THE EFFECT OF MANAGERIAL COMPETENCE AND PRINCIPAL SUPERVISION

Muhib Ainul Yaqin
Universitas Nurul Jadid, East Java, Indonesia
Email: aqind313@gmail.com

Abstract:

This study aims to find out the effect of the school principals' managerial and supervisory competeonward teacher performance in SMK Al-Furqon. This research is field research using a quantitative approach. Data collection was carried out by observing and distributing questionnaires. Based on the results of the research that has been done, it can be concluded that the school principal's managerial competence in SMK Al-FurqonBondowoso is included in the very good category with a percentage value of 80%. Furthermore, the school principal's supervisory competence is included in the very good category with a percentage value of 75%. Teacher performance is also included in the very good category with a percentage value of 85%. In addition, there is no effect of the school principal's managerial competence on teacher performance in SMK Al-FurqonBondowoso. This was concluded based on calculations using the tcount test with a significance value of 0.271 > 0.05, and the results of count 1150 <2.109, then H0 is accepted and Ha is rejected. There is also no effect of the school principal's supervisory competence on teacher performance. This was concluded based on calculations using the count test with a significance value of 0.271 > 0.05, and the results of count 1150 <2.109, then H0 is accepted and Ha is rejected. Conversely, based on calculations that have been carricounted out using the F test (Simultaneous) with a significance value of 0.000 <0.05 and the results of Fcount 74.539 > 3.55 or Fcount>Ftable, then H0 is rejected and Ha is accepted, indicating that there is an effect from managerial and supervisory competence on teacher performance. The result of the coefficient of determination (R2) is 0.898. Thus, the effect of the school principal's managerial and supervisory competence on teacher performance is 89%

Keywords: *Managerial competence, school principal, supervisory competence, teacher performance*

INTRODUCTION

Education is one of the determinants of human resources. Successful education is education that is able to produce quality human resources. This success can be achieved by a school principal by managing education through planning, organizing, and controlling the education system in schools. Teachers as supporters of the success of the education system in schools must also have the responsibility to carry out their duties properly.

In addition, there are problems experienced by teachers as actors in carrying out their responsibilities at school. Sumadi (2012: 6) explains that the teacher carries out his duties only modestly without any material preparation or teaching methods to be used. Teachers do not master the material strongly so that learning becomes monotonous, the important thing is to finish quickly and of course it affects their

students. Therefore, the principal as the central figure who most determines the development and progress of the school he leads needs to be firm and solutive to the obstacles faced in the school. It is necessary to evaluate teacher performance to become material for introspection for teachers to improve the quality of their learning. In addition, the good and bad assessment of a teacher's performance is determined by the managerial competence and supervision of a school principal. Therefore, a school principal is required to have readiness in carrying out his role as school manager. This relates to Ministerial Regulation Number 13 of 2007 concerning Standards for School/Madrasah Principals. Based on Purwanto (2009: 76), the school principal is obliged to arouse the enthusiasm of the staff of teachers and school employees to work better, develop the school curriculum, know the school plan, and know how to run the school organization properly, pay attention to and strive for the welfare of teachers and his employees and so on.

In connection with phenomena related to the weakening of teacher performance which has a correlation with managerial competence and school principal supervision, of course, this phenomenon has a great possibility to occur in various schools in Indonesia, one of which is Al-Furqon Vocational High School which is located in Bondowoso Regency, East Java Province which is the object of this research. Therefore, there is a formulation of the problem in this study to find answers to the phenomena and background of the problems that occur, namely as follows:

1. Is there an effect of the managerial competence of the principal on teacher performance at Al-FurqonBondowoso Vocational School?
2. Is there any influence of the principal's supervision on teacher performance at Al-FurqonBondowoso Vocational School?
3. is there any influence of managerial competence and principal supervision on teacher performance at Al-FurqonBondowoso Vocational School?

There are several previous studies related to this research topic. The first study was conducted by Faisal (2012) with the title The Influence of Principal Managerial Ability on the Performance of Public Elementary School Teachers in Kotagede District, Yogyakarta. Researchers focused on the influence of the principal's managerial ability on teacher performance. With reference to the previous research, this research was conducted by completing the research focus on teacher performance on the influence of managerial competence and school principal supervision.

The second previous research was conducted by Tobing (2018) with the title Managerial Competence of Madrasah Principals in Building Teacher Work Motivation at MAS PAB-2 Helvetia. Similar to the first previous study above, researchers focused on the managerial competence of madrasah heads. Therefore, this research was realized by developing a research focus, namely by establishing teacher performance on the basis of managerial competence and supervision.

Furthermore, research was conducted by Praptiyani (2016) with the title The Effect of Principal Supervision Competence on the Performance of Elementary School Teachers in the Ngaglik District, Sleman Yogyakarta. In contrast to previous research, researchers only focused on the influence of the principal's supervision competence. Therefore, this research was carried out by completing the research focus, namely by uncovering the influence of the principal's managerial competence.

The fourth previous study was written by Rodiyah (2017) with the title Effects of Managerial Supervision and Intensity of Principal Supervision on the Performance of Middle School Islamic Religious Education (PAI) Teachers in Sub Rayon 07 KaranganyarKab. Kebumen. This study has a high degree of similarity with the research conducted, namely by using a focus on managerial competence and school principal supervision. However, this research was conducted using different objects so as to provide the possibility of different research results.

The latest previous research was conducted by Fadhilah (2018) with the title Effects of Managerial Competence and Principal Supervision Competence on Teacher Performance at Muhammadiyah 1 Vocational High School (SMK) Sumedang. By using the same research focus, it is the same as the fourth previous research, this research

uses different research objects so that it will produce different findings and conclusions.

Principal Managerial Competence

According to Wahyudi (2009: 28), the competence of school principals is the skills, knowledge, and basic values that are reflected by the principal in the habit of thinking and acting consistently to enable the principal to able to make decisions about providing, utilizing, or increasing the potential of the resources available. owned to improve the quality of education. In carrying out their duties, school principals are required to have managerial competence. Enadarlita (2019: 171) explains that managerial competence is a competency related to various managerial abilities needed in handling organizational tasks. Managerial competence is a soft competency that includes aspects of knowledge, skills, and attitudes toward duties and or position functions.

According to Kompri (2017: 110), the managerial competencies of school principals include the following:

1. Competence of school principals in school planning
2. Competence of school principals in designing school organizations
3. Competence of school principals towards teachers and staff
4. Competence of school principals in managing teachers and staff
5. Competence of school principals in managing facilities and infrastructure
6. Principal tips for maintaining school and community relations
7. Competence of school principals in student managemen
8. Competence of school principals in curriculum development
9. Principal managerial competence in managing school finances
10. Principal managerial competency in managing school administration
11. Competence in managing school special service units
12. Principal managerial competency in entrepreneurial principles
13. Principal managerial competence in creating a culture and work climate
14. Managerial competency of school principals in managing school information systems
15. Managerial competence of school principals towards information technology
16. Competence of school principals in managing school production/service activities
17. Competence of school principals in school supervision

Principal Supervision Competence

Yuliana (2008: 370) explains that the supervisory ability of school principals tends to be the ability of school principals to stimulate, guide and encourage teachers to increase their professionalism in the form of activities in the form of participatory actions with teachers, completing innovations that are appropriate to be implemented in schools, helping difficulties teachers use planning strategies in carrying out assignments and assist teachers in spreading new habits that are believed to be able to bring positive changes to schools. It can be concluded that school principals should be able to lead and manage the implementation of teaching and learning programs held in schools in an organized manner. In this case, the principal must be able to become a good supervisor to improve the quality of education.

Competency standards for supervising school principals based on Permendiknas Number 13 of 2007 concerning Standards for School/Madrasah Principals are as follows: 1) Planning an academic supervision program to increase teacher professionalism; 2) Carry out academic supervision of teachers using appropriate supervision approaches and techniques; 3) Follow up on the results of academic supervision of teachers to increase teacher professionalism

Teacher Performance

According to Supardi (2016: 47), performance is the result of work that has been achieved by someone in an organization to achieve goals based on standardization
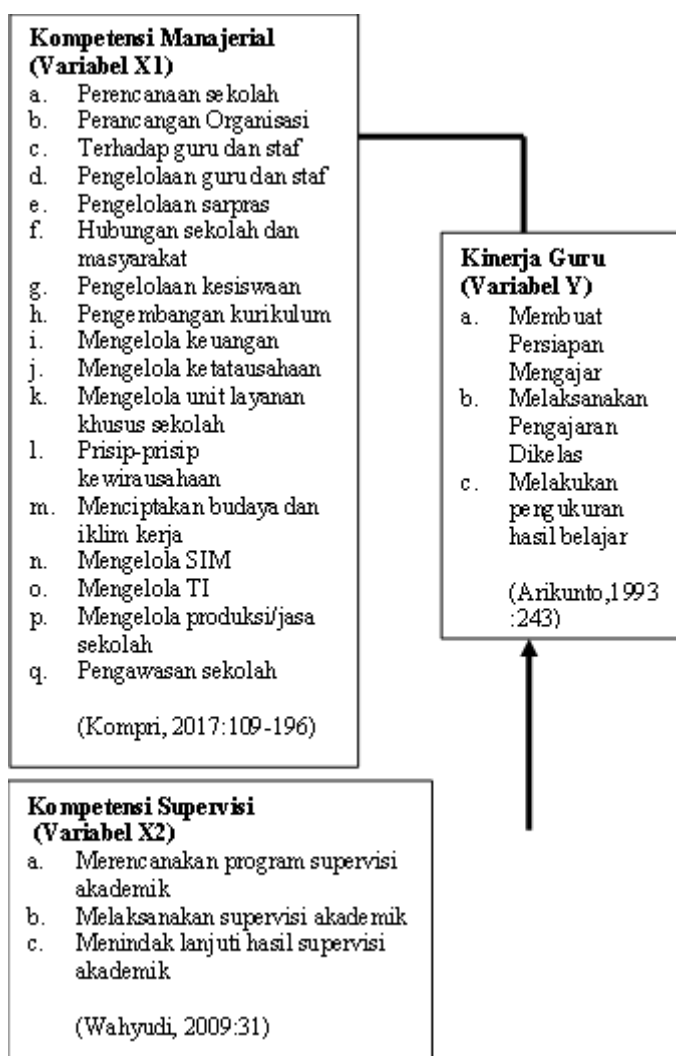
or size and time according to the type of work and following established norms and ethics.

Arikunto (1993: 243) suggests that teacher performance can be seen from teaching activities carried out through appropriate procedures, namely: 1) Making Teaching Preparations; 2) Carry out Classroom Teaching; 3) Measuring learning outcomes

According to Kartini (1985: 22), the factors that support teacher performance can be classified into two types, namely: 1) Factors from within oneself (internal)

These factors include intelligence, skills and abilities, talents, abilities and interests, motives, health, personality, as well as aspirations and goals at work; 2) Factors from outside oneself (external)

These factors include the family environment, work environment, communication with the school principal, and facilities and infrastructure.

Gambar 1. KerangkaBerpikir

Kompetensi Manajerial (Variabel X1)
a. Perencanaan sekolah
b. Perancangan Organisasi
c. Terhadap guru dan staf
d. Pengelolaan guru dan staf
e. Pengelolaan sarpras
f. Hubungan sekolah dan masyarakat
g. Pengelolaan kesiswaan
h. Pengembangan kurikulum
i. Mengelola keuangan
j. Mengelola ketatausahaan
k. Mengelola unit layanan khusus sekolah
l. Prisip-prisip kewirausahaan
m. Menciptakan budaya dan iklim kerja
n. Mengelola SIM
o. Mengelola TI
p. Mengelola produksi/jasa sekolah
q. Pengawasan sekolah

(Kompri, 2017:109-196)

Kinerja Guru (Variabel Y)
a. Membuat Persiapan Mengajar
b. Melaksanakan Pengajaran Dikelas
c. Melakukan pengukuran hasil belajar

(Arikunto,1993 :243)

Kompetensi Supervisi (Variabel X2)
a. Merencanakan program supervisi akademik
b. Melaksanakan supervisi akademik
c. Menindak lanjuti hasil supervisi akademik

(Wahyudi, 2009:31)

RESEARCH METHODS

This study uses a quantitative approach. The research design was carried out using numbers, statistical processing, structures, and controlled experiments. Based on Sukmadinata (2016: 95), quantitative research takes the distance between the researcher and the object studied, while qualitative research integrates with the situations and phenomena studied.

The method used in this research is ex post facto research. Ex post facto is research conducted to examine an event that has occurred and then observed backwards to find

out the factors that could have caused the incident (Sugiyono, 2014: 10).

The procedure carried out in this study consisted of three stages, namely the pre-research stage which included initial observations to find problems, preparation of thesis proposals, and preparation of instruments. Then proceed with the research implementation stage, namely distributing questionnaires to measure instruments and research. The final stage of this research procedure is post-research which includes data analysis, discussion of research results, drawing conclusions and preparing reports.

In conducting research, researchers use a sample that is part of the number of characteristics possessed by the population. The population of the research object at SMK Al-FurqonBondowoso totalled 20 teachers with a sample of 20.
In this study, researchers used a nonprobability sampling technique with a saturated sampling technique. Saturated sampling is a sampling technique when the entire population is used as a sampleThesaturateded sample is done if the population is less than 30 people.

Because this study seeks to determine teacher performance against the given stimulus, this study uses the Likert Scale as its research instrument. According to Riduwan (2013: 38), the Likert Scale is used to measure attitudes, opinions, and perceptions of a person or group of people about events or social phenomena. In this research on social phenomena, it has been specifically stated that the research variables are managerial competence and principal supervision and teacher performance.
Sugiyono (2014: 93) explains that the answers to each instrument using the Likert Scale have a gradation from very positive to very negative, which can be in the form of words including Always: with a score of 5, Often: with a score of 4, Doubtful: with a score of 3, Occasionally: with a score of 2Never: with a score of, In addition, the data collection technique used in this study was a questionnaire (questionnaire). According to Sugiyono (2014: 142), a questionnaire is a list of questions given to other people who are willing to respond (respondents).

This study uses the calculation process of International Business Machines Statistical Product and Service Solutions (IBM SPSS) version 26 for Windows with multiple linear regression analysis techniques because the dependent variable (Y) is related/explained by more than one variable, namely two variables (X1, X2) but it still shows a linear relationship diagram, several stages of data analysis will be carried out, which include instrument trials, data normality tests, tests, multicollinearity, heteroscedasticity tests and hypothesis testing.

The validity test was carried out using the Pearson bivariate correlation formula with the help of International Business Machines Statistical Product and Service Solutions (IBM SPSS) version 26 for Windows. Questionnaire items in the validity test can be said to be valid if the value of count (rh) >rtable(rt) at a significance value of 5%. Conversely, the questionnaire items are said to be invalid if the value of rcount(rh) <table (rt) at a significance value of 5%.

Of the 32 items of the principal managerial competence validity test instrument, 16 valid items were obtained, this can be seen from the significance value <0.05. Therefore the number of instrument items above can be used to collect data on all samples in order to answer the research hypothesis.

Of the 24 items of the principal's supervision competency validity test instrument, as well as the results of the principal's managerial competence validity test, 16 items were obtained that were valid, this can be seen from the significance value <0.05. Therefore the number of instrument items above can be used to collect data on all samples in order to answer the research hypothesis.

In addition, from the 32 items of the teacher performance validity test instrument, 16 valid items were also obtained, this can be seen from the significance value <0.05. Therefore the number of instrument items above can be used to collect data on all samples in order to answer the research hypothesis.
The reliability test of this study also used International Business Machines Statistical Product and Service Solutions (IBM SPSS) version 26 for Windows. Arikunto (2010:

319) explains that a questionnaire is said to be reliable if it has an alpha coefficient and the criteria used have an alpha value > 0.6.

The following are the results of the reliability test of the teacher's social competency questionnaire which were calculated using the help of International Business Machines Statistical Product and Service Solutions (IBM SPSS) version 26 for Windows:

Table 1. Results of the Principal Managerial Competency Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.893	16

While the following are the results of the reliability test of the school principal's supervision competency questionnaire which were calculated using the assistance of the International Business Machines Statistical Product and Service Solutions (IBM SPSS) version 26 for Windows:

Table 2. Results of the Principal's Supervision Competency Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.904	16

Then the following are the results of the teacher performance questionnaire reliability test calculated using the help of International Business Machines Statistical Product and Service Solutions (IBM SPSS) version 26 for Windows:

Table 3. Teacher Performance Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.896	16

The data that has been collected from various research sources will be discussed by the researcher using the presentation descriptive calculation proposed by Ali (1987: 184) with the following formula:

$NP = n/N \times 100\%$

Information:
NP = Value in (%)
n = Empirical score (Score obtained)
N = Total data
To find out the level of these criteria, then the scores obtained (in %) with descriptive analysis of percentages were consulted with the criteria table.

Table 4. Percentage Criteria Level

No	Persentase	Kriteria
1	80,01% - 100%	Sangat Baik
2	60,01 – 80%	Baik

3	40,01 – 60%	Cukup Baik
4	20,01 – 40%	Kurang Baik
5	0 – 20%	Tidak Baik

The classical assumption test is then used in this study. In its application, there are several tests conducted. According to Ghazali (2018: 161), the normality test is a test conducted to see whether the residual values in the regression model are normally distributed or not.

Then the multicollinearity test was also applied as a test used to find out whether the regression model found a high or perfect correlation between the independent (independent) variables (Ghazali, 2016: 107).
Followed by the heteroscedasticity test which is a test used to find out whether in the regression model, there is an inequality of variance from the residual of one observation to another observation (Ghazali, 2016: 137).

Furthermore, multiple regression was also applied in this study. According to Syofian and Siregar (2015: 301), multiple regression is a tool used to predict future demand based on past data to determine the effect of one or more independent variables on one dependent variable. The formula for multiple linear regression is as follows:

$Y = a + b_1X_1 + b_2X_2 + e$

Information :

Y = Teacher Performance

 A = Constant

$b_1 ... b_2$ = Regression coefficient

X_1 = Principal Managerial Competence

X_2 = Principal Supervision Competence

e = Errors

Research also uses hypothesis testing. According to Sukardi (2016: 41), a hypothesis is a temporary answer that is theoretical. So the hypothesis is a power tool used in finding answers, because the hypothesis can connect the theory with the (real) facts that exist. While statistically, the hypothesis is a statement regarding the state of the population which will be tested for its truth according to the data obtained from the research sample (statistics).

RESULTS AND DISCUSSION

The results of the study came from researchers' observations of the effect of managerial competence and principal supervision on teacher performance at Al-FurqonBondowoso Vocational School, then based on data obtained by researchers from the results of questionnaires that had been distributed and also by observation, the principal as the main informant, the teacher BK, and all teachers.

Tabel 5. Competency Percentage Questionnaire ResultsPrincipal Management

No	Deskriptif Persentase	Kategori	Frekuensi	Persentase(%)
1	0% - 20%	TidakBaik	0	0%
2	20,01% - 40%	Kurang Baik	0	0%
3	40,01% - 60%	CukupB	0	0%

KOMPETENSI MANAJERIAL KEPALA SEKOLAH

■ Tidak Baik ■ Kurang Baik

■ Cukup Baik ■ Baik

■ Sangat Baik

No	Deskriptif Persentase	Kategori	Frekuensi	Persentase (%)
		aik		
4	60,01% - 80%	Baik	4	20%
5	80,01 – 100%	Sangat Baik	16	80%
Total			20	100%

Based on the table and diagram above, it can be seen that the managerial competency assessment of principals at SMK Al-Furqon includes (a) a bad category of 0 with a percentage value of %, (b) an unfavorable category of 0 with a percentage value of 0%, (c) a category quite good as many as 0 with a percentage value of 0%, (d) good category as many as 4 with a percentage value of 20%, and (e) very good category as many as 16 with a percentage value of 80%.

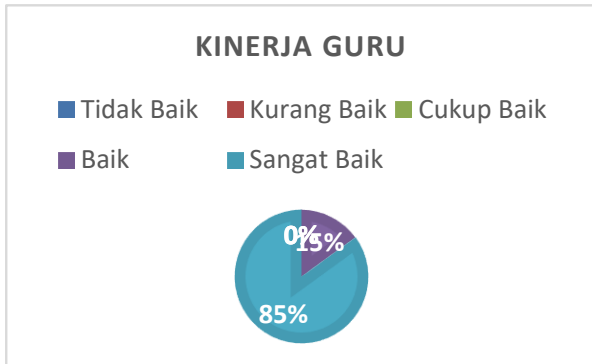Tabel 6. Percentage of Supervision Competency Questionnaire ResultsHeadmaster

No	Deskriptif Persentase	Kategori	Frekuensi	Persentase (%)
1	0% - 20%	Tidak Baik	0	0%
2	20,01% - 40%	Kurang Baik	0	0%
3	40,01% - 60%	Cukup Baik	0	0%
4	60,01% - 80%	Baik	5	25%
5	80,01 – 100%	Sangat Baik	15	75%
Total			20	100%

KOMPETENSI SUPERVISI KEPALA SEKOLAH
■ Tidak Baik ■ Kurang Baik ■ Cukup Baik ■ Baik ■ Sangat Baik
0% 25% 75%

Based on the table and diagram above, it can be seen that the assessment of the competence of principals at SMK Al-Furqon includes (a) a bad category of 0 with a percentage value of %, (b) an unfavourable category of 0 with a percentage value of 0%, (c) a category quite good as much as 0 with a percentage value of 0%, (d) good category as many as 5 with a percentage value of 25%, and (e) very good category as many as 15 with a percentage value of 75%.

Table 7. Percentage Results of the Teacher Performance Questionnaire

No	Deskriptif Persentase	Kategori	Frekuensi	Persentase (%)
1	0% - 20%	Tidak Baik	0	0%
2	20,01% - 40%	Kurang Baik	0	0%
3	40,01% - 60%	Cukup Baik	0	0%
4	60,01% - 80%	Baik	3	15%
5	80,01 – 100%	Sangat Baik	17	85%
Total			20	100%

KINERJA GURU
■ Tidak Baik ■ Kurang Baik ■ Cukup Baik ■ Baik ■ Sangat Baik
0% 15% 85%

Based on the table and diagram above, it can be seen that the teacher's performance at Al-Furqon Vocational School includes (a) the not good category of 0 teachers with a percentage score of %, (b) the unfavourable category of 0 teachers with a percentage score of 0%, (c) the moderate category 0 teachers with a good percentage of 0%, (d) 3 teachers in the good category with a 15% percentage, and (e) 17 teachers in the very good category with an 85% percentage.

Table 8. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters[a,b]	Mean	0E-7

Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	1.91816555
Most Extreme Differences	Absolute	.087
	Positive	.087
	Negative	-.067
Test Statistic		.087
Asymp. Sig. (2-tailed)		.200[c,d]

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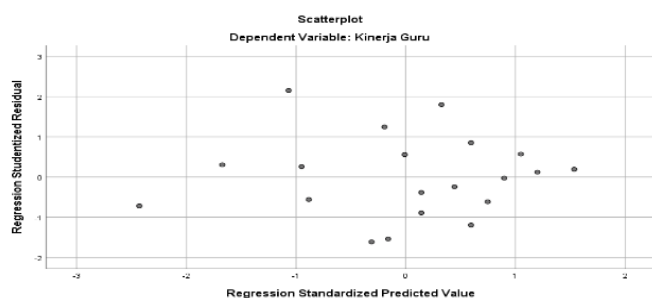d. This is a lower bound of the true significance.

From the normality test table above, a significance value of 0.200 is obtained. The significance value is greater than 0.05 so that the assumption of normality is met. This means that the data is normally distributed.

Table 9. Multicollinearity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	X1	1.000	1.000

The variable is said to be free from multicollinearity if the tolerance value is greater than (>) 0.10 and the Varlance Inflation Factor (VIF) is smaller (<) than 10, then the model is free from multicollinearity. Based on the calculation results above, it can be seen that the tolerance value is 1 > 0.10 and VIF is 1 < 10 so it can be said that the data is free from multicollinearity.Variance

Following are the results of the heteroscedasticity test with the help of International Business Machines Statistical Product and Service Solutions (IBM SPSS) version 26 for Windows:

Gambar 5. Grafik Plot Uji Heteroskedastisitas

Based on the output of the Scatterplot above, it can be seen that the dots spread above and below or around the number 0. Thus it can be concluded that there is no heteroscedasticity problem. So that a good regression model can be fulfilled.

Table 10. Multiple Linear Regression Test Results

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.627	4.990		2.130	.048
ManajerialKepalaSekolah	-.187	.931	-.203	-.201	.843
SupervisiKepalaSekolah	1.046	.919	1.150	1.138	.271

a. Dependent Variable: Kinerja Guru

Based on data analysis using International Business Machines Statistical Product and Service Solutions (IBM SPSS) version 26 for Windows, the results of the regression equation are obtained as follows:

$Y = 10.627 + (-0.187)X_1 + 1.046X_2$

The results of the equation above show that a constant value of 10.627 mathematically states that the value of the independent variables (X_1 and X_2) is equal to 0, so the value of Y is the same as the constant value of 10.627. While the value of the principal's managerial competence on teacher performance is -0.187 and the value of supervision competence on teacher performance is 1.046.

Table 11. T Test Results (Partial)

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.627	4.990		2.130	.048
ManajerialKepalaSekolah	-.187	.931	-.203	-.201	.843
SupervisiKepalaSekolah	1.046	.919	1.150	1.138	.271

a. Dependent Variable: Kinerja Guru

Based on the results of the T-test above, it is known that the coefficient value for the principal managerial competence variable (X1) has a significance value of 0.843 > 0.05 and the principal's supervision competence (X2) has a significance value of 0.271 > 0.05. The conclusion of the partial T-test by looking at the significance value, then:

1. The significant value of the principal's managerial competence is 0.843 > 0.05, and then H0 is accepted. Ha is rejected, meaning that there is no partial significant effect between the principal's managerial competency variable (X1) on teacher performance (Y).

2. The significance value of the principal's supervision competence is 0.271 > 0.05, and then H0 is accepted. Ha is rejected, meaning that there is no partially significant effect between the principal's supervision competence (X2) on the teacher performance variable (Y).

Based on the results of the T-test on the basis of countandstablee decision making. How to find out ttablewith the following formula:

ttable= t (a/2;n-k-1)

Information:

k = number of variables (managerial competency of the principal and supervision competence of the principal)

a = 5% confidence level (0.05)

n = number of respondents (20)

t table = t (0.05/2; 20 − 2 − 1)

= t(0.025; 17)

= 2.109

conclusion of the t (partial) test by means of the count and table tests from the results of table 10:

1. The value of count on variable X1 is -0.201 <2.109 or tcoun<ttable, then H0 is accepted Ha is rejected meaning that variable X1 has no effect on variable Y.

2. The value of count on variable X2 is 1.150 <2.109 or tcotunt<ttable, then H0 is accepted Ha is rejected meaning

Table 12. F Test Results (Simultaneous)

ANOVAa						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	613.042	2	306.521	74.539	.000b
	Residual	69.908	17	4.112		
	Total	682.950	19			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), SupervisiKepalaSekolah, ManajerialKepalaSekolah

Based on the significance value, it can be seen that the results of the Fcount test by calculating the International Business Machines Statistical Product and Service Solutions (IBM SPSS) version 26 for Windows sig. Fcount is 0.000 <0.05, then H0 is rejected and Ha is accepted, meaning that there is a significant effect simultaneously (simultaneously) on variable X1 (managerial competency of the principal) and X2 (supervision competence of the principal) on variable Y (teacher performance).

Based on the results of the F test, it can be seen that the value of Fcount is 74.539 > 3.55 or Fcount>Ftable, then H0 is rejected and Ha is accepted, meaning that there is a significant effect simultaneously (simultaneously) on the variable X1 (managerial competence of school principals) and variable X2 (supervision competence). principal) on variable Y (teacher performance).

Table 13. Determinant Coefficient Test Results

R	R Square	Adjusted R Square	Std. Error of the Estimate
.947a	.898	.886	2.02786

a. Predictors: (Constant), SupervisiKepalaSekolah, ManajerialKepalaSekolah

Based on the results of the table above, the value of the adjusted R square (coefficient of determination) is 0.898 or 89%, which means that the influence of the

independent variables (X1) and (X2) on the independent variable (Y) is 89%, the remaining 11% is influenced by other factors not examined in this study. this research.

The Effect of Principal Managerial Competence on Teacher Performance (H1>Y) at Al-FurqonBondowoso Vocational School

The managerial competency of the principal at SMK Al-FurqonBondowoso is in the very good category. This is based on the results of the respondent's assessment, namely the percentage of 80%. Based on the results of the research testing the first hypothesis, namely whether there is a significant effect of the principal's managerial competency on teacher performance at Al-FurqonBondowoso Vocational School. The results showed that from the analysis of questionnaire data by 20 respondents managed by researchers using the International Business Machines Statistical Product and Service Solutions (IBM SPSS) version 26 for Windows, the coefficient value for the principal managerial competence variable was using the t-count test with a significance value $0.843 > 0.05$ and count $-0.201 < 2.109$, then H0 is accepted and Ha is rejected, which means that there is no influence of the principal's managerial competence on teacher performance.

The Effect of Principal Supervision Competence on Teacher Performance (H2 > Y) at Al-FurqonBondowoso Vocational School
Principal supervision competency at Al-FurqonBondowoso Vocational School is in the very good category. This is based on the results of the respondent's assessment with a percentage of 75%. Based on the results of the research testing the second hypothesis, namely whether there is an effect of the principal's supervision competence on teacher performance at Al-FurqonBondowoso Vocational School. The results showed that from the results of research on questionnaire data by 20 respondents managed by researchers using the International Business Machines Statistical Product and Service Solutions (IBM SPSS) version 26 for Windows, the coefficient value for organizational culture variables using the t-test with a significance value of $0.271 > 0.05$, and the result of count $1.150 < 2.109$, then H0 is accepted and Ha is rejected, which means that there is no effect of the principal's supervision competence on teacher performance.

The Effect of Managerial Competence and Supervision on Teacher Performance. (H1 and H2 > Y) at SMK Al-FurqonBondowoso
Based on research data analysis through a questionnaire in the form of 48 statement items by 20 respondents (teachers) at Al-FurqonBondowoso Vocational School which is managed using International Business Machines Statistical Product and Service Solutions (IBM SPSS) version 26 for Windows. The results show that the coefficient value on the managerial competency variable and school principal supervision uses the F test (Simultaneous) with a significance value of $0.000 < 0.05$ and the results of Fcount $74.539 > 3.55$ or Fcount>Ftable, then H0 is rejected and Ha is accepted meaning that there is influence significant managerial competency and principal supervision of teacher performance.

In the independent/independent variables, namely managerial competence and supervision of the principal, shows the results obtained from the calculation of the coefficient of determination (R2) 0.898, which means that the influence of the independent variables (X1) and (X2) on the dependent variable (Y) is 89%, the remaining 11% is influenced by other factors not examined in this study.

CONCLUSION

The managerial competency of the principal at Al-Furqon Vocational School includes an assessment of (a) a bad category of 0 with a percentage value of %, (b) a bad category of 0 with a percentage value of 0%, (c) a pretty good category of 0 with a percentage value of 0 %, (d) 4 good categories with a percentage value of 20%, and (e) 16 very good categories with a percentage value of 80%.

Competence of supervising principals at Al-Furqon Vocational High School includes an assessment of (a) a bad category of 0 with a percentage value of %, (b) a bad category of 0 with a percentage value of 0%, (c) a pretty good category of 0 with a

percentage value of 0 %, (d) 5 good categories with a percentage value of 25%, and (e) 15 very good categories with a percentage value of 75%.

Teacher performance at Al-Furqon Vocational School includes (a) 0 teachers in the bad category with a percentage score of %, (b) 0 teachers in the bad category with a 0% percentage score, (c) 0 teachers in the pretty good category with a percentage score of 0 %, (d) good category of 3 teachers with a percentage value of 15%, and (e) very good category of 17 teachers with a percentage value of 85%.

There is no effect of the principal's managerial competence on teacher performance at Al-FurqonBondowoso Vocational School. This was concluded based on calculations using the count test with a significance value of 0.271 > 0.05, and the results of tcount1150 <2.109, then H0 is accepted and Ha is rejected.

There is no effect of the principal's supervision competence on teacher performance at Al-FurqonBondowoso Vocational School. This was concluded based on calculations using the count test with a significance value of 0.271 > 0.05, and the results of tcount 1150 <2.109, then H0 is accepted and Ha is rejected.

There is an influence from managerial competence and principal supervision on teacher performance at Al-FurqonBondowoso Vocational School. This is concluded based on calculations that have been carried out using the F test (Simultaneous) with a significance value of 0.000 <0.05 and the results of Fcount 74.539 > 3.55 or Fcount>Ftable, then H0 is rejected and Ha is accepted. And the result of the coefficient of determination (R2) is 0.898, which means that the effect of managerial competence and school principal supervision on teacher performance is 89%.

REFERENCES

Ali, Moh. 1987. Penelitian Pendidikan. Bandung: Angkasa Bandung.

Arikunto. 1993. ManajemenPengajaranSecaraManusiawi. Jakarta: RinekaCipta.

Arikunto., Suharsimi., dan Yuliana, Lia. 2008. Manajemen Pendidikan. Yogyakarta: Aditya Media.

Baharun, H., Wibowo, A., Mulyani, H., & Maula, R. (2021). Quality Service in Improving The Profitability of Educational Institutions Based on Pesantren. *JurnalIsema: Islamic Educational Management*, 6(2), 171-186.

Enadarlita. 2019. PengaruhKompetensiManajerial dan Gaya KepemimpinanTerhadapKeinovatifanPejabat Administrator di Provinsi Jambi. JurnalManajemen, Kepemimpinan, Dan Supervisi Pendidikan.

Faisal, A., D. 2012. PengaruhKemampuanManajerialKepalaSekolahterhadap Kinerja Guru Sekolah Dasar Negeri Se-KecamatanKotagede Yogyakarta. Skripsi. Yogyakarta: Universitas Negeri Yogyakarta.

Ghazali, Imam. 2018. AplikasiAnalisis Multivariate Dengan Program SPSS. Semarang: Badan Penerbit Universitas Diponegoro.

Ghazali, Imam. 2016. AplikasiAnalisis Multivariate Dengan Program SPSS. Semarang: Badan Penerbit Universitas Diponegoro.

Kartini, Kartono. 1985. Menyiapkan dan memadukanKarir. Jakarta: CV Rajawali.

Kompri. 2017. StandardisasiKompetensiKepalaSekolah. Jakarta: Kencana.

Purwanto, M., N. 2009. Administrasi dan Supervisi Pendidikan. Bandung: PT RemajaRosdakarya.

Praptiyani, Mulat. 2016. PengaruhKompetensiSupervisiKepalaSekolahterhadap Kinerja Guru SD Se-KecamatanNgaglikSleman Yogyakarta. Skripsi. Yogyakarta: Universitas PGRI Yogyakarta.

Riduwan. 2013. Dasar-dasarStatistika. Bandung: Alfabeta.

Syofian, Siregar. 2015. MetodePenelitianKuantitatif. Jakarta: Kencana.

Sugiyono. 2014. MetodePenelitianKuantitatifKualitatif dan R&D. Bandung: Alfabeta.

Sukmadinata, N., S. 2016. MetodePenelitian Pendidikan. Bandung: PT RemajaRosdakarya.

Sumadi. 2012. Penyakit Guru Masa Kini. Yogyakarta: Candra.

Supardi. 2016. Kinerja Guru. Jakarta: PT Raja GrafindoPersada.

Tobing, R., Masniar. 2020. PengaruhKompetensiManajerialKepalaSekolah dan Motivasi Guru TerhadapPrestasiSiswa SD Negri SekecamatanPulauRimau. JurnalManajemen, Kepemimpinan, Dan Supervisi Pendidikan.

Wahyudi. 2009. KepemimpinanKepalaSekolahdalamOrganisasiPembelajaran. Bandung: Alfabeta.

Sukardi. 2016. MetedologiPenenlitian Pendidikan Kompetensi dan Praktiknya. Jakarta: PT BumiAksara.

Rodiyah. 2017. PengaruhSupervisiManajerial dan IntensitasSuprvisiKepalaSekolahTerhadap Kinerja Guru Pendidikan Agama Islam (PAI) SMP di Sub Rayon 07 KaranganyarKab. Kebumen. Skripsi. Salatiga: IAIN Salatiga.

Fadhilah, N., S. 2018. PengaruhKompetensiManajerial dan KompetensiSupervisiKepalaSekolahTerhadap Kinerja Guru di SekolahMenengahKejuruan (SMK) Muhammadiyah 1 Sumedang. Skripsi. Bandung: Universitas Pendidikan Indonesia.