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THE INFLUENCE OF ACADEMIC SUPERVISION AND SCHOOL PRINCIPAL LEADERSHIP STYLE ON PERFORMANCE OF STATE JUNIOR HIGH SCHOOL TEACHERS IN THE SUB-DISTRICT BANDAR DISTRICT BENER MERIAH

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Abstract. Enhancing the quality of education heavily relies on the involvement of human resources in education. The pivotal role of teachers in facilitating student learning and development towards producing competent human resources is undeniable. Effective teacher performance is paramount in ensuring the quality of education in schools. Therefore, enhancing teacher performance requires comprehensive and serious measures, including academic supervision and the application of suitable leadership styles by school principals. This research aims to evaluate the individual and combined effects of academic supervision and leadership styles of school principals on the performance of public junior high school teachers in the Bandar District of Bener Meriah Regency. Using a quantitative approach and a questionnaire for data collection, the study reveals that while academic supervision has no significant impact on teacher performance, the leadership style of school principals has a significant effect on the performance of junior high school teachers. Moreover, both academic supervision and the leadership style of school principals simultaneously contribute significantly to the performance of public junior high school teachers in the Bandar District of Bener Meriah Regency, as confirmed by an F-test value of (17.181) > F-table (3.160) and a p-value of (0.000) < α (0.05). This implies that better academic supervision and leadership styles of school principals lead to better teacher performance in schools.

Keywords: Academic Supervision; Principal Leadership; Leadership Style

I. INTRODUCTION

In the era of globalization, the progress of development necessitates that the government ensure the availability of skilled and excellent human resources. Education plays a vital role in producing adaptable human resources capable of coping with change (Saykili, 2019; Song et al., 2022; Vrontis et al., 2022). Teachers are significant actors in providing students with opportunities to explore and acquire knowledge, leading to the development of proficient human resources (Bishop et al., 2020; Khan & Abdullah, 2019). As teachers hold the closest position to students, their educational efforts and strategies significantly influence the quality of education in schools. Hence, producing professional educators is a crucial role that both the government and school principals should play.

The first paragraph of Article 1 of Law Number 14 of 2005 regarding teachers and lecturers states that the main

responsibility of teachers is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood, formal, basic, and secondary education. Performance refers to the level or extent to which a person performs their duties based on their competence (Darvishmotevali & Ali, 2020; Hendri, 2019; Swanson et al., 2020). To evaluate a teacher's performance, it is important to consider their sense of responsibility in carrying out their professional duties and their moral responsibility. The professional actions of teachers are evident in both their classroom instruction and educational tasks outside of the classroom (Franklin & Harrington, 2019; Prestridge, 2019; Prestridge et al., 2019). Therefore, teachers must possess sufficient competence to ensure the effectiveness and efficiency of the educational process.

Maximizing the involvement of school principals is one way to enhance the performance of teachers, as they play a crucial role in improving the professional expertise of their staff (Davis & Boudreaux, 2019; Warman et al., 2021). This

indicates that the effectiveness of teachers is closely linked to the function of the principal as the chief executive of an educational organization.

The sustainability of a school organization largely depends on the principal, who is responsible for improving the quality of education and has the closest relationship with human resources (Farchi & Tubin, 2019; Liebowitz & Porter, 2019). The principal's ability to manage, administer, and lead the school significantly impacts its success. The principal is an administrator with a great responsibility for enhancing the quality of education in the school they lead (Kartini et al., 2020). In other words, the principal is accountable for achieving high-quality education in their school and plays a critical role in ensuring the comfort and development of school members. Ultimately, the principal's efforts are vital to improving the quality of education.

To achieve optimal outcomes, organizations must consistently engage in developing employee performance, including that of teachers. One of the activities that principals undertake to evaluate a teacher's ability to facilitate learning is supervision. Academic supervision by school principals is a comprehensive support process that empowers teachers to unlock their potential and enhance their proficiency in managing and achieving learning objectives (Afandi et al., 2021; Nurlaili et al., 2021).

The main benefit of academic supervision by principals over teachers is multifaceted. It includes providing teachers with valuable feedback on their teaching methods to enhance their skills and strategies, leading to improved student learning outcomes (Hazi, 2020; Komalasari et al., 2020). It also makes teachers feel appreciated and motivated to elevate their performance, identifies areas of improvement in teachers' performance, allowing them to take corrective actions and enhance their abilities, and boosts teachers' self-esteem, resulting in greater confidence in their teaching and interactions with students (Atmaja & Fitria, 2022; Hoque et al., 2020; Özdemir et al., 2020).

Academic supervision enables the identification of teachers' strengths and weaknesses in managing the learning process and assessing their level of competency (Bourne et al., 2021; Dassa & Nichols, 2019). The principal can take steps to address any weaknesses by providing solutions, coaching, and follow-up to help teachers improve and maintain excellence in teaching (Ridwan Yusuf Deluma & Zulela MS, 2020). As the curriculum evolves over time, changes in structure and function can occur, making academic supervision essential.

The role of a principal as a leader is to guide, direct, and coordinate all individuals within his or her educational institution towards achieving the school's vision, mission, and goals (Ibrahim Bafadal et al., 2019). To ensure success, the principal uses his or her own unique leadership style to influence individuals and groups to remain focused on the objectives (Diana Fitriyah et al., 2019). This leadership style is the technique or approach used by the principal to carry out his or her leadership responsibilities (Ibrahim Bafadal et al., 2019; Rajab & Saputra, 2021; Tanjung et al., 2021).

Leadership style refers to a set of actions and behaviors

employed by a leader to influence the performance of their employees, such as teachers, in order to optimize institutional performance and goals (Purwanto et al., 2021). Effective leadership styles can motivate teachers and improve their performance, ultimately leading to a better learning environment for students (Markus & Muhammad Syukri, 2019). Studies have shown that a positive and inspirational leadership style can increase teacher motivation and performance, while also fostering a positive and inclusive school culture (Novitasari et al., 2020; Yücel, 2021). Additionally, an effective leadership style can improve teaching quality and the relationship between teachers and principals, as well as increase the efficiency and effectiveness of the school as a whole (Davis & Boudreaux, 2019; Özdemir et al., 2020; Warman et al., 2021). The right leadership style, combined with clear decision-making and a strong vision, can help principals lead their schools to success.

Numerous research studies have been carried out on academic supervision, principal leadership styles, and teacher performance. One of these studies, conducted by (Kasirin, 2020), focus on the impact of academic supervision on teacher performance in elementary schools. The research findings show that there is a significant relationship between academic supervision provided by school principals and teacher performance in elementary schools. This study highlights the important role that supervision plays in influencing the quality of teacher performance.

Moreover, a study conducted by (Adripen et al., 2021) on the impact of academic supervision and the leadership style of school principals on the performance of teachers at SMA Negeri Solok Regency reveals that both variables have a significant and positive effect on teacher performance, accounting for 40.8% of the variance. This study suggests that academic supervision and the principal's leadership style are predictive factors that can determine and influence the quality of teacher performance.

According to Ridwan Yusuf Deluma & Zulela MS (2020) research on The Effect of Principal Leadership Style, Work Motivation, and Professional Competence of Primary School Teacher Performance in Kendari City it was found that these factors had a significant influence on the performance of Elementary School Teachers in Kendari City. This study also shows that the style of leadership and academic supervision carried out by the principal has an impact on the performance of elementary school teachers in Kendari City.

Based on the provided introduction, here is a clear, concise, and complete research question:

"How do academic supervision and the leadership style of school principals influence the performance of public junior high school teachers in the Bandar Bener Meriah sub-district?". So, this research aim to the critical role of academic supervision and the leadership approach of school principals in improving the performance of teachers. While various studies have been conducted on this topic, there is a lack of investigation specifically focused on public junior high school teachers in the Bandar Bener Meriah District.

Therefore, the purpose of this study is to examine how academic supervision and the leadership style of the principal impact the performance of public junior high school teachers in the Bandar Bener Meriah sub-district.

This research asserts the high significance of the local context. It emphasizes that findings from previous research may not always be applicable to diverse school contexts. This research holds important social relevance. By focusing on the performance of middle school teachers, it indirectly addresses the quality of education at the middle school level, which can impact the development of quality human resources in the future. It carries broad social implications, considering the importance of education in producing quality human resources in the era of globalization.

II. METHODS

In this research, A quantitative research with a correlation design is used in this study to investigate the impact of the school principal's supervision (X1) and leadership style (X2) on teacher performance (Y). The target population of the study comprises all teachers located in the Bandar District of Bener Meriah Regency. The study aims to explore three main areas: (i) the correlation between academic supervision provided by the principal (X1) and teacher performance (Y); (ii) the relationship between the principal's leadership style (X2) and teacher performance

(Y); and (iii) the combined impact of academic supervision and the principal's leadership style (X1, X2) on teacher performance (Y) in state middle schools located in Bandar District, Bener Meriah Regency. The research methodology is outlined as follows:

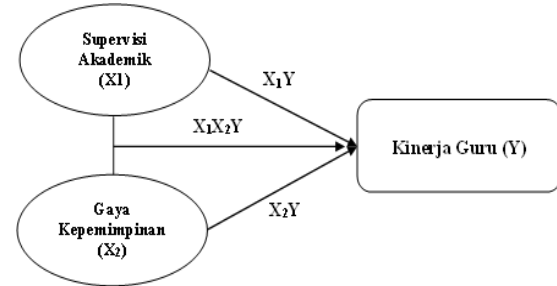


Figure 1. Research Design

The study involved 109 teachers who worked at state junior high schools in the Bandar District, Bener Meriah Regency. The research sample consisted of 58 teachers drawn from three junior high schools in the same district using stratified random sampling technique. To collect data, a questionnaire containing statements relevant to the research variables was used. The questionnaire grid used for the study is provided below:

Table 1. Research Questionnaire Grid

No	Variable	Indicator	Item Number	Total	
1.	Principal Supervision	Academic	Development of Learning Objectives	1,2	2
			Development of Teaching Materials	3,4	2
			Learning Strategy Development	5,6	2
			Learning Media Development	7,8	2
			Develop Learning Evaluation	9,10	2
		Principal Leadership Style	Pre Observation	11, 12, 13, 14	4
			Carry out Observations	15, 16, 17	3
			Post Observation	18, 19, 20	3
			Follow-up	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10
			Ability to Cooperate and Good Relations	1, 2, 3, 4, 5, 6,	6
Teacher Performance	Effectiveness Ability	7, 8, 9	3		
	Participative Ability	10, 11, 12, 13, 14	5		
	Ability to Declare Tasks and Time	15,16,17	3		
	Ability to Declare Duties and Authorities	18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29	12		
	Learning Process Planning	1, 2, 3, 4, 5	5		
Teacher Performance	Implementation of Learning	6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27	22		
	Learning Evaluation	28, 29, 30, 31, 32, 33	6		

Prior to its utilization as a tool for gathering data in the field, the questionnaire was subjected to validity and reliability testing to determine whether it was a trustworthy and accurate means of assessing teacher performance. The validity of the items was assessed using the Pearson product

moment correlation test, while the Cronbach Alpha test was employed to evaluate their reliability. The outcomes of the validity and reliability assessments of the instrument are outlined as follows:

Table 2. The Results of the Item Validity Test

Variable	Statement Points	R _{count}	R _{table} (5%)	Information
Academic Supervision Principal (X1)	X1.1	0,656	0,2181	Valid
	X1.2	0,726	0,2181	Valid
	X1.3	0,795	0,2181	Valid
	X1.4	0,773	0,2181	Valid
	X1.5	0,726	0,2181	Valid
	X1.6	0,807	0,2181	Valid
	X1.7	0,48	0,2181	Valid
	X1.8	0,742	0,2181	Valid
	X1.9	0,668	0,2181	Valid
	X1.10	0,67	0,2181	Valid
	X1.11	0,494	0,2181	Valid
	X1.12	0,761	0,2181	Valid
	X1.13	0,624	0,2181	Valid
	X1.14	0,506	0,2181	Valid
	X1.15	0,364	0,2181	Valid
	X1.16	0,718	0,2181	Valid
	X1.17	0,844	0,2181	Valid
	X1.18	0,454	0,2181	Valid
	X1.19	0,59	0,2181	Valid
	X1.20	0,464	0,2181	Valid
	X1.21	0,418	0,2181	Valid
	X1.22	0,724	0,2181	Valid
	X1.23	0,759	0,2181	Valid
	X1.24	0,58	0,2181	Valid
	X1.25	0,598	0,2181	Valid
	X1.26	0,794	0,2181	Valid
	X1.27	0,369	0,2181	Valid
	X1.28	0,509	0,2181	Valid
	X1.29	0,446	0,2181	Valid
	X1.30	0,529	0,2181	Valid
Leadership Style Principal (X2)	X2.1	0,501	0,2181	Valid
	X2.2	0,672	0,2181	Valid
	X2.3	0,654	0,2181	Valid
	X2.4	0,634	0,2181	Valid
	X2.5	0,494	0,2181	Valid
	X2.6	0,564	0,2181	Valid
	X2.7	0,482	0,2181	Valid
Teacher Performance (Y)	X2.8	0,517	0,2181	Valid
	X2.9	0,594	0,2181	Valid
	X2.10	0,69	0,2181	Valid
	X2.11	0,602	0,2181	Valid
	X2.12	0,614	0,2181	Valid
	X2.13	0,713	0,2181	Valid
	X2.14	0,728	0,2181	Valid
	X2.15	0,601	0,2181	Valid
	X2.16	0,692	0,2181	Valid
	X2.17	0,825	0,2181	Valid
	X2.18	0,624	0,2181	Valid
	X2.19	0,652	0,2181	Valid
	X2.20	0,857	0,2181	Valid
	X2.21	0,755	0,2181	Valid
	X2.22	0,697	0,2181	Valid
	X2.23	0,731	0,2181	Valid
X2.24	0,713	0,2181	Valid	
X2.25	0,571	0,2181	Valid	
X2.26	0,705	0,2181	Valid	
X2.27	0,557	0,2181	Valid	
X2.28	0,494	0,2181	Valid	
X2.29	0,701	0,2181	Valid	
AND.1	0,695	0,2181	Valid	
AND.2	0,749	0,2181	Valid	
AND.3	0,402	0,2181	Valid	
AND.4	0,618	0,2181	Valid	
AND.5	0,62	0,2181	Valid	
AND.6	0,807	0,2181	Valid	
AND.7	0,776	0,2181	Valid	
AND.8	0,808	0,2181	Valid	
AND.9	0,803	0,2181	Valid	
AND.10	0,81	0,2181	Valid	
AND.11	0,707	0,2181	Valid	
AND.12	0,82	0,2181	Valid	
AND.13	0,833	0,2181	Valid	
AND.14	0,792	0,2181	Valid	
AND.15	0,908	0,2181	Valid	
AND.16	0,622	0,2181	Valid	

AND.17	0,772	0,2181	Valid
AND.18	0,699	0,2181	Valid
AND.19	0,65	0,2181	Valid
AND.20	0,829	0,2181	Valid
AND.21	0,582	0,2181	Valid
AND.22	0,701	0,2181	Valid
AND.23	0,817	0,2181	Valid
AND.24	0,567	0,2181	Valid
AND.25	0,65	0,2181	Valid

AND.26	0,448	0,2181	Valid
AND.27	0,67	0,2181	Valid
AND.28	0,664	0,2181	Valid
AND.29	0,901	0,2181	Valid
AND.30	0,766	0,2181	Valid
AND.31	0,642	0,2181	Valid
AND.32	0,311	0,2181	Valid
AND.33	0,632	0,2181	Valid

Based on the results of the item validity test, it is known that all items are valid with an $R_{\text{value count}}$ greater than R_{table} . Next, the results of the instrument reliability test are presented.

Table 3. Instrument Reliability Test Results

Variable	Number of Items	Cromcach's Right here	Information
Academic Supervision (X_1)	30	0,941	Reliable
Leadership Style (X_2)	29	0,945	Reliable
Teacher Performance (Y)	33	0,966	Reliable

Based on the table presented, it is apparent that all three variables possess a Cronbach Alpha value higher than 0.7, indicating that the tool is highly reliable.

The collected research data undergoes analysis using descriptive statistical analysis techniques. Prior to this, certain prerequisite tests such as normality test, linearity test, heteroscedasticity test, and multicollinearity test are conducted. Additionally, hypothesis testing is performed through several tests including simultaneous significance test (F test), partial significance test (t-test), multiple linear regression test, and coefficient of determination test (R^2).

III. RESULTS AND DISCUSSION

Description of the characteristics of the respondents

The study was carried out on 58 educators employed at SMP Negeri Bandar District, Bener Meriah Regency. The participants of the investigation comprised of middle school teachers with diverse genders, ages, work status, and years of experience. The features of the research participants are exhibited in table.

Table 4. Characteristics of Respondents Based on Gender

Gender	Number of Frequency	Percentage (%)
Man	6	10,3
Woman	52	89,7
Total	58	100

According to Table 4, it can be inferred that six respondents, which account for 10.3% of the total, are male while 52 respondents, which represent 89.7% of the total, are female. The data analysis indicates that the predominant gender among teachers who teach at public middle schools in Bandar District is female.

Table 5. Characteristics of Respondents by Age

Age	Number of Frequency	Percentage (%)
21-30 Years	15	25,8
31-40 Years	21	36,2
41-50 Years	11	19
>51 Years	11	19
Total	58	100

Table 5 presents the categorization of respondents' age into four groups: 21–30 years old with a total of 15 individuals, accounting for 25.8%; 31–40 years old with a total of 21 individuals, accounting for 36.2%; 41 years old or older with a total of 19%; and over 51 years old with a total of 11 individuals, or 19%. Based on the analysis, it is evident that the age range of 31–40 years old is the most prominent among the respondents, comprising 36.2% of the total percentage.

Table 6. Characteristics of Respondents Based on Employment Status

Job status	Number of Frequency	Percentage (%)
Civil Servant	40	69
Not PNS	18	31
Total	58	100

The characteristics of the participants according to their employment status were analyzed and presented in Table 6. As per the findings, the count of teachers employed as civil servants (PNS) exceeded the count of teachers who were not civil servants. Specifically, out of the total participants, 40, or 69%, were PNS teachers, while the remaining 18, or 31%, were non-PNS teachers.

Table 7. Characteristics of Respondents Based on Years of Service

Working time	Number of Frequency	Percentage (%)
<10 Years	22	38
>10 Years	36	62
Total	58	100

The results of the respondents' characteristics based on their working time are presented in Table 7. According to the data, 22 teachers, which constitute 38% of the total number of teachers, have worked for less than 10 years. On the other hand, 36 teachers, which make up 62%, have worked for more than 10 years. Therefore, the data indicates that the majority of the respondents, or 62%, have a working time of over 10 years.

Prerequisite Testing Results

Normality test

The purpose of conducting normality testing is to determine whether the residual or error values of a dataset follow a normal distribution. To achieve this, a test statistic called the p-value (probability value) is calculated based on the data values, using a significance level (α) of 0.05. In this particular study, the One Sample Kolmogorov Smirnov Test was utilized to assess the normality assumption, and the resulting p-value (0.058) compared to the significance level (0.05) indicates that the residual data is considered normally distributed.

Linearity Test

A test performed with linear analysis established the correlation between the independent and dependent variables. The statistical measure employed to test linearity in this research is the p-value calculation, with a significance level of $\alpha = 0.05$. The results of the linearity prerequisite tests based on teacher performance and academic supervision showed P-Value scores of 0.334, less than α , indicating a linear relationship between the independent and dependent variables. Similarly, the results of the linearity prerequisite test for teacher performance and principal leadership style generated a P-Value score of 0.130, also less than α , indicating a linear relationship. Thus, the null hypothesis cannot be rejected, indicating a linear relationship between the independent and dependent variables.

Table 8. Multicollinearity Test

Model	Coefficients					Collinearity Statistics	
	Unstandardized Coefficients		Standardized Coefficients	T	Sign.	Tolerance	VIF
	B	Std. Error	Beta				
1 (Constant)	47,322	18,265		2,591	,012		
Academic Supervision	,094	,102	,099	,924	,360	,968	1,033
Principal Leadership Style	,670	,121	,595	5,529	,000	,968	1,033

a. Dependent Variable: Teacher Performance

Heteroscedasticity Test

The aim of conducting the heteroscedasticity test was to determine whether there were discrepancies in the error values or whether they were uniform. In this study, the p-value was used as the test statistic for evaluating heteroscedasticity, with a significance level of $\alpha=0.05$. The heteroscedasticity prerequisite test was performed on the academic supervision and principal's leadership style variables, yielding P Values of 0.072 and 0.496, respectively, compared to the significance level of $\alpha=0.05$. These results indicate that H0 cannot be rejected, suggesting that the error range is uniform. Furthermore, in addition to examining the prerequisites for heteroscedasticity, the scatter plot graph was also analyzed.

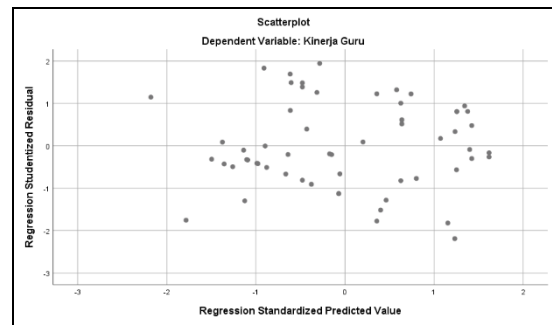


Figure 2. Scatter Plot residual data

Based on Figure 1, it is evident that the residual data is uniform. This is due to the absence of any discernible pattern, such as fluctuating in width or frequency. As a result, it may be inferred that there is a lack of heteroscedasticity or that the error variance is uniform.

Multicollinearity Test

A test for multicollinearity was carried out to establish the connection among the independent variables in the research. The presence of multicollinearity can be identified by examining the tolerance value and VIF, where multicollinearity is considered present if the tolerance value is less than 0.10 and the VIF is greater than 10. The obtained findings are presented below:

It can be inferred from Table 8 that there is no presence of multicollinearity between the independent variables, specifically academic supervision and the principal's leadership style, since the value of Tolerance (0.968) is greater than 0.10 and VIF (1.033) is less than 10.

Hypothesis Test Results

Simultaneous Test (F-test)

The concurrent examination is employed to establish the influence of the autonomous factors, specifically academic supervision and the principal's leadership approach, on the reliant factor, which is the performance of teachers. A comprehensive summary of the outcomes of the simultaneous test in the study can be observed in the subsequent table:

Table 9. Simultaneous Testing

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sign.
1 Regression	3842,181	2	1921,090	17,181	,000 ^b
Residual	6149,888	55	111,816		
Total	9992,069	57			

a. Dependent Variable: Teacher Performance
 b. Predictors: (Constant), Principal Leadership Style, Academic Supervision

The test was conducted based on the outcomes presented in Table 9. The test followed the standard criteria for rejecting H₀, which stipulates that the F value count should be greater than F_{table} or the p-value should be less than (0.05). The results of the simultaneous test were obtained in the form of an F-value count, which amounted to 17.181. This value was then compared with the F_{table} value of 3.160 at a significance level of 5%. Based on this analysis, it was concluded that H₀ should be rejected because the F value count (17.181) exceeded the F table value (3.160) and the p-value (0.000) was less than (0.05). Thus, it can be inferred that the independent variables have a positive and significant impact on the dependent variable simultaneously.

Partial Test (t-test)

The partial examination is utilized to assess the impact of a single independent variable, which could be either academic supervision or the principal's leadership style, on the dependent variable, which is teacher performance. The table below displays the partial test outcomes from the research.

Table 10. Partial Testing

Model	Coefficients ^a						
	Unstandardized Coefficients		Standardized Coefficients	T	Sign.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	47,322	18,265		2,591	,012		
Academic Supervision	,094	,102	,099	,924	,360	,968	1,033
Principal Leadership Style	,670	,121	,595	5,529	,000	,968	1,033

a. Dependent Variable: Teacher Performance

Source: SPSS Data Analysis Results

Based on Table 10, a partial test was conducted using the H rejection criterion. If the t value count exceeds t-table or the p-value value is less than α (0.05), it is rejected. The partial test results for the academic supervision variable on teacher performance showed a t-value count of 0.924, and the principal's leadership style variable on teacher performance showed a t-value count of 5.529. These values were compared to the t-table value of 2.00404 with a 5% level of significance. Therefore, it can be inferred that:

- The null hypothesis for the academic supervision variable on teacher performance cannot be rejected because the t-value count (0.924) is less than t-table (2.00404), and the p-value (0.360) is greater than α (0.05). Consequently, it can be concluded that academic supervision does not have a positive and significant effect on teacher performance.
- The null hypothesis for the principal's leadership style variable on teacher performance is rejected since the t-

value count (5.529) is greater than t-table (2.00404), and the p-value (0.000) is less than α (0.05). Thus, it can be concluded that the principal's leadership style has a positive and significant impact on teacher performance.

Multiple Linear Regression Test

The academic supervision variables and the principal's leadership style's impact on teacher performance were analyzed through a multiple linear regression model in this study. SPSS version 25 was used to obtain and present the results, which are available in table 11.

Table 11. Multiple Linear Regression Test Results

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	47,322	18,265
	Academic Supervision	,094	,102
	Principal Leadership Style	,670	,121

Based on the results of data processing using SPSS version 25, the following equation results are obtained:

$$Y = a + b_1 X_1 + b_2 X_2$$

$$Y = 47,322 + 0.094X_1 + 0.670 X_2$$

If we consider the regression line equation, it indicates that when variable X1 rises by 0.094, variable Y also rises by 0.094. Moreover, an increase in variable X2 by 1 point leads to a rise of 0.670 in variable Y.

Determinant Coefficient Test Results (R²)

To determine the proportion of the total variance of the teacher performance variables that can be explained by the variables of academic supervision and the principal's leadership style contained in the multiple linear regression equation model, the coefficient of determination was utilized. The results of the determination coefficient test conducted in this research are presented in Table 12.

Table 12. The coefficient of determination

Model	R	Model Summary ^b			
		R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,620 ^a	,385	,362	10,57432	1,586

a. Predictors: (Constant), Principal Leadership Style, Academic Supervision

b. Dependent Variable: Teacher Performance

Table 12 displays the findings on the efficacy of determination, revealing an Rsquare value of 0.385. This indicates that 38.5% of a teacher's performance can be accounted for by academic supervision and the leadership style of the principal, with the remaining 61.5% being attributed to other unexplored factors.

Discussion

The Effect of Academic Supervision and Principal Leadership Style on the Performance of Public Middle School Teachers in Bandar District, Bener Meriah Regency

The study found that the performance of teachers in SMP Negeri in Bandar District and Bener Meriah Regency was influenced by both academic supervision and the leadership style of the principal. This finding is consistent with previous research conducted by (Warman et al., 2022) which also identified a simultaneous effect of academic

supervision and leadership style on teacher performance. The coefficient of determination showed that 38.5% of teacher performance can be explained by these two factors, while the remaining 61.5% is influenced by other variables such as work climate, work motivation, the managerial ability of the principal, teacher education level, and infrastructure.

Effective academic supervision involves providing supportive feedback to teachers to enhance their knowledge and skills, which in turn can improve the quality of student learning (Gümüş & Bellibaş, 2020; McCormack et al., 2019; Yates et al., 2020). The principals provide academic supervision to evaluate and improve the learning process through guidance and coaching (Honig & Rainey, 2019; Murtiningsih; Kristiawan M; Lian Bukman, 2019).

Furthermore, the principal's leadership style has a significant impact on teacher performance. By applying an appropriate leadership style that matches the situation and conditions of the teachers, the principal can boost the motivation and awareness of the teachers and improve their performance. An appropriate leadership style can motivate teachers by recognizing their positive work performance and encouraging them to continue improving their performance (Mwesigwa et al., 2020; Normianti et al., 2019). Thus, effective academic supervision and the appropriate leadership style of school principals can positively impact teacher performance and the quality of student learning. Therefore, school principals should prioritize these factors to achieve the goal of better schools (Tajmi Musytari et al, 2019).

The Effect of Academic Supervision on the Performance of State Middle School Teachers in Bandar District, Bener Meriah Regency

The findings from partial calculations regarding academic supervision and teacher performance indicate that academic supervision has not yielded a significant positive impact on teacher performance. This is due to insufficient academic supervision from school principals, as they lack optimal planning, implementation, evaluation, and follow-up. This research is consistent with other studies, such as Kartini et al. (2020), Mwesigwa et al. (2020), which have also shown that academic supervision has little impact on teacher performance. The reasons for this may include insufficient resources and support, inadequate competence of school principals in supervising, and the absence of follow-up after supervision. These factors demonstrate that academic supervision in schools still has limited effects on teacher performance.

Academic supervision is an essential activity conducted by school principals or supervisors to guide and enhance the quality of teaching and learning in schools (Lorensius et al., 2022). This activity assists teachers in improving their teaching quality by providing guidance and direction from school supervisors or principals. Moreover, academic supervision also aims to create a conducive learning environment for students by enhancing the learning process in the classroom. The implementation of supervision is

based on an analysis of the previous year's outcomes and a SWOT analysis to identify the school's strengths, weaknesses, opportunities, and threats. The results of the SWOT evaluation will enable school principals to determine the success of supervision and the necessary steps to improve its effectiveness in improving teacher performance.

According to (Syahrudin, 2019), there are two techniques that can be applied in academic supervision: individual supervision (class visits, observations, individual meetings, and visits between classes) and group supervision. The purpose of applying these techniques is to create conditions for teacher development to become more professional.

The Influence of the Principal's Leadership Style on the Performance of Public Middle School Teachers in Bandar District, Bener Meriah Regency

The leadership style of the principal is crucial in enhancing the performance of teachers. In this study, it was found that leadership style is the most significant factor affecting teacher performance. The partial calculations indicated that the principal's leadership style had a positive and substantial impact on teacher performance. This finding is supported by previous research, which demonstrates that leadership style has a noteworthy influence on teacher performance (Atmaja & Fitria, 2022; Komalasari et al., 2020; Zarwini et al., 2022).

Creating an environment that fosters learning and promoting teacher performance are key roles of the principal's leadership style. Effective leaders can cultivate a positive work culture, build strong relationships among staff and teachers, boost motivation, and ultimately enhance teacher performance. This statement implies that a good leadership style can increase the trust of teachers in school administration and improve the relationship between teachers and the school. The right leadership approach can foster loyalty and commitment among teachers while improving the quality of student learning.

IV. CONCLUSION

The study's findings indicate that the performance of teachers in State Junior High Schools in the Bandar District and Bener Meriah Regency is influenced by both academic supervision and the school principal's leadership style. The coefficient of determination suggests that 38.5% of teacher performance can be accounted for by these two factors, with the remaining 61.5% being influenced by other variables such as the work environment, work motivation, the principal's managerial skills, teachers' education levels, and infrastructure. However, this study also has its limitations, including the lack of exploration into other potential factors affecting teacher performance. Future studies might consider including these variables to enhance the research. Furthermore, this research was conducted in a specific geographical area, namely the Bandar District in Bener Meriah Regency, so the generalization of the results to other regions should be approached with caution. Recommendations for further research involve broadening the geographical scope to make the results more

representative of the national context. Additionally, other factors such as administrative support, training, and social support could also be intriguing research areas. By delving deeper into these factors, future research can provide a more comprehensive insight into how to improve the performance of teachers in State Junior High Schools.

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