

THE RELATIONSHIP OF ACADEMIC SUPERVISION AND MANAGERIAL SUPERVISION IN VOCATIONAL HIGH SCHOOLS

Muhamad Kholil¹, Nasruddin Harahap²

¹²Universitas Islam An Nur Lampung; Indonesia

Correspondence email; Cholilmuhamad2@gmail.com

Submitted: 13/05/2023

Revised: 06/07/2023

Accepted: 04/09/2023

Published: 01/11/2023

Abstract

This research aims to determine the relationship between academic supervision by the Headmaster in improving teacher performance and the relationship between managerial supervision by the Headmaster in increasing Headmaster competence. This research is a quantitative research using ex-post-fact research methods. The population of this study was Headmaster of vocational schools in East Ogan Komering Ulu Regency and supervisors. The sample collection technique used random sampling techniques. The samples used in the research were 20 headmasters and 20 vocational school supervisors in the East OKU district. The data collection technique uses a questionnaire. The data source uses primary data. Data analysis uses prerequisite test analysis and hypothesis testing using the product-moment correlation test. Based on the results of the data analysis, the results showed that there was a significant relationship between academic supervision by the Headmaster and teacher performance. This can be seen from the correlation coefficient of the two variables, namely 0.020. Furthermore, there is a significant relationship between managerial supervision by the supervisor and the competence of the Headmaster, which can be seen from the correlation coefficient of the two variables, namely 0.596. The relationship and link between supervisory supervision, Headmaster competence, Headmaster supervision, and teacher performance are very important in maintaining and improving the education quality in a school. Thus, healthy relationships and good links between supervisory supervision, Headmaster competence, Headmaster supervision, and teacher performance are very important to achieving better quality education in a school.

Keywords

Academic Supervision, East OKU Vocational School, Supervisory Managerial Supervision,



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Education, according to UUSPN No. 20 of 2003 Article 1, is a conscious and planned effort to create a learning atmosphere in the learning process so that students are active. To develop one's potential, one needs to have spiritual strength, religion, self-control, personality, intelligence, noble morals, and skills needed by oneself, society, nation, and state (Hermanu 2020). To achieve the goal of National Education, namely, to educate the nation life and develop humans as a whole, the role of teachers as professional teachers and educators is very important in accordance with Law Republic of Indonesia Number 20 of 2003 concerning the National Education System, the teachers' position is required to always strive to improve learning, by continuing to follow developments in science and technology (Muin Abdullah 2022).

Teachers are one of the elements that are considered to determine the high and low education quality in schools. Apart from that, teachers are at the forefront and have a very strategic position in carrying out the teaching and learning process in the educational environment. The current state of education is very far from what was previously envisioned, namely education to make the nation's life and state intelligent (Remmang and Saleh 2022). There are many things that need to be taken into consideration at this time, how teacher performance will have an impact on higher-quality education. As is known, there have been many changes to the curriculum starting from the beginning of independence until this reform era, but this has not brought changes to education itself. What must be done to ensure quality education, one of which requires improving teacher performance?

In education, teachers play a very active role in facilitating the teaching and learning process, both at the formal and non-formal education levels. A teacher is expected to be professional in providing material to students. A profession is essentially a person's promise that they will serve the position they have obtained and feel called to be responsible for the implementation of the educational process. If seen from the definition of performance, it is a workability or work performance demonstrated by an employee to obtain optimal work results (Novianti 2022). Thus, the term performance means an action or activity carried out by someone in carrying out certain activities. A person's performance will be seen in daily work situations and conditions. The activities carried out by a person in playing his role describe how he tries to achieve the goals he has set. Meanwhile, teacher performance is basically the teacher's activities in carrying out his duties and obligations as a teacher and educator at school, which can describe work performance in carrying

out all of this, and it is clear that work as a teacher cannot be done by just anyone, without having the skills and expertise. Certain qualifications as a teacher (Ulfa and Ramadhansyah 2023). Teacher performance in carrying out their roles and achievements at school, especially in the learning process in the current context, requires development and change in a more innovative direction. Innovative teacher performance is important for the successful implementation of educational innovation to improve education quality /learning. One of the characteristics of a quality workforce is discipline, meaning that every implementing employee, including teachers, must have discipline in implementing it. Teacher work discipline is very important in achieving teaching goals (Muslihatuzzahro and Warisno, 2022).

Teachers play a role in improving education quality because teachers are parties who participate in the learning process and are closest to students. Teachers provide access for students to acquire knowledge and skills. Teachers are responsible for achieving students' learning goals. Moreover, teachers should ensure that students can understand the subject matter through learning activities, and it is hoped that students can apply their knowledge in social life in the future. The teachers' quality to become educators certainly needs to continue to be improved (Hasan and Anita, 2022). This is related to the very difficult task of teachers, where teachers are not only tasked with teaching science but also have the task of educating students to become good citizens and advancing the country. Teaching is not just a job but a profession where a profession requires follow-up in the form of professionalization.

The need for professionalization in the education field indirectly requires all members of the profession (teachers) to improve their abilities in providing optimal services to society through the education world. Through professionalization, it is hoped that it will produce more qualified teachers. Professional teachers can be seen from their performance. Teacher performance is the work result that can be achieved by a teacher at a school or madrasah in accordance with his duties and responsibilities in achieving educational goals. Likewise, Farida explained that teacher performance can be interpreted as achievements, results, or abilities achieved or demonstrated by teachers in carrying out educational and teaching tasks. Professionalization efforts require encouragement or guidance and a kind of "bait" for teachers to make improvements in order to improve the quality of teacher performance (Farida and Jamilah, 2020). Encouragement for teachers to carry out evaluations and professionalization efforts can be carried out by a leader at the institution where they work. In this case, the leader means the Headmaster. The supervisor is the term for the person

who carries out supervision, in this case, the Headmaster. Supervision is a service in the guidance form provided by a supervisor to employees or workers, so it is clear that the Headmaster, as supervisor, has the duty to provide services in the form of guidance or assistance to teachers to improve their performance as teachers. Teacher. The Headmaster as supervisor is someone who is able to help the development of his staff in improving the education quality in Indonesia. In detail, the duties of a Headmaster as a supervisor can be formulated as follows: (1) Helping his staff develop programs for staff development. (2) Helping staff improve teaching skills and abilities: (3) Carrying out a continuous evaluation of staff capabilities and general educational program progress (Farida and Jamilah 2020).

Implementation of academic supervision is providing training to teachers to improve the teacher's learning process. The Ministry of National Education states that academic supervision is one of the main functions of all school programs. The supervision function results as a source of information for the teacher professionalism development (Djuhartono et al. 2021). There are several things that cause increased teacher performance, but the author tries to examine the academic supervision issue provided by Headmaster and teacher work motivation. Supervision, in this case, is about the teacher's response to the implementation of training and guidance provided by the Headmaster, which then has an impact on teacher performance, namely the quality of teaching (Faozan 2022). According to Astuti, educational supervision is defined as the process of providing professional assistance services to teachers to improve their ability to carry out learning process management tasks effectively and efficiently. The implementation of supervision by the Headmaster is expected to have an impact on the formation of professional teacher attitudes (Astuti 2019). A teacher's professional attitude is very important in maintaining and improving teacher professionalism because it always influences the teacher's daily behavior and activities (Farida and Jamilah 2020). Professional behavior will be more manifest in teachers if the institution where they work pays more attention to the formation and development of professional attitudes.

Academic supervision at the Headmaster includes supervision and support for educational, managerial, and administrative activities at the school. This involves various aspects. Based on observations at vocational schools throughout East OKU Regency, data was obtained that the leadership development of the Headmaster is usually expected to lead well, make strategic decisions, and manage resources efficiently. There are several schools that are not efficient in managing natural resources, and there are still some teachers who teach lessons that are not

appropriate to their field of study. Apart from that, teacher supervision includes monitoring and assessing teacher performance, providing feedback, and providing support so that teachers can improve the quality of their teaching, which has not been implemented optimally. Curriculum development The Headmaster may be involved in planning or revising the school curriculum, ensuring that it conforms to educational standards. Headmasters need to establish good relationships with teachers, students, parents, and other interested parties. Assess school performance based on a variety of indicators, including test results, graduation rates, and parent and student satisfaction. Compliance with education policies should ensure that schools comply with national, regional, and local education policies. The reality of academic/managerial supervision in vocational Headmasters in East Ogan Komering Ulu Regency will depend greatly on various factors, including school culture, available resources, Headmaster leadership, and applicable educational policies. To get a more accurate picture of the specific situation in the area, you will need to dig up further information through local resources, interviews with school staff, and available educational documentation.

In a vocational school education context, teacher ability is very important because it plays a role in providing technical and vocational education to students. The ability of vocational school teachers can be influenced by various factors, including Education and training, where vocational school teachers usually have to take education and training that is relevant to the technical or vocational field they teach. They need to understand the subject matter and have the practical skills necessary to teach students. Based on observations, there are still many teachers who teach not according to their area of expertise. There are still many teachers who have little work experience in the field they teach, so they can improve their ability to provide practical insight to students. Teaching ability is a key aspect of teacher ability. Effective teachers must have skills in planning lessons, communicating clearly, facilitating learning, and motivating students. Vocational school teachers must be able to adapt to the latest technological developments and industry trends so that they can provide relevant education. The teacher's ability to collaborate with fellow teachers, school staff, and other interested parties can strengthen vocational school education programs. Support from schools and other interested parties, as well as the availability of adequate educational resources, can influence teacher abilities. Vocational school teachers also need to continue to improve their abilities through training and professional development, but Headmasters are still not implementing teacher training optimally.

The relationship between academic and managerial supervision on teacher ability is very important in the educational context because it helps understand the factors that influence teacher performance and teaching effectiveness. Here are some reasons why this is important: by improving teacher performance by understanding strong academic relationships between teachers and students, as well as the influence of effective managerial supervision, we can design better strategies to improve teacher performance. Teachers who have positive relationships with students tend to be more motivated and effective in teaching. Understanding the relationship between managerial academics and supervision can help in planning training and professional development for teachers. Good supervision can help identify areas where teachers need to improve. These variables allow schools and educational districts to focus on developing policies that can improve the quality of teaching. By knowing how the relationship between academic managers and supervisors affects teacher performance, we can take appropriate action to improve teaching and student learning outcomes. This education system evaluation also helps in evaluating the education system as a whole. The quality of teaching and academic relationships between teachers and students are important factors in assessing the success of an education system. Measuring the effectiveness of programs and policies can help in measuring the effectiveness of programs and policies implemented in schools. This can be the basis for monitoring and evaluating sustainability. Thus, explaining the relationship between academic and managerial supervision variables on teacher abilities allows interested parties in the education sector to make smarter and evidence-based decisions, which can ultimately improve education quality and student learning outcomes.

Research conducted by Laila stated that the results of the multiple regression analysis that had been carried out were the Headmaster managerial skills variable with a significance value ($0.027 < 0.05$), the academic supervision variable with a significance value ($0.034 < 0.05$), the school culture variable with a significance value ($0.028 < 0.05$). It was concluded that there was an influence between the variables of the Headmaster's managerial skills, academic supervision, and school culture on teacher performance. Based on the results of this research, suggestions that can be concluded are that the Headmaster's managerial skills, academic supervision, and school culture influence each other and improve teacher performance in improving the teachers' performance and staff related to the implementation of main tasks and functions (Pratiwi, Prihatin, and Raharjo 2023). Research, according to Aziz, states that as a manager, a Headmaster cannot be separated from the guidance of a supervisor. Good cooperation between Headmaster and supervisors in carrying out

good managerial functions will produce quality education. Academic supervision focuses on the supervisor's observation of academic activities in the form of learning both inside and outside the classroom. The essence of academic supervision is related to the supervisor's task of guiding teachers to improve the quality of their learning so that, in the end, they can improve student learning achievement. In academic supervision activities, supervisors have roles and functions, which include the roles of supervisor and supervisor. Meanwhile, the supervisor's role in improving the quality of Islamic educational institutions is focused on supervising the academic and managerial sections (as a whole) in any Islamic educational institution (Islam, n.d.).

Further research, according to Andi Nirmayanti, stated that this research discusses several things, including (1) Managerial supervision, (2) Principles of managerial supervision, (3) Methods of managerial supervision, (4) Implementation of managerial supervision, (5) objectives of imposing managerial supervision. Managerial supervision in the educational context has a very important role in encouraging the effectiveness of learning in schools. Managerial supervision involves the Headmaster and other school staff in managing various aspects of education that contribute to shared learning. The aim of this research is to understand the concept of managerial supervision and the role of supervision in its implementation so that it can contribute to increasing the effectiveness of learning in schools. In this research, a literature study and literature analysis were carried out to gather information and understanding about managerial supervision in the educational context. The research results show that managerial supervision can have a positive influence on increasing the effectiveness of school management. Through managerial supervision, the Headmaster can effectively supervise and manage aspects of education, such as curriculum, student affairs, infrastructure, school and community relations, financial administration, personnel, culture, and the school environment. In its implementation, managerial supervision requires a systematic and planned approach. Headmasters need to have good managerial skills in managing and leading school staff, as well as implementing effective supervision practices. Apart from that, managerial supervision also requires good cooperation and communication between Headmaster teachers and other school staff (Nirmayanthi, Semi, and Rahman, 2023).

Research conducted by Syafida Harahap stated that education is very functional for the nation and the younger generation, especially for children in the world of education, in achieving goals. The implementation of useful education can be seen in quality teachers who also teach wholeheartedly in delivering the material. There are many factors that cause success, including

learning methods where teachers are expected to be more creative in developing learning methods. Therefore, there is a need for evaluation of learning. This research method is a literature study with a qualitative approach. The results obtained are the importance of supervision from supervisors or Headmasters in improving teacher education and success in teaching as well as achieving goals in the freedom to develop ideas during learning (Harahap et al., 2023). Furthermore, the research conducted by Sunaedi stated that this research aims to describe the implementation of the Headmaster's academic supervision and its application to teacher performance at the Tolitoli State Madrasah Aliyah. This research uses a qualitative approach. The results of the research show that first, the implementation of the Headmaster's academic supervision to improve teacher performance includes: a) Academic supervision planning consists of four aspects prepared by the Headmaster, namely: (1) setting goals to be achieved, (2) focusing on targets which you want to improve, (3) develop an academic supervision strategy, including (a) infrastructure equipment supporting academic supervision activities, (b) determine the teachers who will be supervised, (c) procedures/strategies for implementing academic supervision, and (d) inform program planning supervision of teachers, and (4) preparing an academic supervision schedule. These four aspects are included in the planning supervision document. b) Implementation of academic supervision includes: (1) monitoring the implementation of learning; (2) Teachers observing each other during learning, discussing the results, and providing each other with input (feedback); (3) Understanding improving the quality of learning; (4) Develop knowledge and application of learning methods and media by utilizing technology. c) Follow-up to academic supervision, namely: (1) Providing input and training, (2) Asking teachers to improve planning, (3) Participating in training. Secondly, implementing the Headmaster academic supervision to improve teacher performance is to help teachers identify weaknesses in learning planning so that they can improve teacher performance and assist teachers in developing a better understanding of the implementation of learning so that effective academic supervision plays an important role in improving teacher performance in implementation of learning, and effective academic supervision helps teachers develop better understanding (Sunaedi and Rudji 2023).

Research on the relationship between academic supervision carried out by the Headmaster and managerial supervision carried out by school supervisors can have several goals that might be achieved. The objectives of the research may include analyzing whether good academic supervision by the Headmaster has a positive impact on teacher performance in schools. Next, evaluate whether

effective managerial supervision by school supervisors has a positive impact on overall school management. Based on the research results, provide recommendations to the Headmaster, school supervisors, and related parties to improve academic and managerial supervision practices in schools. These objectives will help research to better understand the relationship between academic supervision and managerial supervision in the school context, as well as identify ways to increase the effectiveness of both to improve the education quality in schools.

METHOD

This research uses quantitative research. This research is ex post facto research (Ma'ruf Abdullah 2015). Menurut Sugiyono dalam Riduwan, Ex post facto research is research conducted to examine events that have occurred and then trace them backward to find out the factors that could have caused the event (Ma'ruf Abdullah 2015). The population used in the research were headmasters and supervisors in East Ogan Komering (Siyoto and Sodik 2015). The total population in this study was 39 Vocational High Schools in East Ogan Komering. The sample in this study was determined using random sampling, namely, taking samples at random. The sample used in this research was 20 headmasters and 20 supervisors. The data sources used in this research are primary data and secondary data. Primary data was obtained from observations, Headmaster questionnaires, and supervisor questionnaires. Meanwhile, secondary data was obtained from managerial supervision documents and academic supervision documents

The questionnaires announced to the research sample consisted of two types of questionnaires, namely questionnaires to determine teacher performance and academic supervision questionnaires by the Headmaster, as well as supervisory supervision questionnaires and Headmaster competency questionnaires. The academic supervision variable acts as an independent variable (independent variable), while teacher performance is the dependent variable (dependent variable). The academic supervision variable can be explained by three main indicators, namely indicators of planning, implementation, and follow-up of academic supervision by the Headmaster. This is different from teacher performance variables, which can be seen from indicator four, which includes learning planning, learning implementation, learning evaluation, and interpersonal relationships in learning activities. These four indicators are further explained in 20 descriptors. The questionnaire used as a research instrument was tested on 20 teachers. A trial of the research instrument was carried out to obtain valid and reliable question items. Validity testing is carried out

to check the suitability of each instrument item with the data that should be collected. According to Putranti et al., the validity of an instrument shows the degree of conformity between the type of data collected and the purpose of the data collection. The validity of teacher performance questionnaires in learning and academic supervision questionnaires by the Headmaster is obtained using Cronbach's Alpha calculations. The results of the validity test can be seen in the total item correlation section, which was corrected using Statistical Product and Service Solution (SPSS) version 20. Meanwhile, the information produced by SPSS version 20 calculations is that of the 20 test items for teacher performance variables, there are 20 items with corrected item values total correlation $> r$ -table. Thus, the 20 items can be declared valid. For testing the academic supervision variable, calculation results were obtained using SPSS version 20. The total item statements were 20 items. There are 20 items that have a corrected item-total correlation value $> r$ -table, and these items are declared as valid items.

The questionnaire on the relationship between the supervisor's managerial supervision and the Headmaster competency consists of two questionnaires, namely a questionnaire to determine the supervisor's managerial supervision and a Headmaster competency questionnaire. Supervisory managerial supervision variables can be described by three main indicators, namely indicators (1) planning, (2) coordination, (3) implementation, (3) assessment, (5) competency development of Headmaster and other staff (Putranti, Fithroni, and Kusumaningtias 2020). Different from the Headmaster competency variable, which is seen from indicators that include 1) Personality competency dimension, 2) Managerial competency dimension, 3) Entrepreneurial competency dimension, 4) Supervisory competency dimension, 5) Social competency dimension (Putranti, Fithroni, and Kusumaningtias 2020). These five indicators are further explained in 20 descriptors. The questionnaire used as a research instrument was tested on 20 Headmasters. A trial of the research instrument was carried out to obtain valid and reliable question items. Validity testing is carried out to check the suitability of each instrument item and the data that should be collected. According to Putranti et al., instrument validity shows the degree of conformity between the type of data collected and the purpose of data collection. The results of the validity test can be seen in the item-total correlation correction section using Statistical Product and Service Solution (SPSS) version 20. The information produced by SPSS version 20 calculations is from 20 test items. There are 20 items that have a corrected item-total correlation value $> r$ table, and these items are declared as valid items.

Research data analysis techniques consist of requirements test analysis and final analysis. The prerequisite analysis test itself includes a normality test. In the normality test, data can be said to be normally distributed if the results of the Shapiro-Wilk test produce a significance value above 0.05. The hypothesis test in this research is a simple correlation analysis. Simple correlation analysis in this research is used to find the degree of relationship between the two variables (dependent and independent). In correlation analysis, the production moment correlation formula is used. In this research, correlation analysis was carried out with the help of Statistical Product and Service Solution (SPSS) version 20. The data in this research was obtained from a questionnaire given to Headmaster supervisors and teachers. The hypothesis in this research is that H_0 is rejected and H_a is accepted, which means there is a relationship between academic supervision and managerial supervision.

FINDINGS AND DISCUSSION

Findings

The reliability test of teacher performance variables can be seen in the Reliability Statistics table in Cronbach's Alpha column, where the reliability test of this research instrument shows a result of 0.712. To test the reliability of the academic supervision variable, calculation results obtained with Cronbach's Alpha were 0.726. With the research results instrument reliability test in the questionnaire form, each instrument showed a reliability coefficient of 0.712 and 0.726. It can be stated that the instrument used is reliable because it meets the minimum reliability coefficient, namely 0.6. The reliability test of teacher performance variables can be seen in the Reliability Statistics table in Cronbach's Alpha column, where the reliability test of this research instrument shows a result of 0.841. For the variable reliability test, the calculation results obtained with Cronbach's Alpha were 0.841. With the results of the research instrument reliability test in the form of a questionnaire, each instrument showed a reliability coefficient of 0.841 and 0.680. It can be stated that the instrument used is reliable because it meets the minimum reliability coefficient, namely 0.6.

Data regarding supervisory supervision variables by distributing questionnaires to 20 teacher respondents with 20 statement items. The data collection questionnaire is structured in the form of a rating scale with four alternative answer choices with a score range of 1 – 4 (Winarni 2021). The results of distributing questionnaires to respondents were explained using the SPSS version 20 program. The results of the Normality Test can be seen below.

Table 1. Normality Test of Academic Supervision Relationships in Improving Teacher Performance

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Academic Supervision	,103	20	,200*	,949	20	,345
Teacher Performance	,153	20	,200*	,893	20	,070

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on Shapiro Wilk's output above, it shows that the academic supervision variable by the Headmaster has a significance value of 0.345. This value is greater than the alpha level ($0.345 > 0.05$), meaning the data is normally distributed. Meanwhile, the teacher performance variable has a significance value of 0.70. This value is greater than the alpha level ($0.70 > 0.05$), meaning the data is normally distributed. After knowing the results of the normality test, the next step is to carry out a correlation test using product moment analysis. The product moment output results can be seen in the table below.

Table 2. Output Correlation Results of Academic Supervision in Improving Teacher Performance

		Correlations	
		Academic Supervision	Teacher Performance
Academic Supervision	Pearson Correlation	1	,622
	Sig. (2-tailed)		,020
	N	20	20
Teacher Performance	Pearson Correlation	,622	1
	Sig. (2-tailed)	,020	
	N	20	20

The output results above show that the correlation test is a statistical method used to measure the extent of the relationship between two or more variables. The results are expressed in a correlation coefficient that ranges from -1 to 1, with a value of 0 indicating no relationship. The correlation coefficient is used to determine the closeness of the relationship and the direction of the relationship. Significance is used to determine whether the relationship that occurs is important or not. To find out the closeness of the relationship, you can look at the magnitude of the correlation coefficient on the basis that if the coefficient value is close to 1 or -1, it means there is a strong relationship; conversely, if the coefficient is close. Being 0 means there is a weak relationship. To

find out whether this relationship has an effect or not, a significance test is carried out. Significance is seen from the p-value (sig) in the correlation results. The output results above show a correlation coefficient value of 0.620. Because the value is close to 1, the relationship between the Headmaster's academic supervision and teacher performance can be said to be strong. Meanwhile, the output results above show a significance value of 0.020. The conclusion from the results above is that the significance value is smaller than the alpha level ($0.020 < 0.05$), so the hypothesis is not rejected, meaning there is a relationship between the Headmaster's academic supervision and teacher performance.

The second research result, namely the relationship between managerial supervision and Headmaster competence, obtained the following normality results.

Table 3. Normality test of the relationship between the supervisor's managerial supervision and the Headmaster's competence

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Supervisory Managerial Supervision	,340	20	,357*	,953	20	,417
Headmaster competence	,213	20	,078	,820	20	,082

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the results of Shapiro Wilk's output above, the variable managerial supervision by supervisors has a significance value of 0.417. This value is greater than the alpha level ($0.417 > 0.05$), meaning the data is normally distributed. Meanwhile, the Headmaster competency variable has a significance value of 0.082. This value is greater than the alpha level ($0.082 > 0.05$), meaning the data is normally distributed. After knowing the results of the normality test, the next step is to carry out a correlation test using product moment analysis. The product moment output results can be seen in the table below.

Table 4. Output Results Correlation between the supervisor's managerial supervision and the Headmaster's competence

Correlations		Supervisi Manajerial Pengawas	Headmaster competence
Supervisi Manajerial Pengawas	Pearson Correlation	1	,555
	Sig. (2-tailed)		,014
	N	20	20
Headmaster competence	Pearson Correlation	,555	1
	Sig. (2-tailed)	,014	
	N	20	20

The output results above show a correlation coefficient value of 0.555. Because the value is close to 1, the relationship between managerial supervision and Headmaster competence can be said to be strong. Meanwhile, the output results above show a significance value of 0.014. The conclusion from the results above is that the significance value is smaller than the alpha level ($0.014 < 0.05$), so hypothesis H is not rejected, meaning there is a relationship between academic supervision and managerial supervision in vocational schools.

Discussion

Based on the results above, it can be said that academic supervision has a relationship with teacher performance in vocational schools in East Ogan Komering Ulu Regency. Academic supervision relationships by the Headmaster can have a significant impact on improving teacher performance. Supervision is the process of academic supervision, guidance, and assessment of learning activities and academic tasks carried out by teachers. The following is the relationship between academic supervision by the Headmaster and improving teacher performance:

- 1) Guidance and Encouragement: Academic supervision carried out by the Headmaster can function as a means of guidance and encouragement for teachers. Headmasters can provide constructive feedback, suggestions, and guidance to teachers to improve the quality of their teaching.
- 2) Professional Development: Through academic supervision, the Headmaster can identify teachers' professional development needs. This allows teachers to receive additional training or guidance that suits their needs.
- 3) Performance Assessment: Academic supervision also plays a role in assessing teacher performance. Headmasters can observe and observe teaching practices, communication skills,

use of open materials, and other relevant aspects. This evaluation can assist in determining recognition of achievements and planning corrective actions.

- 4) **Progress Monitoring:** The Headmaster must monitor the teacher's progress in implementing suggestions and recommendations from academic supervision. By following this progress, Headmaster can ensure that teachers continue to develop their skills and knowledge.
- 5) **Motivation:** With positive and constructive academic supervision, teachers may be more motivated to improve their performance. Receiving constructive feedback and seeing improvements in the quality of their teaching can increase teacher motivation.
- 6) **Collaborative Learning Culture:** Good academic supervision can also encourage a collaborative learning culture in schools. Teachers can share their experiences and best practices with colleagues, which can improve the overall quality of teaching.
- 7) **Improving Student Outcomes:** The main aim of academic supervision is to improve student learning outcomes. By increasing teacher performance through supervision, it is hoped that student learning outcomes will also increase (Awaluddin Sitorus and Kholipah 2018).

In practice, effective academic supervision must be carried out on an ongoing basis, oriented towards professional development, and focused on improving education quality. Apart from that, open communication between the Headmaster and teachers is very important to ensure that supervision runs well and produces positive results in vocational schools throughout East Ogan Komering Ulu Regency.

Another very important thing apart from the relationship between the Headmaster's academic supervision and teacher performance is the relationship between managerial supervision by the supervisor and the Headmaster's competence. Managerial supervision by school supervisors can have a very important role in improving the Headmaster's competence. The relationship between managerial supervision and increasing the Headmaster's competency can be explained as follows:

- 1) **Performance Evaluation:** Managerial supervision allows school supervisors to routinely assess the Headmaster's performance. This includes observing their daily activities, reviewing work plans, and measuring the achievement of school goals. Thus, this supervision provides valuable feedback to the Headmaster about areas where they can improve their competence.
- 2) **Coaching and Development:** Good school supervisors not only focus on finding weaknesses in the Headmaster's performance but also provide guidance and support to help them overcome

these problems. This may include providing training, advice, or access to resources necessary to improve Headmaster competency.

- 3) Improvement Development Plan: Based on the results of supervision, school supervisors and the Headmaster can work together to plan corrective actions. This could be a personal, professional development plan for the Headmaster, which includes additional training, training, or other necessary resources.
- 4) Creation of a Learning Environment: Managerial supervision can help create an environment in schools that focuses on learning and professional development. This can motivate the Headmaster and other school staff to continue to improve their competence on an ongoing basis.
- 5) Approve Compliance with School Policies: The school supervisor can ensure that the Headmaster complies with the policies and procedures that have been established by the school board or other authorized party. This can help ensure that Headmasters operate according to established standards and that they continue to evolve in line with changing regulations or new demands (Kuswardani 2020).

Thus, managerial supervision by school supervisors has a very important role in helping Headmasters improve their competence. This is a continuous process that must be carried out through transparency and effective communication between school supervisors and the Headmaster to achieve positive results in leadership development and educational quality in vocational schools throughout East Ogan Komering Ulu Regency.

The relationship and link between supervisory supervision, Headmaster competence, Headmaster supervision, and teacher performance is very important in maintaining and improving the education quality in a school. The following is a more detailed explanation of the relationships and interrelationships between these elements:

- 1) Supervising Supervisor (Supervisor):
 - Supervisory supervision is the process of supervision and monitoring by authorized parties in the education system, such as education offices or related institutions.
 - Supervisory supervision aims to ensure that schools and teachers carry out educational programs in accordance with applicable educational policies.
 - Inspectors usually visit schools periodically and provide feedback to the Headmaster and teachers about their performance.

2) Headteacher Competence:

- Headmaster competence refers to the Headmaster's ability, knowledge, and skills in managing the school and leading the teaching staff.
- Headmaster competencies include a good understanding of education, school management, curriculum development, and other legal and administrative aspects related to school operations.

3) Headteacher Supervision:

- Headmaster supervision is a process where the Headmaster routinely integrates and provides guidance to teachers in his school.
- The aim of Headmaster supervision is to improve the quality of teaching and learning in schools, as well as helping teachers to reach their best potential.

4) Teacher Performance:

- Teacher performance covers all aspects of a teacher's work, including teaching ability, the quality of learning provided, interactions with students, as well as their contribution to student academic achievement.
- Good teacher performance contributes to improving student learning outcomes and creating a positive learning environment at school (Sirojuddin, Aprilianto, and Zahari 2021).

Based on the explanation above, it can be concluded that supervision can help in assessing the Headmaster's competence in vocational schools throughout East Ogan Komering Ulu Regency. If the Headmaster is incompetent in leading the school, the supervisory supervisor can provide recommendations or corrective action as needed. Competent Headmasters can be more effective in supervising teachers in their schools. They can provide better guidance to improve teacher performance. The results of the Headmaster's supervision can influence teacher performance. If teachers receive constructive feedback and necessary assistance from the Headmaster, they can improve the quality of their teaching. Thus, healthy relationships and good links between supervisory supervision, Headmaster competence, Headmaster supervision, and teacher performance are very important to achieving better quality education in a school. All of these elements support each other in efforts to improve education and student learning outcomes.

CONCLUSION

Based on the results of data analysis, it can be concluded: 1) There is a significant relationship between academic supervision by Headmaster and teacher performance in vocational schools throughout East Ogan Komering Ulu Regency. The significant relationship between academic supervision by the Headmaster and teacher performance can be seen from the correlation coefficient of the two variables, namely 0.020; 2) There is a significant relationship between managerial supervision carried out by supervisors and the Headmaster's competence, as can be seen from the correlation coefficient of the two variables, which is 0.596. This can be interpreted as meaning that there is a significant relationship between the managerial abilities of the Headmaster and the teachers' performance in vocational schools throughout East Ogan Komering Ulu Regency. Statistically, the coefficient of determination value provides an understanding that 35.52% of the variation in changes in teacher performance is determined by the managerial ability of the Headmaster; 3) The relationship and link between supervisory supervision, Headmaster competence, Headmaster supervision, and teacher performance is very important in maintaining and improving the education quality in a school. Supervisory supervision can help in assessing the Headmaster's competence. Headmaster competence can be more effective in supervising teachers in their schools. They can provide better guidance to improve teacher performance. The results of Headmaster supervision can influence teacher performance. If teachers receive constructive feedback and necessary assistance from the Headmaster, they can improve their teaching quality. Thus, healthy relationships and good links between supervisory supervision, Headmaster competence, Headmaster supervision, and teacher performance are very important to achieving better quality education in a school. All of these elements support each other in efforts to improve education and student learning outcomes.

REFERENCES

- Abdullah, Ma'ruf. 2015. "Metode Penelitian Kuantitatif." Aswaja pressindo.
- Abdullah, Muin. 2022. "Lembaga Pendidikan Sebagai Suatu Sistem Sosial (Studi Tentang Peran Lembaga Pendidikan Di Indonesia Dalam Perspektif Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional)." *Mamba'ul'Ulum* 18 (1): 38–48.
- Astuti, Rini. 2019. "Analisis Teknik Dan Pendekatan Supervisi Pendidikan di Madrasah." In *Proceeding Annual Conference on Madrasah Teacher*. Vol. 2.

- Awaluddin Sitorus, M Pd, and Siti Kholipah. 2018. *Supervisi Pendidikan: Teori Dan Pengaplikasian*. Swalova Publishing.
- Djuhartono, Tjipto, Ulfiah Ulfiah, Hanafiah Hanafiah, and Deti Rostini. 2021. "Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kinerja Guru Kejuruan." *Research and Development Journal of Education* 7 (1): 101–15.
- Faozan, Ahmad. 2022. *Peningkatan Kinerja Guru Pendidikan Agama Islam Melalui Supervisi Akademik, Diklat Dan Partisipasi Dalam Kelompok Kerja Guru*. Penerbit A-Empat.
- Farida, Siti, and Fitrotin Jamilah. 2020. "Pengaruh Kompetensi Supervisor Dan Supervisi Akademik Terhadap Kinerja Guru di MI Nurul Hidayah Jrengik Sampang Tahun Pelajaran 2018/2019." *Edusiana: Jurnal Manajemen Dan Pendidikan Islam* 7 (1): 28–50.
- Harahap, Safrinanda, Arif Boy Wilson, Muhammad Maulana Syahputra, Ambya Ambya, and Mahesi Agni Zaus. 2023. "Studi Literatur Hubungan Supervisi Dan Evaluasi Pendidikan Dalam Perspektif Guru SMK." *Journal on Education* 6 (1): 3373–78.
- Hasan, Mustaqim, and Anita Anita. 2022. "Implementasi Supervisi Akademik dalam Meningkatkan Kompetensi dan Kinerja Guru di MA Al Ishlah Natar dan MA Mathlaul Anwar Cinta Mulya." *At-Tajdid: Jurnal Pendidikan Dan Pemikiran Islam* 6 (1): 85–97.
- Hermanu, Djadmiko. 2020. "Pentingnya Penerapan Merdeka Belajar Sejak Dini Protret Pendidikan Usia Dini Kita (Perspektif Seni)." In *Seminar Nasional Seni Dan Desain 2020*, 73–78. State University of Surabaya.
- Islam, Kualitas Akademik dan Kelembagaan Pendidikan. N.D. "Supervisi Manajerial dan Peran Supervisor dalam Peningkatan."
- Jelantik, A A Ketut. 2018. *Mengenal Tugas Pokok dan Fungsi Pengawas Sekolah Sebuah Gagasan, Menuju Perbaikan Kualitas Secara Berkelanjutan (Countinous Quality Improvement)*. Deepublish.
- Kuswardani, Sri. 2020. *Implementasi Supervisi Pendiidikan*. CV. Pilar Nusantara.
- Mulyasa, H Enco. 2022. *Manajemen Dan Kepemimpinan Kepala Sekolah*. Bumi Aksara.
- Muslihatuzzahro, Finy, and Andi Warisno. 2022. "Kontribusi Kepala Madrasah dalam Melaksanakan Supervisi Pendidikan untuk Meningkatkan Kinerja Guru di MA Hidayatul Mubtadiin Jati Agung." *Unisan Jurnal* 1 (4): 9–17.
- Nirmayanthi, Andi, Hajar Semi, and Danial Rahman. 2023. "Supervisi Manajerial dalam Meningkatkan Pengelolaan Sekolah yang Efektif." *Nazzama: Journal of Management*

Education 3 (1): 13–24.

- Novianti, Ratika. 2022. "Model Pembelajaran untuk Menumbuhkan Karakter Peduli Lingkungan Mata Pelajaran IPA." *JPB-Jurnal Pendidikan Biologi* 2 (2): 16–23.
- Pratiwi, Laila Cahya, Titi Prihatin, and Tri Joko Raharjo. 2023. "Pengaruh Keterampilan Manajerial Kepala Sekolah, Supervisi Akademik, Budaya Sekolah Terhadap Kinerja Guru." *Jurnal Lensa Pendas* 8 (2): 217–22.
- Putranti, Dwi, Fajar Fithroni, and Dhela Kusumaningtias. 2020. "Peran Kepala Sekolah Dalam Implementasi Program Bimbingan Dan Konseling Di Sekolah." *Jurnal Prakarsa Paedagogia* 3 (2).
- Remmang, Hasanuddin, and Haeruddin Saleh. 2022. "Kompetensi Guru Dalam Peningkatan Kualitas Didik." Chakti Pustaka Indonesia.
- Sholeha, Dini, Nurul Mupida Lubis, Ahmad Rifa'i, Nanjah Fachira Ayundari, Lia Sumayyah, and Inom Nasution. 2023. "Peran Supervisi Pendidikan Dalam Meningkatkan Mutu Pendidikan." *PUSTAKA: Jurnal Bahasa dan Pendidikan* 3 (2): 29–38.
- Sirojuddin, Akhmad, Andika Aprilianto, and Novela Elza Zahari. 2021. "Peran Kepala Sekolah Sebagai Supervisor Pendidikan Dalam Meningkatkan Profesionalisme Guru." *Chalim Journal of Teaching and Learning (CJoTL)* 1 (2): 159–68.
- Siyoto, Sandu, and Muhammad Ali Sodik. 2015. *Dasar Metodologi Penelitian*. Literasi Media Publishing.
- Sunaedi, Ahmad, and Hamdi Rudji. 2023. "Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Madrasah Aliyah Negeri Tolitoli." *Journal of Educational Management and Islamic Leadership (JEMIL)* 3 (2): 1–17.
- Ulfa, Tri, and Ardika Adiputra Ramadhansyah. 2023. "Pengaruh Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru." *Jurnal Pendidikan Tambusai* 7 (3): 20608–15.
- Winarni, Endang Widi. 2021. *Teori Dan Praktik Penelitian Kuantitatif, Kualitatif, PTK, R & D*. Bumi Aksara.