

The Influence of the School Principle's Leadership, Supervision System, and Teacher Performance on the Quality of Education at State Junior High School, Solok, West Sumatra

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Abstract

This study aims to determine the influence of the Principal's Leadership, Supervision System, Teacher Performance on the Quality of Education in Solok City Public Middle School, West Sumatra. This research was conducted using a quantitative approach to the survey method in the form of a descriptive study. A sample of 100 teachers were randomly selected from 6 junior high schools in 2 sub-districts. Data collection was carried out by distributing questionnaires. Data analysis using descriptive statistical methods, multiple correlation coefficients, and regression analysis with the help of SPSS version 25. This research was conducted from 28 July to 14 August 2020. All data was processed using the social science package statistical model (SPSS). Respondents are teachers who teach at State Junior High Schools in Solok City, West Sumatra. A proportional simple random sampling was taken and 100 questionnaires were completed. This questionnaire explores four variables. This study uses three structural models. The first structural model of the research results shows that there is a significant influence. So the research concluded that there is a positive effect of the leadership of the school principal on the quality of education of 0.273, there is a positive effect of the supervision system on the quality of education of 0.338, there is a positive effect of teacher performance on the quality of education of 0.405, the second structural model is the result of the study shows the positive influence of the principal's leadership on teacher performance of 0.320, there is an influence of the supervision system on teacher performance of 0.202. The third structural model of the research results has a positive influence of the principal's leadership on supervision of 0.417. The results of this study show the important role of the teacher in improving the quality of education. But the three variables are interrelated and play a role in improving the quality of education.

Keywords: *Principal Leadership, Supervision System, Teacher Performance, Education.*



A. INTRODUCTION

Education is not something that is foreign to the community. Also, all have agreed that education is needed by everyone. In essence, education is a basic right for every Indonesian citizen to be able to enjoy it. Education is a conscious effort made by humans in order to develop their potential through the learning process. The existence of this very important education has been recognized and at the same time has very strong legality as stated in the 1945 Constitution article 31 paragraph 1 which states that "every Indonesian citizen has the right to education". This means that education is the right of every citizen which is one of the efforts to build and improve the quality of human resources towards the challenging era of globalization. Government Regulation (PP) Number 4 of 2022 concerning Amendments to PP Number 57 of 2021

concerning National Education Standards states that graduate competency standards are in Education Units.

The basic education level is focused on preparing students to become members of society who believe in and fear God Almighty and have noble character, inculcating characters that are in line with Pancasila values and growing literacy and numeracy competencies in students to take part in further education. SKL is formulated in an integrated manner in the form of a description consisting of 8 (eight) competencies. 6 (six) competencies characterize the profile of Pancasila students, reflecting the quality of the generation in accordance with the National Education Goals and the views and aspirations of the founders of the nation, this can be seen from the following characteristics of the Pancasila student profile:



Figure 1. Characteristics of the Pancasila Student Profile

The quality of education is the ability of the education system, both in terms of management and in terms of the education process itself, to be directed effectively to increase the added value of input factors (school class sizes, teachers, textbooks, learning situations and curriculum, school management so that process input and output as high as possible and become an out-come and have an impact on society as shown below:



Figure 2. Educational Approach Model

Improving the quality of education is getting more serious attention in an era of increasingly fierce competition. For this reason, it is only natural that policy issues related to the quality of education in Indonesia become the main concern of the central and regional governments. This is in line with Riant Nugroho's statement that "the superiority of a country is determined by the country's ability to develop superior public policies (Riant Nugroho 2009).

B. LITERATURE REVIEW

1. Education Quality

Quality is the totality of appearance or performance and characteristics of a product or service that make customer satisfaction a factor. From the customer's point of view, quality is what the customer expects or wants (Bugrov et al., 2021; Nuryanta, 2018). Judging from its benefits, quality is the suitability and usability of products and services. A formal definition of quality was put forward by Wadsworth et.al as quoted by Adviso (1998), namely Quality is the totality of features and characteristics of product or service that bears on its ability to satisfy given needs. Because of that, the term is known:

Q = MATCH which stands for Quality = Meets Agree Term and changes.

Education is a process by which a person acquires knowledge (knowledge acquisition), develops abilities/skills (skills developments), attitudes or changes attitudes (attitude of change). Education is a process of transforming students in order to achieve certain things as a result of the educational process they follow. According to Helen M Gunter that: "Education is a product and service to be marketed, bought and sold, as the most efficient and effective way of organizing and meeting consumer needs." most efficient and effective organizing and meeting consumer needs.

If a process has no output where there are customers, why do it? Educators are not familiar with the concept of 'customer'. They tend to believe that a process must continue. (Developing effective school management) Jack Dunham (2005): *Successful schools understand that the direct improvement of teaching and learning in every classroom comes via a constellation of individuals and groups who undertake a myriad of activities and initiatives. These activities and initiatives provide continual reflection and changing of classroom practices guided by the educational aspirations of the school.*

According to Juran, Juran's (1999) in his Quality Handbook says that: *Quality is a timeless concept. The origins of ways to manage for quality are hidden in the mists of the ancient past. Yet we can be sure that humans have always faced problems of quality. Primitive food-gatherers had to learn which fruits were edible and which were poisonous. Primitive hunters had to learn which trees supplied the best wood for making bows or arrows. The resulting know how was then passed down from generation to generation.*

Based on some of the concepts above, it can be synthesized that the quality of education is that the quality of education is the result of continuous improvements that can change and provide improvements based on current and future values, with indicators: (1) direct evidence, (2) reliability, (3) responsiveness, (4) assurance, (5) empathy.

2. Principal Leadership

The principal is one of the components of education that has the most role in improving the quality of education. The principal has a very important role in the institution he leads. The proper role and function must be carried out by a school principal to improve the quality of education (de Vries et al., 2020; Mohamed & Mohamud, 2021). A school principal is required to understand what role he must play,

whether as an educator, manager, administrator, supervisor, leader, innovator, or motivator (EMASLIM).

Fantauzzi et al. (2021) said that the principal's leadership function is to carry out management and coaching of schools through administrative, management and leadership activities which are highly dependent on their abilities. In this regard, the principal as a supervisor functions to supervise, build, correct and seek initiatives for the course of all educational activities carried out in the school environment, besides that the principal as an educational leader functions to create harmonious human relations in order to foster and develop interpersonal cooperation, in order to simultaneously move towards achieving goals through a willingness to carry out each other's tasks efficiently and effectively.

According to Carl D Glickman in his book leadership for learning (2002) states that: *These successful schools typically have no greater amounts of time or resources than those where this scenario is a pipe dream, but the difference is how time, focus, and structure are used; how staff development, school improvement, personnel evaluation, and classroom assistance are used together; and how instructional leadership is defined and employed.*

Leadership is very important in pursuing the desired quality in every school. Schools will experience progress if they are led by a visionary school principal who has managerial competence, high dedication, and personal integrity in carrying out quality improvements. The principal's leadership is of course in carrying out its management according to the organizational climate. According to Brian Fidler (2002) said that: *Leadership is a complex area with many apparently contradictory requirements. Suggestions that particular approaches to leadership should be universal, for example transformational leadership, should be resisted. Any particular formulation of leadership highlights some actions and ignores others. Any such simple formulation should be taken as one aspect of leadership rather than a comprehensive articulation of leadership. Leadership will need to exhibit many actions in different styles on different occasions.*

Given the complex leadership tasks, the definition of leadership cannot be defined with certainty, including the notion of effective leadership in schools. However, a number of references explain that effective leadership in schools can be related to effective leadership of school principals in schools. On the basis of this view, effective leadership in schools can be understood as a form of leadership that emphasizes the achievement of academic and non-academic achievements in schools. Thus, effective educational leaders always concentrate on driving potential factors for achieving school goals (Ministry of Education, 2007).

According to Senge (1990), team learning is the process of enlightening and developing the capacity of a team to produce the results its members truly desire. It is built with the discipline of building vision and individual abilities. Team learning is a collective discipline. Team learning also includes learning how to deal with groups where dialogue and productive discussion are important in team work. Finally, the discipline of team learning requires practice, according to Senge (1990).

Some of the opinions of experts quoted from the book Principal Leadership and Quality Culture written by Abdul Rahmada and Syaiful Kadir explain that:

Leadership according to Nawawi and Martini (1995) is the ability/ intelligence to encourage a number of people (two or more people) to work together in carrying out activities directed at common goals. According to Rivai (2004) leadership can be said as a role and also a process to influence others. Meanwhile, according to Freeman and Taylor, (1950) leadership is the ability to create group activities to achieve organizational goals with maximum effectiveness and cooperation from each individual. Furthermore, Koontz and Weihrich, (1998) suggest that (leadership as influence, the art or process of influencing people so that they will strive willingly enthusiastically towards the achievement of group goals). leadership is influence, art or process to influence others so that the goals set can be achieved properly. According to Brian Fidler (2002) that, "leadership is a relationship, can be exercised by all, and tasks are achieved through negotiation". Leadership is a relationship, can be exercised by all, and tasks are achieved through negotiation.

According to Mulyasa (2004), the school principal is the driving force, determining the direction of school policy, which will determine how school and educational goals are generally realized. In relation to School-Based Management, school principals are required to continuously improve performance effectiveness. That way, School-Based Management as a new paradigm of education can provide satisfactory results. In the following, the theories underlying the five aspects that are the focus of this research are presented: (1) Assessment of Educators and Education; According to Minarti (2011), the assessment of educational and educational personnel is: Efforts are made to find out formally (*conduite*) and informally (managerial supervision) to find out things related to personality, status, work, work performance, and employee development schools so that objective value considerations can be developed in taking action against a school staff, specifically needed to consider promotions, periodic salaries, transfers of positions (promotions), and transfers of work areas (mutations).

3. Supervision System

According to several opinions of experts quoted in a book written by Muhammad Kristiawan et al. (2019), namely Educational Supervision, it says that educational supervision consists of managerial supervision and academic supervision. This managerial supervision is supervision carried out by educational supervisors for school principals who are related to the management of education and academic supervision, the focus is on teachers, which consists of clinical supervision and class supervision. According to Carol A. Falender and Edward P. Shafranske (2004) that: *Supervision is a distinct professional activity in which education and training aimed at developing science-informed practice are facilitated through a collaborative interpersonal process. It involves observation, evaluation, feedback, the facilitation of supervisee self-assessment, and the acquisition of knowledge and skills by instruction, modeling, and mutual problem solving.*

Supervision is a systematic coaching activity, while clinical is a service and observation system. Cogan (1973) explained that clinical supervision is basically an

activity to foster teacher performance in managing the teaching and learning process. Its implementation is designed practically and rationally. Both the design and implementation were carried out on the basis of data analysis. Cogan (1973) emphasized the aspects of clinical supervision to five things, namely the process of clinical supervision, interaction between prospective teachers and students, performance of prospective teachers in teaching, the relationship between prospective teachers and supervisors, and data analysis based on actual events in class.

According to Asmendri (2012) clinical supervision is a form of supervision that is focused on improving teaching through a systematic cycle, in planning, observation, and intensive and careful analysis of real teaching performance, and aims to make changes in a rational way. Somad (2014) also explained that clinical supervision is a series of systematic supervision activities which are the result of collaboration between school principals as professional and experienced supervisors with teachers who carry out teaching and learning activities in the classroom, which are aimed at improving the quality of PBM. Meanwhile Purwanto (1989) explained that clinical supervision is a guidance process that aims to assist the professional development of teachers or prospective teachers, especially in learning performance, based on careful and objective observation and analysis of data as a guide for changing teaching behavior. Furthermore, Sudjana (2008) states that clinical supervision is a professional assistance given to teachers who experience problems in carrying out learning so that the teacher can overcome the problems they experience related to the learning process.

Supervision can be carried out by the school principal who acts as a supervisor, but in a modern educational organizational system a special supervisor is needed who is more independent, and can increase objectivity in coaching and carrying out the duties of the school principal. Quoted from Wikipedia that the types of supervision are:

- a. General supervision and teaching supervision
Teaching supervision is a supervisory activity aimed at improving conditions that enable the creation of better learning implementations, while general supervision is not directly related to efforts to improve the quality of learning.
- b. Clinical supervision
Clinical supervision is an effort to improve teaching which is carried out through a systematic cycle of intensive planning, observation and intellectual analysis of teaching performance.
- c. Inherent oversight and functional oversight
Supervision is an administrative and management activity carried out by the head of a work unit to prevent mismanagement and increase work efficiency and effectiveness in accordance with government policy.

Good supervision that can direct attention to the basics of education and their development in achieving the expected educational goals. In supervision, the focus is not on one person or group of people, but on everyone, such as teachers and employees. Principals are colleagues who both develop a good and conducive situation. Another opinion according to Joseph J. Caruso (2007), said that: *Supervision*

is a process involving the many variables of human behavior. Negating this process by looking at supervision with tunnel vision and adopting a single supervisory method will not resolve the complex problems supervisors face and will not help change caregiver behavior.

Monitoring is a process that involves many variables of human behavior. Abolishing this process by looking at supervision with tunnel vision and adopting a single supervision method will not solve the complex problem supervisors/principals face and will not help change caregiver behavior.

The goal of clinical supervision is teaching improvement and not teacher personality improvement. For this reason, supervisors/principals are expected to teach various skills to teachers which include: a) skills to observe and understand (perceive) the teaching process analytically, b) Skills to analyze the teaching process rationally based on clear and precise observational evidence, c) skills in curriculum renewal, implementation, and testing, and d) skills in teaching.

Thus supervision is one of the important agendas that can be held in every educational institution in order to achieve the desired results and improvements. Supervision programs should provide a stimulus for changes in teaching activities. These changes can be made, among others, through various innovation efforts in curriculum development as well as in-service education and training activities for teachers.

There are two types of supervision seen from their role in the change, namely: 1) attractive supervision, meaning supervision that only tries to make small changes because it maintains continuity; and 2) Dynamic supervision, namely supervision directed at changing more intensively certain teaching practices.

The implementation of supervision has certain authority in accordance with the tasks carried out. The authority in question is implementing corrections, improving, and fostering the teaching and learning process with the teacher, so that the process achieves maximum results. Disclosed by Stoller (Neagley & Evans, 1980) who stated: *Supervision as the improvement of instruction seem to be concerned with-overseeing ,directing ,guiding, conducting,regulating,controlling, moving toward a goal, etc-workes(teacher), who give or teach knowledge or information in such a manner that there is resulting 'increase in value or in excellence of quality or condition.*

Meanwhile, according to Abd. Kadim Masaong (2012: 3) clinical supervision is part of educational supervision models in the form of Cooperative Professional Development (CPD), Individualized Professional Development (IPD), Clinical Supervision (CS), Informal Supervision and supportive supervision. He said that clinical supervision is a convergence between a scientific approach and an artistic approach.

Clinical supervision (2012) is a form of supervision that is focused on improving teaching by going through a systematic cycle of planning, observation and intensive analysis of real teaching performance and the aim is to make changes in a rational way.

Supervision is a coaching activity that is planned to help teachers and other school employees carry out their work effectively (Purwanto, 2000). Manullang (2005)

states that supervision is a process of implementing what work has been carried out, assessing it and if necessary correcting it with the intention that the implementation of the work is in accordance with the original plan. Supervision is an effort to provide services so that teachers become more professional in carrying out their duties to serve students.

According to Ngalim Purwanto (2010) Supervision is all assistance from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals. in the form of encouragement, guidance, and opportunities for the growth of the skills and abilities of teachers, such as guiding you in the effort and implementation of reforms in education and teaching, selection of learning tools and better teaching methods methods of systematic assessment of phases of the entire teaching process, and so on.

According to Alfonso and Neville, (2008) that, there are three main concepts in terms of academic supervision, namely: (a) academic supervision must directly influence and develop teacher behavior in managing the learning process, (b) supervisor behavior in helping teachers develop their abilities must be professionally designed, so that the start and end times of the development program are clear, (c) the ultimate goal of academic supervision is for teachers to be more able to facilitate learning for their students.

According to Mulyasa, (2005) that the supervisor's job is not to judge still to help, encourage, and give confidence to teachers, that the teaching and learning process must be improved. Both the knowledge, attitudes and skills of the teacher must be assisted professionally so that the teacher can develop in his work. Supervision activities are carried out through various processes of solving teaching problems. The goal is to increase the effectiveness and efficiency of the teaching and learning process continuously. Supervision programs should provide stimulation for changes in teaching activities, these changes can be made through activities in coaching, direction and curriculum development by attending trainings. Therefore the principal as a supervisor, can be carried out effectively, including: class visits, group discussions, individual coaching, and learning simulations.

Based on some of the concepts above, it can be synthesized that the supervision system is a component of activities carried out by school principals to assist teachers in improving, carrying out assignments and solving problems encountered in the teaching and learning process, with the following indicators: (1) self-assessment, (2) supervise effectively, (3) change behavior, (4) direction, (5) coaching, (6) reporting.

4. Teacher Performance

The definition of quality in the context of the education system refers to the input, process, output and impact. Input quality can be seen from various sides. First, the good condition or not of the input of human resources such as school principals, teachers, administrative staff and students. Second, whether or not the material input criteria are met in the form of visual aids, curriculum books, school infrastructure and facilities. Third, whether or not the input criteria are met in the form of software, such

as organizational structure regulations, job descriptions, and organizational structure. Fourth, input quality expectations and needs, such as vision, motivation, perseverance and aspirations. According to Thomas L. Wheelen and J. David Hunger (2012): *Performance is the end result of activities.70 It includes the actual outcomes of the strategic management process. The practice of strategic management is justified in terms of its ability to improve an organization's performance, typically measured in terms of profits and return on investment.*

Performance management in an organization regarding activities, plans to achieve goals, monitoring and evaluating, achieving profits, feedback and leading, and rewarding employees. According to A. Tabrani Rusyan et al, (2000), teacher performance is carrying out the learning process both in the classroom and outside the classroom in addition to doing other activities, such as doing school administration and learning administration, carrying out guidance and services.

Meanwhile, Nana Sudjana et al. (2004) require 10 basic teacher performance competencies, namely: (a) mastering the material to be taught, (b). managing teaching and learning programs. (c). managing classes, (d) using media/learning resources, (e) mastering educational foundations, (f) managing teaching and learning interactions, (g) assessing student achievement, (h) getting to know the functions and programs of guidance and counseling, (i) know and carry out school administration, (j) understand the principles and interpret research results on students, and carry out assessments.

According to Unifah Rosyidi explained that the initial certification program was expected to be able to improve the quality and professionalism of teachers. However, in reality it is not as expected. Therefore, it is necessary to continue teacher assessments from time to time so that weak competencies can be strengthened. The quality of education in Indonesia is still far from adequate. The size of the education budget does not necessarily increase the quality of education. Why? Because the quality of teachers is still problematic. Like it or not, the results of the 2015 Teacher Competency Test (UKG), the national average was only 44.5 -- far below the standard value of 75. Even pedagogic competence, which is the main competence of teachers, is not encouraging. Just imagine, of the 3.9 million teachers currently available, there are still 25% of teachers who do not meet the academic qualification requirements, and 52% of teachers do not have a professional certificate. On the other hand, a teacher in carrying out his duties must have competency standards that include pedagogical, personality, social, and professional competencies.

Teacher performance is the result of work that is closely related to carrying out duties as a professional teacher (Wahyuni, Christiananta, & Eliyana, 2014) (Hussain, Ahmedy, & Haider, 2014). Good performance is also related to achieving quality, quantity, cooperation, reliability and creativity (Saleh, Dzulkifli, Abdullah, & Yaakob, 2011), performance means productivity and employee output as a result of employee development.

Performance will ultimately affect organizational effectiveness (Hameed & Waheed, 2011). Good performance reflects the ability to contribute through their

works leading to the achievement of behavior that is in accordance with the goals of the company or organization (Young, Rafiki, & Harahap, 2014).

According to Sofyan Sauri who was quoted in the UPI Character Education Journal, teachers have a very strategic role and position in national development, especially in the field of education. In the law, teachers are defined as professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. By emphasizing it as a professional job, it automatically demands professional principles which should be upheld and practiced by teachers, a teacher should have clear qualifications, competencies and certifications. The competency factor as an educator is very important, moreover the object that is the target of his work is students who are likened to white paper, it is the teacher who will determine what is to be written on the paper, the quality of which depends on how far the teacher can place himself as an educator who has the capacity and competence professionals in directing individuals to become figures who have character and mentality that can be relied upon in the nation-building process.

Hamid Darmadi, (2009) said that teachers as educators substantively play a role not only teaching or transferring knowledge (cognitive), but are also required to be able to provide guidance and training. Teachers are human resources whose potential needs to be developed in teaching and educating students. The teacher is a determining factor in the success of education because it holds a central position and a source of teaching and learning. So far, teachers are still using a monotonous teaching method, using the lecture model only to produce passive students. For this reason, teachers should always be encouraged and motivated to want to learn, try and carry out a quality learning process.

According to Syaiful Sagala in Muhammad Ali Sunan, educational supervision techniques are tools used by supervisors to achieve the goal of supervision itself which in the end can make teaching improvements according to the situation and conditions. In the implementation of educational supervision, as a supervisor must know and understand and implement the techniques in supervision. Various kinds of techniques can be used by supervisors in helping teachers improve teaching and learning situations, either in groups or individually or in direct face-to-face and indirect face-to-face ways or through communication media.

According to Hadari Nawawi, teachers are people who teach or give lessons at school (class). More specifically, he said that teachers mean people who work in the field of education and teaching who share responsibility in helping children reach their respective maturity. That is, the teacher does not only give material in front of the class, but must also be active and have a creative spirit in directing student development.

Teachers who understand their functions and duties are not only limited to the walls of the school, but also as a liaison between the school and the community who also have several tasks according to Rostiyah (in Djamarah, 2000) suggests that the functions and duties of professional teachers are: to hand over culture to students in the form of intelligence, skills and experiences Forming a child's personality that is

harmonious according to the ideals and foundation of our country Pancasila. Preparing children to become good citizens in accordance with the Education Law which is MPR decision No. 2 of 1983 As an intermediary in learning the teacher is a guide to bring students towards maturity.

According to Noor Jamaluddin (1978), teachers are educators, namely adults who are responsible for providing guidance or assistance to students in their physical and spiritual development so that they reach maturity to be able to stand and carry out their duties as creatures of Allah the Khalifah on earth, as social beings and individuals. who can stand alone. According to David Hopkins (2008) says that: *That is an inappropriate measure for education. As teachers, we are concerned with the individual progress of students rather than with aggregated scores from the class or the school. Our emphasis is on varying teaching methods to suit individual pupils in order to help them achieve to the limit of their potential.*

According to Fenwick W (2006) said that: *The teacher is much more accessible, and communication between home and school is expanding through numerous technological means. The expanded access to information has also changed the context of teaching and learning, making the workplace more global for both students and teachers.*

According to Mulyasa (2007) Teachers are the most important component in the education system as a whole that must get maximum attention. This figure will receive strategic attention when talking about education issues, because teachers are always associated with any component in the education system. Teachers have a very strategic role in efforts to realize national development goals, especially in the field of education, so they need to be developed as dignified and professional professionals.

Based on some of the concepts above, it can be synthesized that Teacher Performance is professional expertise and competence possessed to be able to help active children with a creative spirit, print and make students as expected by these educational institutions. with the following indicators: (1) assessment, (2) creative spirit, (3) able to stand alone, (4) honest, (5) responsible, (6) able to communicate.

C. METHOD

The research method will be carried out using a survey method with a quantitative descriptive approach using correlational analysis to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables. Quantitative data will be analyzed with correlational statistics, so that the complete method used is descriptive analytic correlation. The use of descriptive data analysis techniques to obtain an overview of the characteristics of the distribution of values for each variable studied. Descriptive analysis is used in terms of data presentation, central size and distribution size. The pattern of variable linkages to be studied can be seen in the following figure:

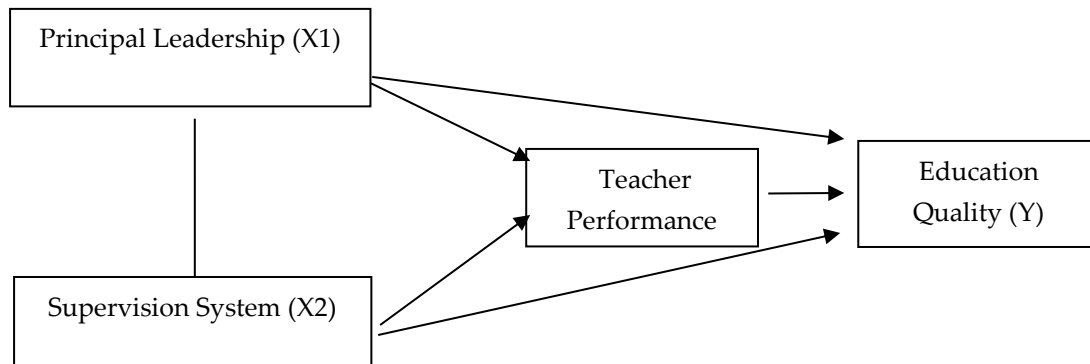


Figure 3. Variable Attachment Patterns

The target population in this study were all State Junior High School (SMPN) teachers in Solok City, West Sumatra, which consisted of 6 State Junior High Schools (SMPN) with a total of 135 teachers. Thus, the number of teachers who became the population of this study was 135. ASN teachers.

The research sample size uses the Slovin formula, namely: $n = N / (1 + Ne^2)$ where (n is the sample, N is the population and e is the degree of error = 5%).

$$n = \frac{N}{1 + Ne^2} = \frac{135}{1 + (135) \cdot (0.05)^2} = \frac{135}{1,334} = 100,93$$

The number of samples is 100 respondents.

Where:

n = number of samples

N = population size

d² = precision is set at 5% with a persuasive communication rate of 95%

The research sample was drawn from the sample frame above as many as 100 teachers using a simple random sampling technique. To fill in the research data, each school selected to be the sample was represented by each teacher in each school.

This type of education quality instrument uses an attitude scale (Likert scale) with five alternative answers, namely: (1) very often; (2) often; (3) sometimes; (4) rarely; and (5) never. Alternative answers that are given a weight of 5 (five) to 1 (one) for positive statements, and alternative answers that are given a weight of 1 (one) to 5 (five) for negative statements.

D. RESULT AND DISCUSSION

The results obtained after conducting model analysis are used as a basis for answering the hypothesis and drawing conclusions in this study. Explanation of the answer to the hypothesis can be described as follows:

1. Positive Direct Influence of Principal Leadership (X₁) on Education Quality (Y)

The results of the first hypothesis analysis resulted in the finding that the Principal's Leadership had a direct positive effect on the Quality of Education. Based on these findings it can be concluded that the Quality of Education is positively

influenced directly by the Principal's Leadership. Increasing the Principal's Leadership will result in an increase in the Quality of Education. The results of this study are in line with the opinions of several experts, including: Research by Moya et al. shows the results of research that the influence of leadership is expected to improve the quality of learning, promote a climate and school culture that supports high expectations and quality education (Moya et al., 2020).

Furthermore, Sukar and Diallo in their research results said that there was a significant influence between leadership on improving the quality of education (Sukkar & Diallo, 2021). Leadership in improving the quality of education is a sustainable school improvement effort. This can be done if there is readiness from each individual school to make changes.

Improving the quality of education is something complex and cannot be done partially, so to make improvements/improvements must pay attention to various factors. When viewed from a school institution, the leadership position of the principal is very important. Because the effect of carrying out roles and tasks will affect all aspects of life at school, including for teachers. (Ubaidillah et al., 2018) Efforts by school principals to improve the quality of education clearly have a systematic impact on schools, so it is important to see how the role of school principals in carrying out as educational leaders in schools.

The findings of the study reveal that the quality of education requires more effort by increasing leadership capacities and capabilities (Naheed, 2018). Thus, this leadership has a major role in improving the quality of education. In a study it was stated that in efforts to improve the quality of education one of the determining factors was the leadership of the school principal. (Muin et al., 2020) Principals must be aware of the changes that are occurring and prepare adaptation and improvement measures. Therefore, leadership is an important resource for educational environments.

2. Positive Direct Effect of Supervision System (X₂) on Education Quality (Y)

The results of the second hypothesis analysis resulted in the finding that the Supervision System has a direct positive effect on the Quality of Education. Based on these findings it can be concluded that the Quality of Education is positively influenced directly by the Supervision System. Increasing the Supervision System will result in an increase in the Quality of Education. The results of this study are in line with the opinions of several experts, including Pahlawanti et al. The results of the study found that there was a significant effect of school principal supervision on the quality of education by 11.7%. (Pahlawanti et al., 2020). This means that the supervision carried out by the principal of the teacher can have an impact on improving the quality of education.

Muru education depends on teachers, teaching and learning processes, and proper supervision by supervisors. From the results of Alam et al's research, it can be seen that one of the efforts to improve the quality of education is by supervising. (Alam et al., 2021) Thus, a continuous supervision system is needed in order to guarantee the quality of education.

3. Positive Direct Effect of Teacher Performance (X3) on Education Quality (Y)

The results of the third hypothesis analysis resulted in the finding that teacher performance has a direct positive effect on education quality. Based on these findings it can be concluded that the quality of education is positively influenced directly by teacher performance. Increasing teacher performance will result in an increase in the quality of education. The results of this study are in line with Ubogu's opinion in his research results that there is a significant correlation between teacher performance in improving the quality of education. (Ubogu, 2020). The role of the teacher in improving the quality of education is very important.

4. Positive Direct Influence of Principal Leadership (X1) on Teacher Performance (X3)

The results of the fourth hypothesis analysis provide findings that Principal Leadership has a direct positive effect on Teacher Performance. Based on these findings it can be concluded that teacher performance is positively influenced directly by the principal's leadership. Increasing the Principal's Leadership will result in an increase in Teacher Performance. The results of this study are supported by Ubaidillah, M., Imron, A., Wiyono, B. B., & Arifin, I. (2018) Principal leadership innovations can improve the quality of education.

5. Positive Direct Effect of Supervision System (X2) on Teacher Performance (X3)

The results of the analysis of the fifth hypothesis yield findings that the Supervision System has a direct positive effect on teacher performance. Based on these findings it can be concluded that teacher performance is positively influenced directly by the Supervision System. Increasing the Supervision System will result in increasing Teacher Performance. The results of this study are in line with the opinion of Alam, M. J., Haque, A. K. M. M., & Banu, A (2021) with a supervision system can improve the quality of education.

6. Positive Direct Influence of Principal Leadership (X1) on the Supervision System (X2)

The results of the sixth hypothesis analysis resulted in the finding that the Principal's Leadership had a direct positive effect on the Supervision System. Based on these findings it can be concluded that the Supervision System is directly positively influenced by Teacher Performance. Increasing teacher performance will result in an increased supervision system. The results of this study are in line with the opinion of Moya, E. C., Molonia, T., & Cara, M. J. C (2020) that school principal leadership can expedite the supervision system in schools.

E. CONCLUSION

Based on the results of research through observation, it can be concluded that the leadership of the school principal, the supervision system, and teacher performance have a direct influence on the quality of education in Solok City Public Middle School, West Sumatra. In particular, the conclusions that can be obtained from this study are as follows: 1) There is a positive influence between the leadership of the school principal on the quality of education in Solok City Public Middle School, West Sumatra. Good school principal leadership has an impact on the quality of education; 2) There is a positive influence between the supervision system on the quality of education in Solok City Public Middle School, West Sumatra. A good supervision system has an impact on improving the quality of education; 3) There is a positive influence between teacher performance on the quality of education in Solok City Public Middle School, West Sumatra. Increased teacher performance has an impact on improving the quality of education; 4) There is a positive influence between the principal's leadership on the teacher's performance at Solok City Public Middle School, West Sumatra. Good school principal leadership has an impact on increasing teacher performance; 5) There is a positive influence between the supervision system on teacher performance at Solok City Public Middle School, West Sumatra. A good supervision system has the effect of increasing teacher performance; and 6) There is a positive influence between the principal's leadership on the supervision system at Solok City Public Middle School, West Sumatra. The supervision system programmed by the school principal has an impact on improving teacher performance.

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