes, including analyzing the results of the assessment and its follow-up (lalupanda, 2019).

Teacher performance can also be shown from how much the required competencies are met. "The competencies include pedagogic competence, personality competence, social competence and professional competence" (Law N0.14 of 2005 concerning Teachers and Lecturers). Teachers who have good and professional performance in implementing the curriculum have the following characteristics: designing learning programs, implementing learning and assessing student learning outcomes. (Basyirudin and Usman in Supardi, 2014:59)

According to (Sagala, 2009) supervision is professional assistance and guidance for teachers in carrying out instructional tasks in order to improve learning and teaching by stimulating, coordinating and guiding continuously to increase the growth of teacher positions individually and in groups. In Government Regulation No. 19 of 2005 Article 57 classifies supervision as consisting of two parts, namely 1) academic supervision, capable of fostering teachers in improving the quality of learning and, 2) managerial

supervision, capable of fostering principals and staff in improving school performance. Academic supervision has two parts, namely a) class supervision; and b) clinical supervision. The focus of classroom and clinical supervision is the teacher (Kristiawan, 2019:4)

The focus of this research is clinical supervision which is designed as an approach with an emphasis on clinical practice which is manifested in the form of face-to-face relationships between supervisors and teachers who are being supervised. With this, according to Makawimbang (2012:25) clinical supervision is supervision that is focused on improvement learning through a systematic cycle starting from the planning, observation and intensive analysis of the learning performance that aims to improve the learning process. Clinical supervision is an important part of efforts to improve school performance, especially through improving the learning process. In this context, principals need to carry out clinical supervision as part of academic supervision. While the indicators of the success of the implementation of clinical supervision are: 1) increasing the ability of teachers in planning, implementing, and evaluating the learning process, 2) the quality of learning carried out by teachers is getting better so that it is expected to affect the quality of learning outcomes achieved by students.

Supervision of teacher performance affects teacher performance, supervision carried out on teachers is called clinical supervision. Clinical supervision plays a closer role with teachers in revealing chronic problems in the weakening of teacher performance. Apart from the implementation of clinical supervision, good teacher performance cannot be separated from the leadership role of the principal as a trigger for increasing the competence, motivation, and performance of the teacher.

An effective school is determined by the leadership of the principal who is effective and reliable in leading the school. The principal creates a work process which encourages students to learn more actively, so as to be able to create the school's vision and mission, and be able to improve student learning achievement according to the goals set, then performance motivation needs to be improved. Factors that affect teacher performance are the leadership behavior of the principal. The principal's leadership behavior is a work process where the principal can assist in improving the quality of teachers to achieve the school's stated goals. The findings of Kristiawan, et al., (2019:12) if the principal hopes his school is able to face the MEA, the strategy is upgrading teachers' competence, upgrading students' competence,

Priansa and Setiana (2018:185) state that the principal's leadership is related to the ability and competence of the principal, both hard skills and soft skills, to influence all school resources in order to be able to achieve the goals and objectives that have been set. Effective principal leadership is leadership that is able to: 1) optimally empower all potential in the school so that teachers and other education personnel feel involved in achieving the goals and objectives that have been set; 2) provide decisions for school stakeholders; 3) provide inspiration and good role models for teachers and other education personnel.

Mulyasa (2003:115) principal as a leader must have a special character, namely personality, basic skills, experience and professional knowledge, as well as administrative knowledge. Saniyem, et al (2020) stated that the principal's leadership function is the principal's ability to influence and coordinate school members to achieve the goals that have been set. The principal's leadership indicators must be mastered so that the quality of education can be in accordance with the objectives.

Kristiawan (2019), if it is related to organizational theory with supervision, it can be understood that supervision is not only a function of the principal that determines the success of a school administration, but a person who carries out the functions and duties of supervision must know the leadership theory that supports the supervision activities themselves. In addition, he must understand in motivating the subordinates he supervises.

Saniyem, et al., (2020) revealed that supervision is one way to improve teacher performance. By being supervised by the principal, it will be known in which position the teacher is lacking in learning. However, the reality on the ground is that supervision is just a routine for schools in completing school accreditation. Supervision has not been made a basic need that must be carried out by school principals to improve teacher performance.

The results of research conducted by Zulfiki (2008: 2) reveal that based on experience as a school supervisor for 12 years it was found that many school principals have not been able to carry out clinical supervision in accordance with the correct implementation of supervision, namely helping teachers overcome problems learning. The head of Madrasah said that they were not skilled in clinical supervision, and teachers felt awkward and afraid to be supervised. This situation was not resolved, finally clinical supervision was not carried out.

Based on the researcher's findings from interviews with curriculum representatives at sub-rayon 18 schools, most of them have routinely carried out academic supervision, starting from planning, implementation and reporting, academic supervision has been carried out according to schedule. However, the problem is when the supervision is carried out according to the schedule, the teacher prepares the administration well, but when there is no supervision activity the teacher is less prepared to carry out teaching and learning activities. Some teachers lack confidence in carrying out learning because they lack mastery of the material and do not master the class because teachers still teach in a monotonous and unattractive method for students and do not display an attractive personality for students.

RESEARCH METHODS

This study uses a quantitative approach with an ex post facto approach, namely research conducted to examine events that have occurred and then trace back through the data to find factors that precede or determine possible causes for the events studied (Sugiyono, 2010). 2019:3). this research is also called correlational research, namely research that

aims to find the effect or correlation between one variable and another. Namely, the effect of clinical supervision and leadership of the madrasah principal on the performance of the KKM 3 MA teacher in Garut Regency.

Sugiyono (2019:126) Population is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. The populations in this study were all teachers who teach at KKM 3 MA, Garut Regency 2021, totaling 265 teachers. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2019:127). In line with Arikunto's opinion (2010:174) the sample is part or representative of the population being studied? It is called a sample if we intend to generalize the results of a sample study. The sample must be representative, meaning that the sample owned must be able to represent all the characteristics of the population. The sampling technique in this study uses simple random sampling, which is a way of taking samples from members of the population by using random regardless of the strata (ranks) in the members of the population (Sugiyono, 2019:129). Simple random sampling in this research is done by simple random method. The number of samples is calculated using the Slovin formula, then the number of samples obtained is 159 people.

In accordance with the approach used is a quantitative approach, the data collection technique used in this study is a questionnaire, to obtain empirical data about the observed variables, in this study using an instrument in the form of a questionnaire. Questionnaire, the questionnaire that will be used to collect data on clinical supervision, principal leadership and teacher performance will refer to the Likert scale. The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena in research, this social phenomenon has been specifically defined by researchers, hereinafter referred to as research variables (Sugiyono, 2019:146). The Likert scale is a scale that has five levels and is an ordinal type scale, with an estimated answer value for each question with the following levels. 5 = Always (SL), 4 = Often (SR), 3 = Sometimes (KD), 2 = Rarely (JR), and 1 = Never (TP) (Riduwan, 2011). Before testing the questionnaire, the validity and reliability were tested with the help of the SPSS version 26 program, normality was tested using bivariate correlations. The validity test was carried out outside the sample, namely at MAS YPP Baiturahman Leles as many as 32 people, namely at SMA KKM 2, Garut Regency. The instrument reliability test was carried out using the Cronbach alpha formula, for clinical supervision (X1) obtained a significance value of 0.683, leadership data the principal (X2) obtained a significance value of 0.889, while the teacher's performance (Y) had a significance value of 0.793. The three research variables have a value significantly greater than alpha, which is 0.6.

RESEARCH RESULTS AND DISCUSSION

For requirements relating to testing requirements analysis must be proven by statistics. The requirements are: normality test of data distribution, linearity test, multicollinearity test, and heteroscedasticity test.

The normality test of the instrument was carried out using the distribution on the pp plot graph. The following are the results of the normality test using a pp plot graph using the help of the SPSS version 26.0 application for windows
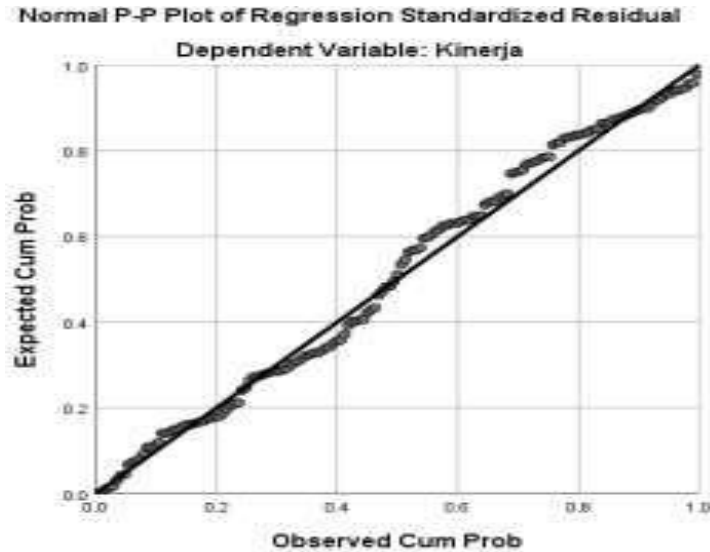
Image of the results of data testing with Normal Probability Plot

From the results of the regression test, information about the normal curve can also be obtained which can be explained in the figure although some of the diagrams are above the normal curve, but in general the bar chart is below the normal curve so that the y data can be classified as normally distributed. Subsequent testing using the Kolmogrov_Smirnov test obtained data in the following table:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		159
Normal Parameters, b	mean	102.2227044
	Std. Deviation	1.52394121
Most Extreme Differences	Absolute	.054
	Positive	.039
	Negative	-.054
Test Statistics		.054
asymp. Sig. (2-tailed)		.200[CD]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the results of the normality test of the data with Kolmogorov Smirnov above, the Asymp value. The resulting sig (2-tailed) is 0.200 which is greater than alpha = 0.05.

This shows that the residuals from the regression have met the assumption of normality.

1. The linearity test of the independent variable with the dependent variable was carried out with One-way ANOVA on the SPSS program with a significance level of 5% (α = 0.05)

Linearity Table   ANOVA Table

Sum of Squares				df	mean Square	F	Sig.
Performance * Leader an	between Groups	(Combined)	617,670	20	30,884	1.376	.144
		linearity	166,336	1	166,336	7.412	.007
		Deviation from linearity	451.334	19	23,754	1.059	.400
	Within Groups		3096.720	138	22,440		
	Total		3714.390	158			

From the output, the Derivation from Linearity Sig value is 0.400 which is greater than 0.05. So it can be concluded that there is a significant linear relationship between Clinical Supervision variable (X1) and Madrasah Principal Leadership (X2) Teacher Performance variable (Y).

2. Multicollinearity test, a good regression model should not find a correlation between independent variables, if this interpretation is violated by the occurrence of a relationship between independent variables, a symptom called a multicollinearity problem arises.

Multicollinearity Test Coefficientsa

Collinearity Statistics

	Tolerance Model e		VIF
1	Clinical supervision	.995	1.005
	Leadership	.995	1.005

Dependent Variable: Teacher performance

Based on the table, it can be seen that each variable has a tolerance value > 0.10 and a VIF value < 10.00 so it can be concluded that there is no multicollinearity between the independent variables in this regression model.

3. Heteroscedasticity test aims to test whether in the regression model there is a residual inequality of another observation

Scatterplot
Dependent Variable: Kinerja guru
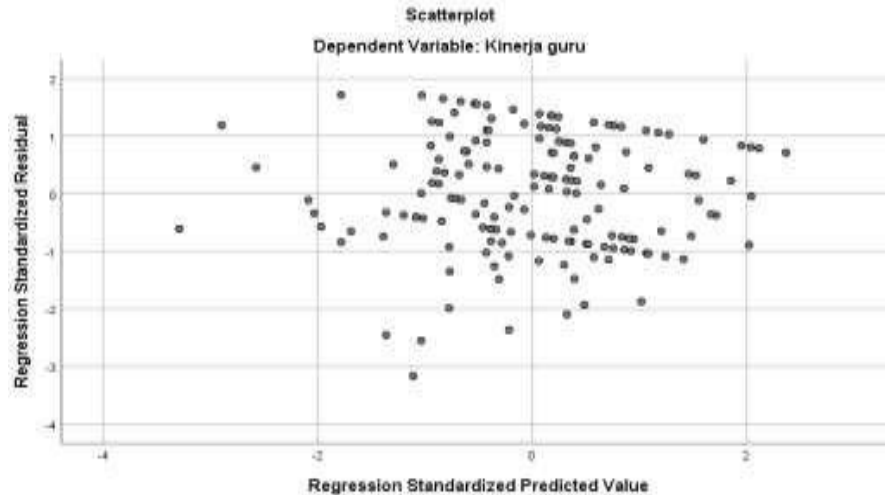
Scatter Plot Graphic Drawing

Based on Figure 4.7 above, it can be seen that the points spread randomly and there is no clear pattern, as well as the points spread above and below the number 0 on the Y axis. This indicates that there is no hererosscedasticity problem in this data.

Inferential Statistical Analysis

a) Multiple Correlation Statistical Analysis

Multiple correlation statistical analysis was used to determine the relationship between the three variables, namely Clinical Supervision (X1), Madrasah Principal Leadership (X2) on Teacher Performance (Y). The value of the correlation coefficient can be seen in table 4.12 as follows.

Results of Statistical Analysis of Multiple Correlation and Coefficient of Determination

Model Summary

Model	R	R Square	Adjust Ed R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df2	Sig. F Change
1	.314a	.099	.087	4,632	.099	8,550	2	156	.000
a. Predictors: (Constant), Leadership, Clinical Supervision									
b. Dependent Variable: Performance									

Based on the Model Summary table, it is known that the magnitude of the relationship between Clinical Supervision (X1) and Principal Leadership (X2) simultaneously on Teacher Performance (Y) which is calculated by the correlation coefficient is 0.314, this shows a low influence. While the simultaneous contribution of the clinical supervision variable and Principal Leadership together on Teacher Performance is 9.9% while 9.1% is determined by other variables. Standard Error of Estimated (Standard Deviation) means measuring the variation of the predicted value. In this study, the standard deviation is 4, 632. The smaller the standard deviation, the better the model.

The results of the multiple correlation analysis (R) based on the Summary Model output obtained an R number of 0.314, because the multiple correlation value is between 0.20 – 0.3999, it can be concluded that there is a LOW relationship between Clinical Supervision and Madrasah Principal leadership on teacher performance. This is in accordance with the interpretation of the correlation coefficient (Sugiono, 2019) as follows

0.000 - 0.199 = Very low

0.20 – 0.399 = low

0.40 – 0.599 = Medium

0.60 – 0.799 = Strong

0.80 – 1,000 = very strong

b) Coefficient of Determination

Analysis of the coefficient of determination is used to determine the percentage of the contribution of the influence of the independent variable together on the dependent variable. Regression with more than two independent variables used Adjusted R^2 Square as the coefficient of determination. Adjusted R^2 Square is the value of R Square that has been adjusted. Based on the model summary table above, the coefficient of determination R^2 (R square) is 0.99, which means that clinical supervision and leadership of the madrasah principal can affect teacher performance by 9.9% while 90.1% is determined by other variables not mentioned in the table. This research.

c) Multiple Correlation Coefficient (Simultaneous Hypothesis)

Simultaneous test using the F test is used to determine the effect of the independent variables together on the dependent variable can be seen in the table below

F Test Statistical Analysis Results Table ANOVAa

Sum of Model		Squares	df	Mean Square	F	Sig.
1	Regression	366,939	2	183.469	8,550	.000b
	Residual	3347,451	156	21,458		
	Total	3714,390	158			
a) Dependent Variable: Performance						
b) Predictors: (Constant), Leadership, Clinical Supervision						

The significant value of 0.00 is smaller than 0.05 so that Ho is rejected, meaning that there is an influence of clinical supervision and leadership of the madrasah principal on the performance of KKM 3 MA teachers in Garut Regency.

d) Regression Coefficient (Partial Hypothesis)

The partial test uses a t-test which aims to test whether each independent variable is clinical supervision (x1) and the leadership of the madrasa principal (X2) has a significant effect on the dependent variable, namely the teacher's performance (y) partially.

Table of Analysis Results of t Coefficientsa. Test

		Unstandardized Coefficients		Standardized Coefficients		
	Model B		Std. Error	Beta	T	Sig.
1	(Constant)	57,771	11.194		5.161	.000
	Supervision Clinical	.147	.048	.233	3.058	.003
	Leadership	.240	.080	.228	2,993	.003
a. Dependent Variable: Performance						

e) Hypothesis test

1. Testing the regression coefficient of the Clinical Supervision variable

Based on the coefficient table above, the t count is 3.058. Determine table = ttable is searched at = 5%: 2 = 2.5% (2-sided test) with degrees of freedom (df) nk-1 or 159-2-1 = 157 (n is the number of samples and k is the number of independent variables). With a two-tailed test (significance = 0.025) the results obtained for the t table of 1.975. Based on the explanation above, it is known that tcount = 3.058 and ttable = 1.957 where tcount > ttable which means Ha is accepted or in other words partially there is an effect of clinical supervision on teacher performance.

2. Testing the regression coefficient of the Principal's Leadership variable

Based on the coefficient table above, the t count is 2,993. Determine table = ttable is searched at = 5%: 2 = 2.5% (2-sided test) with degrees of freedom (df) nk-1 or 159-2-1 = 157 (n is the number of samples and k is the number of independent variables). With a two-tailed test (significance = 0.025) the results obtained for the t table of 1.975. Based on the explanation above, it is known that tcount = 2,993 and ttable = 1,957 where tcount > ttable which means Ha is accepted or in other words partially there is an influence of Madrasah Principal Leadership on teacher performance.

Regression Coefficient Test

Based on the data in the table, it is found that the constant value of the regression equation a is 63,355 and the coefficient of the independent variable b1 is 0.144 and b2 is 0.206, so the regression equation Y = 57.771 + 0.147x1 + 0.240x2. This means that teacher performance has increased positively with Clinical Supervision and Madrasah Principal Leadership, can be described as follows: 1) the constant value is 57.771 which

means that if there is no clinical supervision and madrasa principal leadership variable, the teacher performance value is 0.147. This means that the value of 0.147 is a scale of 1 in the sense that it is sufficient 2) If clinical supervision (X1) the value increases / increases by 1 (one) unit score, then the leadership of the madrasah principal will increase / increase by 0.147 unit score, provided that the leadership of the madrasah principal (X2) constant value.

DISCUSSION

The results of the study show that clinical supervision and leadership of the madrasah principal have a significant effect on teacher performance. These results support the proposed hypothesis in which clinical supervision and leadership of madrasah principals have a significant effect on teacher performance

By taking the significance level of 0.000 (p < 0.05) then H0 is rejected and Ha is accepted, this can be seen from the F test conducted where F count is 8.550> from F table of. It means that it can be concluded that there is a simultaneous influence between clinical supervision and principal's leadership on teacher performance. This shows that the variables of clinical supervision and the leadership of the madrasa principal affect teacher performance together.

The results of this study are in line with the findings (Saddi et al., 2021) entitled The Effect of Principal Leadership and Supervision on Teacher Performance at Barana Christian High School which states that first, there is a positive relationship between principal supervision and teacher performance with the coefficient of determination of the two variables of 0.531 or 53.1%, meaning that the influence of principal supervision on teacher performance is 53.1%.

Second, there is a positive relationship between the principal's leadership and the coefficient of determination of the two variables is 0.261 or 26.1%, meaning that the principal's leadership can affect teacher performance by 26.1%. Third, there is a jointly significant positive effect between the leadership and supervision of the principal on teacher performance with the regression equation Y = 0.498 + 0.261X1 + 0.531X2.

CONCLUSION

Clinical supervision has a significant effect on teacher performance at KKM 3 MA, Garut Regency, meaning that the better clinical supervision is carried out, the better the teacher's performance, the leadership of the madrasa principal has a significant effect on teacher performance, meaning that the better the leadership of the madrasah principal, the better the teacher's performance at KKM. 3 MA Garut Regency.

Clinical supervision and leadership of madrasah principals have a significant effect on teacher performance at KKM 3 MA, meaning that the better the clinical supervision and leadership of madrasah principals, the performance of teachers will increase.

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