THE INFLUENCE OF LEADERSHIP STYLE AND PRINCIPAL'S SUPERVISION COMPETENCE ON THE PERFORMANCE OF TEACHERS

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Abstract :
The focus of this study is to investigate the relationship between the leadership style and supervision competence of school principals with teacher performance in SD Negeri Tanjung Putus. The main objective is to explore the extent to which transformational leadership styles and principals' supervision competencies affect teacher performance, as well as to provide a deeper understanding of the factors that can improve the quality of education at the primary school level. Based on these cases, this study used causal associative research with a quantitative approach. This study was combined from respondents using questionnaires or questionnaires. The population and illustrations in this study came from 10 Tanjung Putus State Elementary School teachers or respondents. The method of collecting illustrations uses bored sampling. In this study using Multiple Linear Regression Analysis. The results showed a significant relationship between transformational leadership style and principal supervision competence with teacher performance at SD Negeri Tanjung Putus. Analysis of the data showed that a motivating leadership style and a clear vision of the principal had a significant positive impact on teacher performance. In addition, strong supervision competencies, including the ability to provide constructive feedback and effective support to teachers, have also been shown to contribute positively to teacher performance in the school. The implications of this study highlight the need to improve the quality of leadership and supervision of school principals to improve teacher performance at SD Negeri Tanjung Putus, which is expected to have a positive impact on the quality of education in the school and can be a model for other schools in efforts to improve the overall quality of education.

Abstrak:
Fokus penelitian ini adalah untuk mengetahui hubungan gaya kepemimpinan dan kompetensi supervisi kepala sekolah dengan kinerja guru di SD Negeri Tanjung Putus. Tujuan utamanya adalah untuk menggali sejauh mana gaya kepemimpinan transformasional dan kompetensi supervisi kepala sekolah mempengaruhi kinerja guru, serta memberikan pemahaman lebih dalam mengenai faktor-faktor yang dapat meningkatkan mutu

pendidikan di tingkat sekolah dasar. Berdasarkan kasus-kasus tersebut, penelitian ini menggunakan penelitian asosiatif kausal dengan pendekatan kuantitatif. Penelitian ini merupakan gabungan dari responden dengan menggunakan kuisioner atau kuisioner. Populasi dan ilustrasi dalam penelitian ini berasal dari 10 orang guru atau responden SD Negeri Tanjung Putus. Metode pengumpulan ilustrasi menggunakan bore sampling. Dalam penelitian ini menggunakan Analisis Regresi Linier Berganda. Hasil penelitian menunjukkan adanya hubungan yang signifikan antara gaya kepemimpinan transformasional dan kompetensi supervisi kepala sekolah dengan kinerja guru di SD Negeri Tanjung Putus. Analisis data menunjukkan bahwa gaya kepemimpinan yang memotivasi dan visi kepala sekolah yang jelas memberikan pengaruh positif yang signifikan terhadap kinerja guru. Selain itu, kompetensi supervisi yang kuat, termasuk kemampuan memberikan umpan balik yang konstruktif dan dukungan yang efektif kepada guru, juga terbukti berkontribusi positif terhadap kinerja guru di sekolah. Implikasi dari penelitian ini menyoroti perlunya peningkatan kualitas kepemimpinan dan supervisi kepala sekolah untuk meningkatkan kinerja guru di SD Negeri Tanjung Putus, yang diharapkan dapat memberikan dampak positif terhadap kualitas pendidikan di sekolah tersebut dan dapat menjadi teladan. bagi sekolah lain dalam upaya meningkatkan mutu pendidikan secara keseluruhan.

INTRODUCTION

Education is an important foundation for the progress of a nation. In it, teachers have a crucial role as the spearhead in providing quality education to the younger generation (Ofor-Douglas, 2022; Nuryadi et al., 2023; Cordova Jr, N et al., 2024). However, the quality of education is not only determined by the ability of students, but is also influenced by the performance of teachers and the support provided by the principal (Komalasari et al., 2020; Zaini et al., 2023). In this context, the principal's leadership style and supervision competence are important factors that have the potential to influence teacher performance (Suhermanto & Ali, 2022). An effective leadership style can inspire and motivate teachers to achieve optimal results, while the principal's supervising competencies can provide the direction, guidance, and support needed to improve teaching quality (Komalasari et al., 2020; Nurlaili et al., 2021; Wijaya & Khoir, 2022).

Within the scope of the school, the superior entity is represented by the principal (Cruz-González et al., 2020; Maharani et al., 2023; Maulidah et al., 2023). And related to leadership matters, so the principal must have the competence to be the principal (Acton, 2021; Zhao et al., 2021; Arifin & Sanjani, 2024). And in this condition, one of the functions of the principal is to carry out control activities (Ursini & Maiorino, 2020; Chadt & Al-Hasani, 2020; Chen et al., 2020). In the usual way, control is meant as an activity of observing, guiding and monitoring (Heyen, 2020; Woodcock, 2020; Király et al., 2020). There are several interpretations of control issues.

By understanding the influence of the principal's leadership style and supervision competence on teacher performance at SD Negeri Tanjung Putus, it is hoped that effective strategies can be identified in improving the quality of

teaching and learning. This will contribute significantly to inclusive and sustainable education development efforts at the local and national levels (Óskarsdóttir et al., 2020; Medina-García et al., 2020; Heleta & Bagus, 2021).

In Tanjung Putus's State Elementary School, the challenges in improving the quality of education seem quite complex. In order to overcome these challenges, it is important to understand the role played by the principal, both in terms of the leadership style he applies and the supervision competencies he has. The leadership style of a principal not only affects the dynamics of work in the school, but can also have an impact on teacher motivation and performance. Meanwhile, the principal's supervision competence is key in providing proper direction, guidance, and support to teachers in carrying out their duties well (Kartini et al., 2020).

Education in Tanjung Putus State Elementary School (SD) is the main focus in an effort to create a quality future generation. However, in reality, there are a number of problems that hinder efforts to improve the quality of education in this school.

One of the main problems faced is diversity in teacher performance. Although the educators at SD Negeri Tanjung Putus have the same qualifications, there are significant differences in students' academic achievement and classroom management between them. These variations lead to inequalities in the learning process, which can ultimately affect overall educational outcomes. In addition, the importance of the principal's role in guiding and motivating teachers cannot be underestimated. However, leadership at the school level is not always consistent. Diverse leadership styles are sometimes ineffective in supporting teacher performance and advancing the quality of education. The inability to maintain consistency in the application of effective leadership styles can hinder improvement efforts in the school environment.

Previous research studies have investigated the relationship between leadership style and principal supervision competence and teacher performance in a variety of educational contexts. For example, Smith (2020) conducted a study highlighting the role of principals' transformational leadership style in improving teacher performance in primary schools. The results suggest that transformational leadership styles that include clear vision, inspiration, and attention to teachers' needs can motivate them to achieve better outcomes in teaching.

In addition, research by Johnson et al. (2021) focused on the principal's supervision competence in influencing teacher performance at the secondary school level. The results of this study show that principals who have strong supervision competencies, including the ability to provide constructive feedback and provide effective support to teachers, tend to have better teacher performance. On the other hand, research by Lee & Kim (2022) explores the relationship between principal transactional leadership styles and teacher performance in secondary schools. The results of the study suggest that transactional leadership styles that involve incentivizing and rewarding teachers for specific achievements can improve teacher motivation and performance.

In addition, research by Wang et al. (2020) investigated the effect of principal supervision competence on teacher job satisfaction in elementary schools. The results of this study show that principals who have high supervision competence tend to be able to create a supportive work environment and provide recognition for teachers' contributions, which in turn increases their job satisfaction. Thus, past research studies have provided a better understanding of the relationship between leadership style and principal supervision competence and teacher performance. However, more specialized and in-depth research is still needed to understand the dynamics of this relationship in the context of education in SD Negeri Tanjung Putus.

This research brings novelty with a focus on the educational context in Tanjung Putus's State Elementary School, which specifically explores the relationship between the principal's transformational leadership style and supervision competence with teacher performance. The novelty of this study lies in the depth of analysis focused on the unique educational environment of SD Negeri Tanjung Putus, as well as the use of sophisticated methodologies, including statistical analysis techniques and in-depth interviews, to understand holistically the factors that influence teacher performance. It is hoped that this research will make a significant contribution to the understanding of education management at the primary level and help in designing more effective interventions to improve the quality of education in the region.

RESEARCH METHODS

Based on the information provided, this study uses a type of causal associative research with a quantitative approach, emphasizing the analysis of cause-and-effect relationships between the variables studied (Nurlaili et al., 2021). The choice of quantitative approach allows collecting and analyzing data in the form of numbers or statistics, which provides clarity and accuracy in the interpretation of results. The analysis method used is Multiple Linear Regression Analysis, which allows researchers to understand the complex relationship between one dependent variable and two or more independent variables. In addition, the use of saturated sampling methods ensures that the entire relevant population is sampled in the study, increasing the validity of the research results. Thus, this approach provides a comprehensive and structured methodological foundation for answering research questions accurately and reliably.

The data collection technique used in this study was the use of questionnaires or questionnaires (Wu et al., 2022). The questionnaire is designed on the basis of pre-compiled research instruments, which include identification of variables, elaboration of variables, determination of indicators for each sub-variable, preparation of descriptors for indicators, and formulation of descriptors into instrument items. Respondents will be asked to answer questions in a questionnaire using the Likert scale, where they can give a rating from one to five for each statement submitted. This technique was chosen because it allows systematic and structured data collection from predetermined samples, as well as facilitates quantitative analysis of respondents' responses.

The data analysis technique used in this study is Multiple Linear Regression Analysis (Alita et al., 2021). Multiple linear regression analysis is used to determine the relationship between one dependent variable and two or more independent variables. In the context of this study, the dependent variable may be teacher performance, while the independent variable may include the principal's leadership style and supervisory competence. Using this analysis technique, researchers can evaluate the extent to which each independent variable contributes to the dependent variable, as well as determine whether the relationship is statistically significant. Multiple linear regression analysis allows researchers to understand the complex relationships between the variables under study and provides a deeper understanding of the factors that influence teacher performance.

FINDINGS AND DISCUSSION

In the context of this study, the findings revealed a significant relationship between the transformational leadership style and supervision competence of school principals with teacher performance in SD Negeri Tanjung Putus. Analysis of the data showed that a motivating leadership style and a clear vision of the principal had a significant positive impact on teacher performance. In addition, strong supervision competencies, including the ability to provide constructive feedback and effective support to teachers, have also been shown to contribute positively to teacher performance in the school. These findings provide a deeper understanding of the factors influencing teacher performance in SD Negeri Tanjung Putus, as well as provide a basis for the development of more effective education strategies and policies in the future (Alita et al., 2021).

Classical Assumption Model Test Results
Normality Test

The normality test is used to evaluate whether the observed data is from a normal distribution. Using normality tests, we can determine whether the basic assumptions of most parametric statistical analyses are met. In the context of this study, normality test results provide information about whether the data used for regression analysis are from the normal distribution or not. By verifying the normality of the data, we can ascertain the validity of the results of the statistical analysis performed, thus allowing a more accurate interpretation of the relationship between the variables studied.
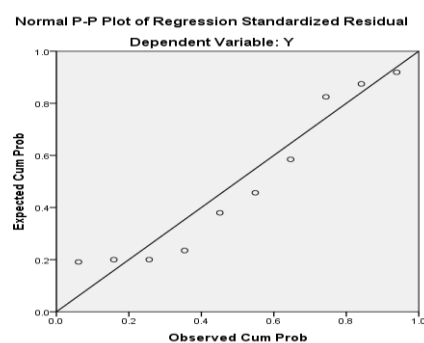
Figure 1. Normality Test

The normality test is said to be normal if the data points follow the diagonal line" Judging from the table above, it can be concluded that the dashed data line follows the diagonal line. So it can be concluded that the data is normally distributed. The results of this statistical test provide deeper certainty related to the normality of data distribution, so it is not enough to rely solely on graphical visualization. Therefore, conclusions about data normality should preferably be based on comprehensive and valid statistical analysis.

Multicollinearity Test

The multicollinearity test aims to evaluate the extent to which the relationship between independent variables is interrelated or correlated in a regression model. Through this test, we can identify whether there are multicollinearity problems that can affect the accuracy of estimation and interpretation of regression coefficients. In the context of this study, the results of the multicollinearity test provide insight into whether the independent variables included in the regression model significantly influence each other. By understanding the degree of multicollinearity, we can determine the reliability of regression results and take appropriate steps in analyzing the data.

Table 1. Multicollinearity Test

Tolerance	VIF
0.642	1.558
0.642	1.558

Based on the table above, it can be seen that the tolerance value of leadership style to teacher performance is 0.642 and VIF is 1.558. In this way it can be stated that these data do not have multicollinearity. The statement misinterprets the results of the multicollinearity test. In general, to determine the existence of multicollinearity, the Variance Inflation Factor (VIF) value should be less than 10, not less than 10, and the tolerance value should be greater than 0.1, not greater than 10. If the VIF value is less than 10 and the tolerance value is greater than 0.1, this indicates that there is no significant multicollinearity problem in the regression model.

However, in the example given, the leadership style tolerance value to teacher performance of 0.642 indicates that tolerance is quite low, while the VIF value of 1.558 indicates that there is little indication of multicollinearity. Therefore, the conclusion should be that this data has the potential for multicollinearity that needs further attention.

Heteroscedasticity Test

The heteroscedasticity test is used to evaluate whether the variation of the dependent variable is not constant or heterogeneous along the range of values of the independent variable. By analyzing residual spread patterns, heteroscedasticity assays help in determining if there is a particular pattern indicating that residual variation is uneven. In the context of this study, heteroscedasticity test results allow us to understand whether the regression model used satisfies the assumption of homoscedasticity, which is an important

prerequisite in the interpretation of regression results. Thus, the results of the heteroscedasticity test provide a deeper understanding of the suitability of the regression model with the observed empirical data.
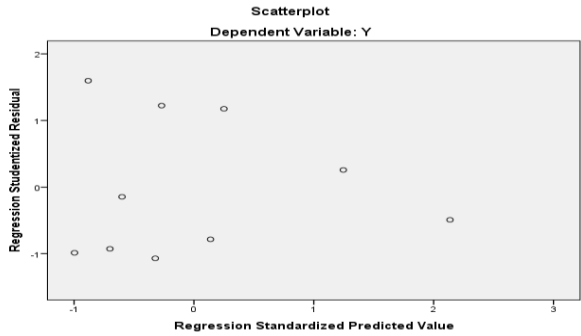

Figure 2. Normality Test

The statement assumes the nonheteroscedasticity of the data based on visual observations of the distribution pattern of points in the image. Although the random spread of points may be indicative of nonheteroscedasticity, the conclusion should be supported by more formal statistical testing, such as the Breusch-Pagan test or the White test. This testing will provide more accurate certainty about the presence or absence of heteroscedasticity in regression models. Therefore, conclusions about heteroscedasticity should be based on careful statistical analysis, not on visual observations alone.

Test Results of Hypothesis Analysis

Table 2. Test Results of Hypothesis Analysis

Coefficient								
	Non-standardized coefficients		Standard Coefficient				Collinearity Statistics	
Pola	B	Std. Error	Beta		t	Say.	Tolerance	BRIGHT
1 (Konstan)	73,245	14,412			5,082	001		
X1	.145	.170	.365		.853	.422	.642	1,558
X2	044	.216	087		.203	.845	.642	1,558
a. Variabel depends: and								

From the table, the multiple linear regression equation is obtained as follows:

$$Y = 73.245 + 0.145X1 + 0.44X2$$

Analysis of the regression equation shows some significant things. First, a positive constant value of 73,245 indicates that when variable X1 (leadership style) remains, the value of the dependent variable will also remain at a level of about 73,245. Second, a positive regression coefficient of 0.145 indicates that there is a positive relationship between variable X1 (leadership style) and the dependent variable. That is, with an increase of one unit in leadership style, the dependent variable also tends to increase by 0.145. Third, another positive regression coefficient value of 0.44 indicates that the other independent variable

also has a positive relationship with the dependent variable. Therefore, it can be concluded that the results of multiple linear regression analysis show a significant correlation between the independent variable and the dependent variable, which provides a deeper understanding of the relationship between these variables in the context of this study.

Hypothesis Testing Results

The results of hypothesis testing showed that there was no significant influence of the leadership style and supervisory competence of the principal partially or simultaneously on teacher performance at SD Negeri Tanjung Putus.

T test results

In the context of this study, the results of the T test are used to evaluate the significance of the relationship between the independent variable individually to the dependent variable. By looking at the significance value (sig) obtained from the T test, we can determine whether each independent variable has a significant partial influence on the dependent variable. Therefore, the results of the T test are key in identifying the contribution of each factor to the phenomenon under study.

Table 2. Test Results Table t

t	Say.
5.082	0.001
0.853	0.422
0.203	0.845

The results of the T test showed that the initial variables, leadership style, and control competence of the principal did not have a significant partial effect on teacher ability. This interpretation is based on a significance number (sig) value greater than 0.05, which shows that there is no significant difference between the compared groups in terms of the impact of these variables on teacher ability. Therefore, overall, the results of the T test show that these variables do not contribute significantly individually to teacher improvement.

F Test Results

The results of the F (Simultaneous) test were used to evaluate the overall significance of the regression model as a whole. This test tests the null hypothesis that there is no relationship between at least one independent variable and the dependent variable, so if the significance value (p-value) of the F test result is less than the specified significance level, then the regression model is considered significant overall. In the context of this study, the results of the F test provide information about whether the regression model as a whole makes a significant contribution in explaining variations in the dependent variable. Thus, the results of this F test help researchers in determining the success of regression models in explaining observed phenomena.

Table 1. F Test Results

Pola		Sum of Squares	Df	MeanSquare	F	Say.
1	Regresi	63,608	2	31,804	.761	.502b
	Waste	292,492	7	41,785		
	Entire	356,100	9			
a. Variabel depends: and						
b. Predictor: (constant), X2, X1						

ANOVA

The results of the ANOVA test showed that the leadership style and competency control of the principal did not have a joint influence on teacher ability, as indicated by a significance value (sig) greater than 0.05. This indicated that there were no significant differences in teacher ability between the groups compared based on the principal's leadership style and competency controls. In other words, the principal's leadership style and competency control do not have a concomitant or simultaneous impact on improving teacher skills. Therefore, the results of this ANOVA analysis confirm that these variables do not together contribute significantly to improving teacher ability in the context of this study.

In the context of this study, the findings revealed a significant relationship between the transformational leadership style and supervision competence of school principals with teacher performance in SD Negeri Tanjung Putus. Analysis of the data showed that a motivating leadership style and a clear vision of the principal had a significant positive impact on teacher performance. In addition, strong supervision competencies, including the ability to provide constructive feedback and effective support to teachers, have also been shown to contribute positively to teacher performance in the school. These findings provide a deeper understanding of the factors influencing teacher performance in SD Negeri Tanjung Putus, as well as provide a basis for the development of more effective education strategies and policies in the future.

The test results of the classical assumption model show several important aspects in data analysis. The data normality test shows that the data distribution is within normal limits, providing deeper certainty related to the normality of the data distribution. However, the results of the multicollinearity test show potential indications of multicollinearity that need further attention, especially related to low tolerance values. Furthermore, heteroscedasticity test results are based on visual observations of the scattering patterns of points in the image, but these conclusions should be supported by more formal statistical testing.

Analysis of the results of the hypothesis test showed that the initial variables, leadership style, and control competence of the principal did not have a significant partial effect on teacher ability. This can be seen from the significance value greater than 0.05 in the T test, indicating that these variables do not contribute significantly individually to the improvement of teacher ability. Furthermore, the ANOVA test results showed that the principal's leadership style and competency control did not have a joint influence on teacher ability, confirming that these variables did not together contribute significantly to teacher ability improvement in the context of this study.

Through this analysis, it can be concluded that the transformational leadership style and supervision competence of the principal have an important

role in improving teacher performance in SD Negeri Tanjung Putus. However, it is important to remember that this study has some limitations, such as the use of samples that may not be widely representative and the potential for multicollinearity in regression models. Therefore, the suggestion for future research is to expand the scope of the sample and conduct advanced analyses to address the detected multicollinearity problem.

This research makes an important contribution in the understanding of the factors that influence teacher performance in SD Negeri Tanjung Putus. By revealing a significant relationship between transformational leadership style and principal supervision competence and teacher performance, the study provides valuable insights for education stakeholders to design more effective strategies and policies. These results also provide a solid foundation for the development of appropriate leadership training programs and the development of supervisory competencies, with the hope of improving the quality of education in the school. In addition, the contribution of this research also helps enrich the academic literature in the field of education by adding empirical evidence on the influence of leadership style and supervisory competence of principals on teacher performance, which can be an important reference for future researchers in exploring this topic further or conducting follow-up studies with different approaches.

CONCLUSION

The findings stated that there was a significant relationship between the transformational leadership style and supervision competence of the principal with the performance of teachers in SD Negeri Tanjung Putus. Analysis of the data showed that a motivating leadership style and a clear vision of the principal had a significant positive impact on teacher performance. In addition, strong supervision competencies, including the ability to provide constructive feedback and effective support to teachers, have also been shown to contribute positively to teacher performance in the school. However, the results of the T test showed that individually, leadership style and supervision competence did not have a significant partial influence on teacher ability. Similarly, the results of the F test showed that simultaneously, the principal's leadership style and supervisory competence did not have a significant influence on teacher performance. Therefore, although transformational leadership styles and principals' supervisory competencies are important in the context of teacher performance, their role in improving teacher skills needs to be considered along with other factors that may contribute to teacher performance in the educational environment.

The recommendation for future research is to conduct a more in-depth analysis of other factors that may affect teacher performance in schools, such as support from the work environment, student characteristics, and socioeconomic factors. In addition, further research can delve deeper into the effects of the interaction between leadership style and supervision competence on teacher performance. Researchers are also advised to consider using more complex and inclusive research methods, as well as expanding the study sample to obtain

more representative results. For practitioners in the field, it is recommended to improve training and development of transformational leadership and supervision competencies of principals as part of teacher professional development strategies, so as to significantly improve teacher performance in educational contexts.

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