

HIGH SCHOOL TEACHERS' PERFORMANCE IN TERM OF TRANSFORMATIONAL LEADERSHIP AND PRINCIPLE SUPERVISION COMPETENCIES

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DOI : <http://dx.doi.org/10.30983/educative.v6i2.4791>

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Submission: October 30, 2021	Revised : November 20, 2021	Published : December 31, 2021
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Abstract

This research is *ex post facto*, rather than experimental. It tries to reveal the phenomenon without controlling the research variables. The type of research conducted is survey research with a quantitative approach, where data is collected from a sample of the population to represent the entire population, using a questionnaire as the main data collection tool. To determine the relationship between variables we used a correlational research plan. The level of relationship between variables is expressed in the form of a correlation coefficient. The types of data in this study are quantitative in the form of numbers or qualitative data that is numbered. The result of this research is that R Square = 0.086, which means that the transformational leadership variable and the supervision of the principal influence teacher performance in public high schools throughout the East Agam Regency of 8.6%. The t value for the transformational leadership variable is 0.371 with a significant level of 0.711 > 0.05. This shows that the t count is smaller than t table (0.100 < 1.181), meaning that there is negligible effect of the transformational leadership variable on teacher performance. The t value for the principal supervision variable is 3.003 with a significant level of 0.003 < 0,05. This shows that t count is greater than t table (3.003 > 1.181)

Keywords: Transformational Leadership, Supervision Competence, Performance

Abstrak

Banyak kepala sekolah belum mampu mentransformasikan visi dan misi lembaga kepada guru, belum maksimal dalam melakukan supervisi kepada guru sehingga kinerja guru terlibat biasa-biasa saja dan tidak menunjukkan prestasi. Kepemimpinan transformatif sangat dibutuhkan oleh lembaga pendidikan dimasa datang. Penelitian ini bertujuan membuktikan apakah kepemimpinan transformatif dan kompetensi supervisi memiliki pengaruh terhadap kinerja guru di lapangan. Jenis penelitian yang digunakan adalah penelitian survey dengan pendekatan kuantitatif, dimana data dikumpulkan dengan menggunakan kuesioner sebagai alat pengumpulan data. Tingkat hubungan antar variabel dinyatakan dalam bentuk koefisien korelasi. Hasil dari penelitian ini adalah bahwa R Square = 0,086 yang berarti variabel kepemimpinan transformasional dan supervisi kepala sekolah memberikan pengaruh terhadap kinerja guru di SMA Negeri se-Kabupaten Agam Wilayah Timur sebesar 8,6%. Nilai t hitung untuk variabel kepemimpinan transformasional adalah sebesar 0,371 dengan taraf signifikan sebesar 0,711 > 0,05. Hal ini menunjukkan bahwa t hitung lebih kecil dari t tabel (0,100 < 1,181), artinya terdapat pengaruh yang tidak terlalu signifikan dari variabel kepemimpinan transformasional terhadap kinerja guru, Nilai t hitung untuk variabel supervisi kepala sekolah adalah sebesar 3,003 dengan taraf signifikan sebesar 0,003 < 0,05. Hal ini menunjukkan bahwa t hitung lebih besar dari t tabel (3,003 > 1,181), sehingga dapat dikatakan variabel independen yang dikaji memberikan pengaruh terhadap variabel dependen penelitian ini.

Kata Kunci: Kepemimpinan Transformasional, Kompetensi Supervisi, Kinerja Guru.

Introduction

Human beings are God's creatures who have spiritual and physical abilities. Thus, human beings are able to adapt and advance their welfare. The main media needed by human to develop life potency is education.

School as the organization of formal education has a vital role in continuing the education process which has previously done by family and community. The existence of the education institution (school) clarifies the task structure and responsibilities of each school personnel. This way, the education goal can be fully reached.

The Teacher is one element of the existing structure in an education institution whose role is to educate and teach the students, endowing them with knowledge, skills, and attitudes both inside the class and outside. Related to this, the Law of Indonesia Republic No. 20 in 2003 regarding national education system Article 39 Paragraphs 1 and 2 mentions: (1) The educational staff has duty to carry out the administration, management, development, supervision, and technical service to support the education process in an education unit (2) The educator is the professional worker who has the duty to plan and carry out the learning process, evaluate learning, conduct monitoring and training, and perform research and service to the community, especially educators in colleges.¹

Based on the above, it is clear that the teacher is an educator and professional teacher who must be able to do lesson planning and to perform the learning process properly and correctly and who also have other duties and responsibility.

In practicing the duties properly and correctly, the teacher is required to have standard competences as formulated in Government Regulation No. 19 in 2005 regarding the National Education Standard, chapter 6 regarding the standard of educator, educational staff, part one, article 28, paragraph 1-3, where in it is mentioned that: "Competence as a learning agent at primary and secondary education levels and early childhood education programs includes: a) pedagogic competence, b) personality competence, c) professional competence, and d) social competence".²

The first competence is pedagogic, which is the most essential part and is highly correlated to teacher's ability in running learning process. By fulfilling the pedagogic competence being supported by other competences that possessed by a teacher as an educator, it is expected that teacher can produce good teaching performance.

The teacher must have the standards of competence to be able to perform well. Another thing which can contribute to teacher performance is leader factor. This is confirmed by Mulyasa that:

*The success of education in school is very determined by the success of principal in managing the educational staff existed in the school. The principal is one of education component who has influences to boost teacher performance. The principal has responsibility to the implementation of education activity, school administration, development of other education staffs and utilization and maintenance of facilities and infrastructure.*³

The principle as a leader in an education unit is the focus and main component in managing education in an education level who

¹Depdiknas, 'Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Pasal 39 Ayat 1 Dan 2', *Citra Umbara*, 2003.

²Pemerintah RI, 'Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan', *Standar Nasional Pendidikan*, 2005.

³ Enco Mulyasa, *Menjadi Kepala Sekolah Yang Profesional*, Bandung: Remaja Rosdakarya (Bandung: Remaja Rosda Karya, 2014). hlm. 25

has quite big role and responsibility to plan, perform, and evaluate the education program of the school. The principal as a leader must be able to select the leadership model which can protect all components of the school. The organization goal will not be fully and maximally reached without good leadership. When this happens, the personnel would be able to focus on the organization's goal than personal objectives.

Gary Yukl has listed in detail several definition of leadership. First, leadership is an individual behavior which directs the group activity to reach a common goal. Second, leadership is the influence which exceeds the mechanical needs to direct the organization routinely. Third, leadership is conducted when someone mobilizes the institutional resources, psychological, and other sources to awaken, involve, and fulfill the follower's motivation. Fourth, leadership is a process that influences group activity which is organized to reach the target. Fifth, leadership is a process that gives the goal (meaningful direction) to collective effort. Sixth, leadership is the ability to act outside of culture to fulfill the evolutionary change process to be more adaptive. Seventh, leadership is a process of making someone understand the benefit of collaboration with others, so that they understand and willing to contribute on it. Eighth, leadership is a way to articulate vision, manifest the value, and create the environment to reach something. Ninth, leadership is the individual ability to influence, to motivate, and make other people contribute toward the effectiveness and success of the organization.⁴

Based on the opinion above, it can be understood that leadership basically consists of the process to determine the organization's goals, to motivate the follower's behavior to reach that goal, and to affect and improve the group and its culture. Leadership is highly correlated with the motivation. This can be seen from the success of a leader in moving other people to reach the objective which has been determined and it depends on the authority and ability to create motivation in the employee, colleague, as well as the leader.

Transformational leadership is conceptually defined by Bass⁵ as someone able to lead the change of work environment, to provide motivation to work and devise work patterns, and to inculcate basic values so that the employee is able to optimize performance to achieve organization's goal. Therefore, a leader model with transformational leadership must be able to transform a value and collective goal or organization objective, rather than personal interest. The principal as the leader of the education institution (school) must instill the work value and transform the vision and mission of the institution led so that the employee performance improves.

The finding of previous research has revealed that transformational leadership influences teacher's teaching performance in education institutions. The research of Ahmad Solihin⁶ has found that a principal's transformational leadership can have a positive influence over the teacher's teaching performance with a correlation value of 0,368 ($r_{\text{count}} 0,368 > r_{\text{table}} 0,227$). Similarly, the research

⁴Wedra Aprison, 'Pengaruh Persepsi Motivasi, Iklim Kerja, Dan Kepemimpinan Terhadap Produktivitas Dosen Di Sekolah Tinggi Agama Islam Negeri Bukittinggi', *Pusaka Media Design*, 2018, 78.

⁵Junaidi, "Pengaruh Kepemimpinan Transformasional Kepala Sekolah Dan Profesionalisme Guru Terhadap Implementasi MBS Pada Pesantren Di Kabupaten Agam," *ISLAM TRANSFORMATIF*:

Journal of Islamic Studies, 2018, <https://doi.org/10.30983/it.v2i1.437>.

⁶Basilus Redan Werang, 'Pengaruh Kepemimpinan Transformasional Kepala Sekolah, Moral Kerja Guru Dan Kepuasan Kerja Guru SDN Di Kota Merouke', *Jurnal Cakrawala Pendidikan*, 2014 <<https://doi.org/10.21831/cp.v1i1.1869>>.

of Asep Syahrudin⁷ has revealed the principal's transformational leadership has a correlation to teacher's teaching performance with a correlation value of 0,728 ($r_{\text{count}} 0,728 > r_{\text{table}} 0,195$).

Based on the research above, it can be seen that the teacher's teaching performance is highly influenced by the principal's leadership. Theoretically, transformational leadership can support teacher's performance especially teaching performance. In the decentralization era, transformational leadership gives many advantages for the creative leader to develop the institution because the leader will be more free to explore his vision without being limited by guidelines that can limit creativity.

Teacher's performance is also influenced by the implementation of supervision done by the principal. It is known the principal is not only a leader but must also possess social competence, entrepreneurial competence and supervision competence, since the principal is the supervisor of the school he leads.

The duties of a supervisor are to help, guide, and convince the teacher that the learning process can be developed through experience, knowledge, attitude, and the teacher's skill. The learning process run by the teacher must be professionally assisted by the principal so that the teacher can increase his effectiveness in the learning process. Therefore, good leadership must be encouraged by the principal's supervision technique as a supporting factor for increasing the teacher's teaching performance.

Increasing the teacher's performance in doing his duty is the principal's responsibility as "the first source of motivation" for every teacher and students in the school he leads.

Motivation can be in form of awarding the outstanding teacher, organizing development programs to improve the teaching process and remind the teacher who is not performing well. M. Ngalim Purwanto stated that during teaching supervision activities, the principal not only functioned as a supervisor, but he must have two things: built-in control (attached supervision) and function control (supervisor function).⁸

Several research have shown that supervision technique has a significant influence in creating and increasing teacher's performance. Cahya Irawan has shown that supervision has a positive and significant influence over teacher's performance with a correlation value of 0,802 ($r_{\text{count}} 0,802 > r_{\text{table}} 0,220$). Similarly, Isdarmoko's⁹ research has shown that the implementation of supervision has a positive correlation to teacher's performance with a correlation value of 0,505 ($r_{\text{count}} 0,505 > r_{\text{table}} 0,207$).

Based on explanation above, it is clear that teacher's performance especially in teaching depends on the technique of supervision implementation carried out by the principal.

The result of general observation indicates that the principal of a senior high school in the Agam regency in the Eastern area did not enact transformational leadership which would have had the effect of transforming values, as well as the vision and mission of the institution. Moreover, there were some principals who still were not able to transform the school values, vision, and mission, and were not effective in giving supervision to the teachers. Thus the teacher's performance is just

⁷ Asep Syahrudin, 'Pengaruh Kepemimpinan Transformasional Dan Iklim Kerja Sekolah Terhadap Kinerja Mengajar Guru Di SMPN Kota Bandung', *Repository*, 2 (2009).

⁸Observasi dilakukan pada SMAN Kabupaten Agam Wilayah Timur pada rentang Bulan Agustus – September 2020

⁹Penelitian Tesis tahun 2003 dengan judul *Pengaruh Pelaksanaan Supervisi terhadap Kinerja Guru pada SMA di Kabupaten Bantul*

ordinary and did show the amazing achievement.¹⁰

Based on the observations by the expert above, this paper is interested to conduct research related question of whether transformational leadership truly improves an education institution and how the principal's supervision can influence the teachers' teaching performance. Therefore, we have entitled this article as: The Influences of Transformational Leadership and the Principal's Supervision Competence to the Performance of Public Senior High School Teachers throughout the Agam Regency at the Eastern Area.

The Theoretical Basis of Transformational Leadership

Transformational leadership is widely defined as a process to influence and interpret occurrence for the followers. Bass and Avolio have described transformational leadership as the influence of leader over the employee. The employee perceives that there is mutual trust, pride, loyalty, and respect with their leader, and they are motivated to work and exceed their leader's expectations¹¹.

To measure the principal's transformational leadership in the field, we make use of some key concepts. Transformational leadership is shown through three behaviors: charisma, individual consideration, and intellectual stimulation. However, charisma is divided into two things, namely, the idealized influence and inspirational motivation. Transformational leadership is elaborated into four main characteristics: idealized influence, inspirational

motivation, individual consideration, and intellectual stimulation. Idealized influence means that the leader must be a good role model who can be followed by the employee. This will produce respect and trust towards the leader. Inspirational motivation: the leader must be able to motivate and determine clear targets to be achieved by the employee. Intellectual stimulation: the leader must be able to stimulate his employee to generate new ideas and thoughts; the leader must also let the employee to be the problem solver and to contribute to the new innovations under his guidance. Individualized consideration: the leader must give his attention, listen to complaints, and understand the employee's needs. If all of these dimension are well executed, it will help to maximize the leader role in a company¹².

Principal's Supervision Competence

The principal's supervision is part of the supervision, investigation, and inspection done by leader who is delegated by the school. Inspection is to discover the weaknesses or mistakes which need to be repaired¹³. The evaluation of the principal's supervision competence is conducted through the distribution of questionnaires to the respondents. Djarm'an Satori has formulated the function of education supervision, that is to increase teacher's professional ability as an effort to produce better learning process through better teaching. There are four functions of academic supervision: first, the research function. Second, the assessment function. Third, the improvement function;

¹⁰Observasi dilakukan pada SMAN Kabupaten Agam Wilayah Timur pada rentang Bulan Agustus – September 2020

¹¹ Berry L. and Gouston J. P. M., *Psychology at Work: An Introduction and Industrial and Organisational Psychology* (New York: MC. Grew Hill International, 1993).

¹² Indra Kharis, 'Pengaruh Gaya Kepemimpinan Tranformasional Terhadap Kinerja Karyawan Dengan Motivasi Kerja Sebagai Variabel Intervening', *Jurnal Administrasi Bisnis*, 3.1 (2015), 2.

¹³Peraturan Pemerintah Nomor 28 Tahun 1990.

and fourth, the upgrade function¹⁴. Moreover, the principal's supervision is utilized to: 1. increase the quality of teacher's performance, 2. assist the teacher to comprehend the education goals and the school to achieve them, 3. support the teacher to clearly discover and understand the condition and need of students, 4. contribute to a strong group morale and unite teachers in an effective team, cooperate intimately, being friendly, and respecting each other, 5. increase the learning quality which is based on the improvement of the students' achievement, 6. increasing the teacher's teaching quality, in terms of strategy, expertise, and learning media, 7. provide a system that benefits from technology which can assist the teacher during instruction, 8. make fundamental decisions for teacher reposition, 9. improve curriculum effectiveness so that it is efficient and practiced well, 10. increase the effectiveness and efficiency of facilities and infrastructure by good management in order to optimize the student's achievement, 11. improving the quality of school management especially support to create optimal working atmosphere s that students would be able to get the expected learning achievement, 12. increasing school quality by creating calm and conducive situation that can improve the learning quality by representing the graduate succession¹⁵.

Teacher's Performance

Teacher's performance can be interpreted as the multiplication result of ability and motivation. Furthermore, there is a strong correlation between motivation or encouragement to do something and performance¹⁶. It can be said that teacher's

performance is the work result achieved by a teacher in performing the duties to teach, to educate, to direct, to guide, to train, and to evaluate the students. Furthermore, Mangkunegara dan Hubeis has formulated the following criteria of good working performance: 1. The degree of success of production depends on work discipline, work attendance, work motivation, team togetherness, and the harmony between leader and employee, 2. The work results in the form of tangible, productivity, and intangible, job satisfaction 3. Income increases, decreases, or remains the same 4. Carrier increases, decreases, or remains the same 5. Employee welfare increases, decreases, or remains the same¹⁷.

Teacher's performance can be identified from his duties as a teacher, that is as professional worker which includes teaching, educating, and training, humanity, and society. Therefore, the teacher must be able to create quality learning by preparing a concept which includes planning, implementing, and evaluating the learning to realize it. Abdul Wahab et al has formulated teacher's performance as follows: 1. The ability to create a plan and prepare learning process in the form of learning material analysis, annual and semester programs, syllabi or learning units, lesson plans, process or learning activities, learning evaluations, remedial and enrichment programs. 2. The mastery of learning material which will be taught to the students. 3. The mastery of method and teaching strategy. 4. Assign the task to student. 5. Ability to manage class. 6. Ability to assess and to evaluate. In practicing assessment and evaluation, the teacher can do the following things: compose the grid of learning material which has been taught in accordance to

¹⁴Djam'an Satori, *Supervisi Akademik: Teori Dan Praktek* (Jakarta: Dekdikbud Dithjen Disdasmen, 1996), h. 3-6.

¹⁵Made Pidarta, *Supervisi Pendidikan Kontekstual* (Jakarta: Rineka Cipta, 2009), h. 4

¹⁶Hoy K. Wayne, *Educational Administration: Theory, Research, and Practice* (USE: The Ohio University, 2001), h. 166.

¹⁷A. A. Anwar Prabu Mangkunegara, *Evaluasi Kinerja SDM* (Bandung: Refika Aditama, 2007), h. 160.

indicators which have been set, conduct assessment, check the answer sheet, determine test score based on the criteria which has been organized, evaluate learning results based on the evaluation criteria which has been regulated, manage the evaluation results, analyze and conclude it clearly and logically, compose the report of evaluation result, and repair the evaluation media¹⁸.

Research Methodology

This research is ex post facto (not experimental) and attempts to discover the phenomena without controlling the research variables. The kind of research conducted was survey research with quantitative approach. The population of this research was the senior high school teachers in Eastern Agam area with a total 468 people. Research used a proportional random sampling technique by taking 25 percent of the total population. Meanwhile, data in form of teacher's opinion was collected using close questionnaire, so that the teachers chose one of alternative answer according to their condition. Then, data were processed using the SPSS program version 20 by first examining the analysis requirement needed, such as normality test and data linearity, so that it measures what should be measured.

Discussion

Findings presented in this section are primary data collected during research. Subtitles contains details in the form of sub-topic which has direct correlation to focus and research questions. The result of the test among transformational leadership (X1) and principal's supervision competence (X2) to teachers' performance (Y) in public senior high school throughout Eastern Agam are presented as follows:

The Influence of Transformational Leadership to Teacher's Performance in Public Senior High School Throughout Eastern Agam Area.

The value of t_{count} for transformational leadership variable was 0,371 with significant level $0,711 > 0,05$. It showed that t_{count} is smaller than t_{table} which means there is significant influence between transformational leadership variable and teacher's performance. Then, because the data obtained in this research is the average data of principal's leadership in public senior high school in Eastern Agam area, it may be some public senior high schools in this area which have conducted transformational leadership. However, there are many principals who have not applied transformational leadership in the Eastern Agam area. As result, it did not give much contribution to teacher's performance in the field.

This research revealed that the fact on the field is not suitable with what has been stated by Fred Fielder who has argued that effective group performance depends on the matching pair between leader model in interacting with the employee and degree to which the conditions influence and are controlled by transformational leadership. Therefore, it can be indicated there are many principals in Eastern Agam area who have implemented transformational leadership as well as many principal who have not introduced this kind of leadership to the employees.

The finding suggests that the leader must play his role in increasing employee's performance. He must give encouragement to the teacher to improve his working performance. Siagian has argued that leadership plays a dominant, crucial, and critical role in all the efforts to improve performance, both in the individual level, in the group level and in the

¹⁸Abdul dkk Wahab, *Kepemimpinan Pendidikan Dan Kecerdasan Spritual* (Jogjakarta: Ar Ruzz Media, 2011), h. 122.

organization level¹⁹. In this modern age, various issues encountered by education institution needs a leader who is able to transform barriers into opportunities. Good leadership is the leadership that is able to lead the organization based on modern management principles and is able to provide welfare and happiness for all of members²⁰.

Rigid principal leadership will affect teachers, employees, and students who are unable to achieve predetermined institution goals, because they are uncertain about their abilities. During the current Covid-19 pandemic, there are many barriers encountered by teacher and students who are facing difficulties in the learning process²¹. This needs principal leadership which should be able to transform the challenges into opportunities and to grant the teacher creative space to showcase their performance.

The role of principal's leadership is clearly needed to improve the teacher's performance. Jusuf Hanafiah has shown that there are some important roles in educational leadership. First, to communicate to all stakeholders in order to apply "top-down" and "bottom-up" approach at the correct situation and time, 2. To ensure stakeholders' needs and expectations is a central policy and program implementation, 3. To improve the ability of teacher, administration staff, and technician, 4. To enact pioneering innovation in education institutions, 5. To ensure and consider stakeholder's aspirations, 7. To avoid blaming someone without any evidence, if the problem arise, because problems often emerges cause of institution regulations, 8. To solve problems in

both organization and local culture, 9. To develop a small team to identify and solve problem, and 10. To develop mechanisms which are suitable to monitor and evaluate institutional success²².

The Influence of Principal's Supervision Competence of Public Senior High School Teachers throughout the Agam Regency Eastern Area

The value of t_{count} for principal's supervision variable is 3,003 with significant level $0,003 < 0,05$. It is revealed that t_{count} is bigger than t_{table} ($3,003 > 1,98$), which means there is significant influence of principal's supervision over teacher's performance. The findings reject H_0 (principal's supervision competence has negative influence to teacher's performance) and accept H_a (principal's supervision competence has a positive influence to teacher's performance). It is synchronous with Mukhneri's statement on supervision that the function of the principal as the education supervisor must be to encourage teacher's professionalism and to provide development programs for teachers to improve their performance for better education quality.

Satori has stated that the target of supervision confirms the significant influence of supervision over teacher's performance. Academic supervision empowers teacher professional accountability in several abilities: first, planning learning activities. Second, conducting learning activities. Third, evaluating the process and learning results. Fourth, utilizing the score to develop learning services. Fifth, provide feedback appropriately, regularly, and continuously to the students. Sixth, serve

¹⁹Sondang P. Siagian, *Kiat Meningkatkan Produktivitas Kerja* (Jakarta: Rineka Cipta, 2009), h. 62.

²⁰Veithzal dan Sylviana Murni Rivai, *Education Management: Analisis Teori Dan Praktek* (Jakarta: Rajawali, 2009), h. 799.

²¹Susanto, 'The Impact of Covid-19 Pandemic on Mental Condition And The Need For Psychological Support of Student in Jakarta', *Jurnal Educative: Journal of*

Education Studies, 6.1 (2021), h. 60; Pipit dan Fauzi Yuberta Firmanti, 'Changes in The Matematics Learning Process During The Covid-19 Pandemic at Junior High School in Bukittinggi', *Jurnal Educative: Journal of Education Studies*, 6.1 (2021), 48.

²²Direktorat Jenderal Pendidikan Tinggi, *Manajemen Mutu Total Di Perguruan Tinggi*, (Jakarta, 1995), h. 6.

the students who have learning difficulties. Seventh, develop and utilize tools and learning media. Eight, develop learning interaction by choosing strategy, method, and correct technique. Ninth, conducting practical research to repair future learning.

Supervision done by the principal is very necessary because the teacher is only an ordinary human being who has ups and downs in practicing his duty. This will influence the performance. Sometimes, the teacher does not have the motivation to undertake his daily duties. This decreases performance. In this such condition, the principal's supervision is needed to keep stabilize the teacher's performance. By using this supervision, the principle can know and motivate the teacher to improve his performance²³. This is because it is related to the progress of institution in the future.

Transformational Leadership and Principal's Supervision Competence toward Teacher's Competence

The correlation of transformational leadership and principal's supervision to teacher's performance is 8.60 with significant level $0,006 < 0,05$. This indicates that t_{count} is bigger than t_{table} ($8,60 > 1,98$) which means that the principal's supervision competence have a very strong and direct relationship. Direct means that if transformational leadership and principal's supervision are high, teacher's performance will increase. It can be known that $R\ Square = 0.0860$ which means that transformational leadership variable and principal's supervision competence affect teacher's performance in public senior high schools throughout the Agam regency Eastern

area by 8,6%. Therefore, there are 91,4% (100% - 8,6%) other variables which contribute to the teacher's performance besides the transformational leadership variable and principal's supervision competence. Based on these two things, it can be discovered that improving teacher's performance can be carried out by implementing transformational leadership and supervision by planning, conducting, and evaluating.

Therefore, the principal must have transformational leadership and supervision competence simultaneously and this must be done consistently to encourage teacher performance in a professional manner. The principal must be able to play his role optimally to increase teacher's performance. If the teacher's performance is good, the school quality will be good.

Besides, a teacher can try to implement motivational principles during teaching and learning process in order to stimulate, increase, and maintain the students. Therefore, there are four categories of motivational competence which must be noticed by teacher: a) attention, b) relevance, c) confidence and satisfaction.²⁴ Based on this measurement level, it can be understood that there are many other factors that influence teacher's performance besides leadership and supervision. Thus, motivational measurement for teachers who perform professional duties must be carried out. If motivation to be a teacher is consistent with the motivation to perform duty, the problem and challenges which emerge will be understood as having ethical consequences and this will lead to higher working performance.

Based on the result of data analysis, it is revealed that there is an influence between

²³Junaidi, 'Pengaruh Gaya Kepemimpinan Transformasional Kepala Sekolah Terhadap Keberhasilan Pelaksanaan MBS Pada Pesantren-Pesantren Di Kabupaten Agam', *Jurnal Educative: Journal of Education Studies*, 2.1 (2017), h. 6.

²⁴Febry Adi Nugroho and Marzuki Marzuki, 'Pengaruh Motivasi Kerja Dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru IPS Bersertifikat Pendidik', *Harmoni Sosial*, 6 (2019), 113.

transformational leadership and principal's supervision competence over the teacher's performance in public senior high schools throughout the Agam regency Eastern area by 8,6% and 91,4% . This number is influence by other variables. This leads to the necessity of better transformational leadership and the principal's supervision competence, and higher teacher's performance in public senior high school throughout Agam regency Eastern area.

Conclusion

Based on the research focus, data display, finding, and discussion, we conclude that there is negligible influence between transformational leadership and principal's supervision competence over teacher's performance in public senior high schools throughout the Agam regency Eastern area. Furthermore, there is significant influence between the principal's supervision competence and teacher's performance in public senior high schools throughout the Agam regency Eastern area. Moreover, there is significant influence between transformational leadership and principal's supervision competence simultaneously over teacher's performance in public senior high schools throughout the Agam regency Eastern area.

Based on the processed quantitative data which revealed that the tested variable only contributed six point eight percent of teacher's performance, meanwhile the teacher's performance must be one hundred percent. Therefore, this needs further research to examine other variables besides transformational leadership and the principal's supervision competence. Doing this will allow the study on teacher's performance to be done comprehensively. This will have an effect on policy making. We believe that this conclusion needs to be further studied using different techniques. Doing this will allow the theories to be truly grounded on the basis of the field, and not just based on a formulated hypothesis.

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