

Effect of Supervision on Teacher Performance in PAUD Groups Playing Kasih Bunda, East Lampung

Rahi Tyas Maharani¹, Yahya Yahya², Nanda Pramana Putra³, Arief Pramono⁴

Krakatau College of Economics, Lampung, Indonesia^{1,2,3,4}

rahityasm@gmail.com¹, yahyaspd2806@gmail.com², nandapramana24@gmail.com³,

ariefpramono183@gmail.com⁴



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Abstract

Purpose: This study aimed to determine the effect of supervision on teachers' performance in the East Lampung Mother Play Love Group.

Research methodology: The research to be conducted was a type of Quantitative Descriptive Research.

Results: The results of the calculation of the regression level between the Supervision variable (X) and Performance (Y) of 0.732 are included in the strong category (0.600 - 0.799). From the results of quantitative analysis in this study successfully supported the first research hypothesis, namely that supervision had a significant effect on teacher performance in PAUD Kober Kasih Bunda, East Lampung with an effect of 53.6%.

Keywords: *Teacher supervision and performance*

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1. Introduction

Teachers play a significant and strategic role in the process and results of quality education. To improve the quality of education from the aspects of monitoring and supervision, school principals, supervisors, and senior teachers or teachers who are assigned to monitor and supervise should be improved. In this regard, the author wants to know how the description of supervision aspects, especially academic supervision behavior from principals, supervisors, and senior teachers, affects teacher performance or learning quality.

The results of Rutter's research (Chase, Reilly, & Pederson, 2001) report that the answer to the question of which schools can produce successful students is that schools have the following characteristics: emphasis on learning, teachers plan together and work together in the implementation of learning, and there is directed supervision from school supervisors (Caratiquit & Caratiquit, 2023; Lichauco, Molina, Tengco, & Vidallo, 2023).

The development of good teacher performance is inseparable from the role of school supervisors. This role is related to the main task of the supervisor in monitoring, supervision of academic and managerial teachers, and the role of coaching (Baron, 2023; Quah, 2023).

According to Wiles & Bondi (2007), "The role of the supervisor is to help teachers and other education leaders understand issues and make wise decisions affecting student education." Starting from Wiles and Bondi's opinion, the role of school/madrasah supervisors is to help teachers and other education leaders understand issues and make wise decisions that affect student education (Baron & Cruz, 2023; Roy, 2023).

To help teachers perform their main duties and functions and improve student learning achievement, the general role of school/madrasah supervisors is as follows: (1) monitoring, (2) supervisors, (3) evaluators, and (4) successors.

In practice, people often equate the meaning of evaluation with assessment. In fact, the meaning of evaluation differs from that of assessment. Evaluating education is the activity of controlling, guaranteeing, and determining the quality of education on various components of education at every path, level, and type as a form of accountability for the implementation of education. Assessment is the process of collecting and processing information to measure student learning outcomes (Filiantari, Suharto, & Mazni, 2021; Sari, Suharto, & Dacholfany, 2021; Syarif & Riza, 2022; Syarif, Rumengan, & Gunawan, 2021; Yahya & Yani, 2023).

The role of the supervisor is to carry out supervision. Supervision includes (1) academic and (2) managerial supervision. Both these visions must be carried out regularly and continuously by the teacher.

The objectives of academic supervision, among others, are to assist teachers in: (a) planning learning and/or guidance activities, (b) implementing learning/guidance activities, (c) assessing the process and results of learning/guidance, (d) utilizing the results of the assessment to improve learning/guidance services, (e) providing feedback appropriately and regularly and continuously to students, (f) serving students who have learning difficulties, (g) providing tutoring to students, (h) creating a pleasant learning environment, (i) developing and utilizing learning and/or guidance tools and media, (j) utilizing learning resources, (k) developing appropriate and effective learning/guidance interactions (methods, strategies, techniques, models, approaches, and so on), (l) conducting practical research for the improvement of learning/guidance, and (m) developing learning/guidance innovations.

The classic problem that inhibits performance is the lack of work motivation (Uno, 2007:63), which is related to a person's driving force to achieve goals such as his welfare, which has been one of the factors inhibiting employees from developing and being more innovative. Employees' work motivation should increase when employees are not just fulfilling their obligations but must make new innovations so that it needs the attention of various parties, especially leaders, related institutions, and other institutions or institutions. The role of school supervisors also increases work motivation.

Work motivation is strongly influenced by the ability of a leader to mobilize subordinates to work in carrying out their duties effectively and efficiently. The phenomenon that occurs in PAUD Kober Kasih Bunda East Lampung is the presence of the Principal in carrying out monitoring and supervision has not been in accordance with what is expected, the lack of influence of the Principal to provide guidance to teachers can be seen from the lack of orderly administration of lesson planning, there are still many teachers who do not have lesson planning documents. This was in accordance with process standards.

Curriculum documents have not been developed optimally to meet the needs of students for life in their time. The general description of the fulfillment of competencies does not balance the competencies of soft and hard skills. The condition of teacher performance is also still less active and effective, as seen from the monotonous way of teaching, still sitting in a chair in class, not guiding students, and still dominating the learning process.

Based on the description above, the authors are interested in conducting research with the title "The Effect of Supervision on the Performance of PAUD Teachers Kober Kasih Bunda East Lampung."

2. Literature Review

2.1 Definition of Supervision

Supervision is the main task of teachers. To carry out this task, supervisors must have several competencies or abilities. In this description, the author aims to provide information on the meaning of supervision and how to carry out these activities. The definition of supervision etymologically

according to Willes in Asf and Mustofa (2013) states, seen from the form of words, supervision consists of two words, Super = above, more, Vision: Super = above, more, Vision = see, watch, supervise.

The meaning contained in this understanding is that a supervisor has a position more than the person being supervised; his duties include seeing, observing, or supervising the people being supervised. "Supervision is translated from the English word Supervision which means supervision.

The supervisor was professional. In carrying out his duties, he acts based on scientific principles to improve the quality of education. To carry out supervision requires an advantage that can see sharply to the problem of improving the quality of education, using sensitivity to understand it, and not just using ordinary eyesight. He fosters academic quality improvement through the creation of better learning situations, in terms of both physical and non-physical environments.

Supervision by supervisors of education units, of course, has a different mission from that of school principals. In this case, supervision is aimed at providing services to school principals in carrying out institutional management effectively and efficiently, and developing the quality of educational institutions.

The teacher's main task is to supervise the school or madrasah under his or her responsibility. Supervision in this context includes monitoring, evaluation, reporting, and taking the necessary follow-up steps. This is confirmed by Government Regulation 32/2013 on National Education Standards as follows, "Each education unit plans the learning process, implements the learning process, assesses learning outcomes, and supervises the learning process for the implementation of an effective and efficient learning process." Article 23 states, "Supervision of the learning process as referred to in article 19 paragraph (3) includes monitoring, supervision, evaluation, reporting, and taking the necessary follow-up steps."

To carry out supervisory duties, teachers must master several competencies. These supervisory competencies are regulated by the Minister of National Education Regulation No. 12/2007 on Teacher Competency Standards. Based on these competencies and supervisory duties, the teacher performs supervisory duties to assist schools that are his/her responsibility. Based on this, he also compiled the stages of his duties. The stages were program planning, program implementation, follow-up of results, and preparation of the program plan for the next year. This is what supervisors do periodically.

Glickman (2001) defined supervision as a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning objectives. Supervision is an effort to help teachers develop their ability to achieve learning goals and become professional. There are three key concepts in defining academic supervision.

According to Alfonso, Firth, and Neville in Dean Winchester (2010) there are three key concepts in the definition of supervision:

1. Supervision should directly influence and develop teachers' behavior in managing the learning process. This is an essential characteristic of the supervision. In connection with this, it should not be narrowly assumed that there is only one best way to apply it to all teacher behavior development activities.
2. The supervisor's behavior in helping teachers develop their abilities must be designed officially so that the start and end times of the development program are clear. The design is manifested in the form of a supervision programme that leads to specific goals. As supervision is a shared responsibility between supervisors and teachers, it is best if the program is designed jointly by supervisors and teachers.
3. The ultimate goal of supervision is for teachers to be increasingly able to facilitate learning for their students.

Based on the above formulation, teacher supervision is a professional activity for teachers to assist their schools through planned and continuous assessment and coaching. Coaching begins with identifying

and recognizing the weaknesses of the target school and analyzing the strengths, potentials, and prospects for school development as material for developing a program to improve the quality and performance of the target school. Therefore, supervisors must assist in the implementation and development of school innovation programs.

2.2 Teacher Performance

According to Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No. 16/2009, teacher performance appraisal is an assessment conducted on each item of the teacher's main task activities in the context of career development, rank, and position. Teachers, as professional educators, have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal, primary, and secondary education. According to Supardi (2013), performance is an activity carried out to complete tasks and responsibilities in accordance with the expectations and goals that have been set.

Performance is the appearance of personal work, both quantity and quality, in an organization, and performance can be an individual appearance or a group of personnel. The appearance of the work is not limited to personnel who hold functional or structural positions but also to the entire range of personnel in the organization.

According to Rivai and Basri (2005), performance is the result or level of success of a person as a whole during a certain period in carrying out tasks compared to various possibilities such as work standards, targets, goals, or criteria that have been determined in advance and have been agreed upon. Performance is the result of a combination of the effort that individuals have exerted with the level of ability they have (describing their skills, training, information, etc.); thus, effort is combined with the ability to produce a certain level of work.

The basic concept of compensation arrangements is not based on elements of rank, length of service, and echelon, but on workload calculated by a certain method, which results in an amount that is then used as the basis for the amount of compensation. Thus, what employees receive is influenced by the amount reflected in the employee achievement allowance. The definition of employees here can be equated to that of teachers (Affrilian, 2023; Anwar, 2023; Putra & Hariri, 2023).

2.3 Achieving Teacher Performance

From a management perspective, performance management is required to improve teacher performance and achieve certain standards. With reference to Robert Bacal's (1999) thoughts in his book *Performance Management*, below, we discuss teacher performance management. From the various expressions above, teacher performance management is closely related to the principal's duty to communicate continuously through partnerships with all teachers in the school.

The development of teacher performance management involves establishing clear expectations and understanding. Essential job functions expected of teachers.

1. How much does a teacher's job contribute to achieving a school's educational goals? do the job well.
2. How do teachers and principals work together to maintain, improve, and develop the existing teacher performance?
3. How will the work performance be measured?
4. Recognizing barriers to performance and working to remove them.

Bacal (1999) found that performance management includes performance planning. Performance planning is a process in which teachers and principals work together to plan what teachers should do in the coming year, determine how performance should be measured, recognize, and plan how to overcome obstacles, and reach a common understanding of the work.

Ongoing communication is the process by which principals and teachers work together to share information about work progress, obstacles, and problems that may arise, solutions that can be used to

overcome various problems, and how principals can help teachers. Its importance lies in its ability to identify and address difficulties or problems before they become a major.

Performance evaluation is part of performance management, which is the process by which individual performance is assessed and evaluated. It was used to answer the question, "How well did a teacher perform during a particular period?". Regardless of the method used to assess performance, it is important to avoid two pitfalls.

First, it does not assume that performance problems occur in isolation or that they are always a teacher's fault". Second, no single assessment can provide a complete picture of what is happening or why. Performance assessment is the starting point for further discussion and diagnosis.

Meanwhile, Seeker and Wilson (2000) describe the performance management process with what is called the performance management cycle, which consists of three phases: planning, coaching, and evaluation.

Planning is the phase of defining and discussing roles, responsibilities, and expectations. This leads to the coaching phase, where teachers are guided and developed to encourage or direct their efforts through support, feedback, and rewards. In the evaluation phase, teacher performance was reviewed and compared to the expectations set in the performance plan. The plan continues to be developed, the cycle repeats, and teachers, principals, and administrative staff and the organization continue to learn and grow.

Each phase is based on the inputs of the previous phase and produces outputs, which, in turn, feed into the next phase. All three phases of the Performance Management Cycle are equally important to the process quality, and all three phases should be required in sequence. Planning should be done first, followed by coaching, and finally evaluation, with no intention of undermining the importance of performance planning, performance coaching, or communication.

Below, we discuss teacher performance evaluation. To improve teacher performance and make a significant contribution to the overall performance of schools, it is necessary to evaluate teacher performance. In this case, Ronald T.C.. Boyd (2002) argued that teacher performance evaluation is designed to serve two purposes:

1. Measuring Teacher Competence.
2. To support professional development

2.4 Teacher Performance Measurement

With regard to teacher performance standards (Sahertian (2000) in Kusmi-Anto (2007: 49) that, teacher performance standards are related to the quality of teachers in carrying out their duties such as:

1. Working with students individually.
2. Lesson preparation and planning.
3. Utilization of learning media.
4. Involving Students with Various Learning Experiences.
5. Active leadership from teachers.

The teacher performance has certain specifications. Teacher performance can be observed and measured based on the specifications/competency criteria that each teacher must have. In relation to teacher performance, the form of behavior in question is the teacher's activities in the learning process, namely, how teachers plan learning, carry out learning activities, and assess learning outcomes. According to Timple (2003), internal and external factors influence a person's performance.

According to Asf and Mustofa (2013), teacher performance indicators are:

1. Quality of work, the ability possessed, which is more oriented towards intelligence, thinking power, and mastery of the broad knowledge possessed.
2. Employees must feel interested in work so that they feel comfortable doing their jobs.

3. Initiatives are required to obtain a good level of quality at work.
4. The skills possessed by employees must be different from one another in order to specialize at work.
5. Communication, harmony at work to superiors, subordinates, or coworkers.

2.5 Framework

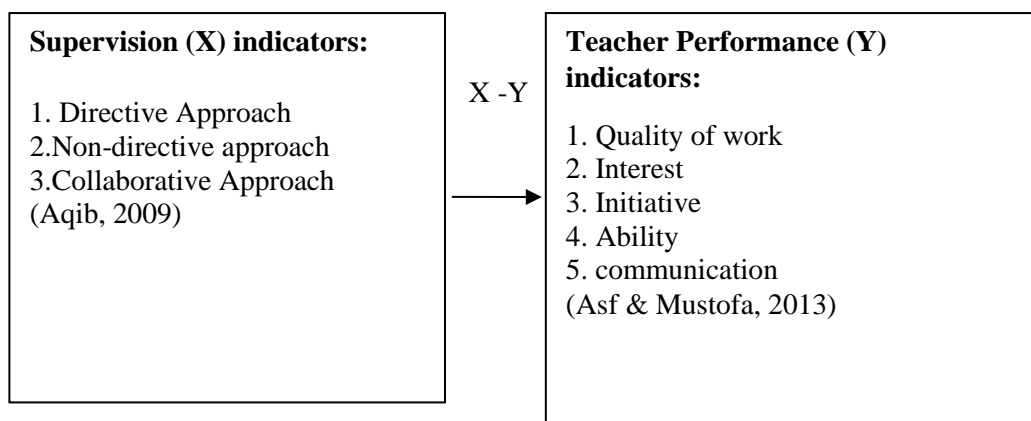


Figure 1. Framework

2.6 Hypothesis

Hypotheses are defined as temporary answers that must first be proven correct, based on the description above, the authors propose a hypothesis: Supervision affects the performance of teachers in the early childhood playgroup Kasih Bunda East Lampung.

3. Research Methodology

3.1 Object of Research

In this study, the authors conducted research at PAUD Kober Kasih Bunda East Lampung. In this case, the researcher will conduct a case study at the office, for that the researcher will make it the object of research in the case study above. This study was conducted from February to June 2019.

3.2 Research Methods

The research to be conducted was a type of Quantitative Descriptive Research. This type of research intends to provide a systematic, factual, and accurate description of the facts and characteristics of a particular population. The type of research used in this study is field research (field research), quantitative in nature, where the explanation is objective by explaining the existing approaches.

3.3 Data Collection Methods and Techniques

3.3.1 Data Collection Methods

In this study, the types of data required were

- a. Primary Data
Primary data are obtained directly without intermediary people or other institutions as third parties, which is obtained by interviewing respondents.
- b. Secondary Data
Is data obtained through other people related to the problem being solved? These secondary data are obtained through documentary studies, namely, collecting and studying organizational documents.

3.3.2 Data Collection Techniques

To obtain and collect data in accordance with the needs of this study, the following techniques were used:

- a. Observation
Conducting research through direct observation by approaching the object to be studied.
- b. Interview

- Namely conducting direct questions and answers to respondents
- c. Questionnaire
The questionnaire was arranged in the form of closed questions submitted to respondents. This technique was used to obtain quantified descriptive data, which were used to test the hypothesis with a Likert scale study model with five alternative answers for each question posed in the questionnaire list.
 - d. Documentation and literature review
Namely, a data collection technique was carried out by researchers by examining books, documents, regulations, statutory provisions, and policies related to the subject matter.

3.4 Sample and Population Techniques

According to Arikunto (2006), if the object of research is less than 100, then it is better to take all; if the number is more than 100, then it can be taken between 10-25 percent. According to existing data, the number of teachers at PAUD Kober Kasih Bunda East Lampung is 21, with a total of 21 respondents.

3.5 Analysis Methods

3.5.1 Qualitative Analysis

Qualitative analysis is an intensive activity that requires deep understanding, ingenuity, creativity, conceptual sensitivity, and extensive work. Qualitative analysis was carried out based on the acquisition of data from respondents relating to work motivation and teacher performance by comparing relevant theories at PAUD Kober Kasih Bunda East Lampung.

a. Validity Test

According to Sugiyono (2000:106), the validity of the instrument was tested using the correlation of the item score with the total score "Product Moment (Pearson)". The analysis was conducted on all the items of the instrument. The test criteria are carried out by comparing the r count with the r table at the $\alpha = 0.05$. If the calculation results show that $r \text{ count} > r \text{ table}$, then the instrument item is considered valid; otherwise, if $r \text{ count} < r \text{ table}$, it is considered invalid, the instrument cannot be used in research. Masrun in Sugiyono (2000:160) states that the correlation technique to determine the validity of this item is by far the most widely used technique, and in providing an interpretation of the correlation coefficient, Masrun states "Items that have a positive correlation with the criterion (total score) and the correlation is high, indicating that the item has high validity as well. Typically, the minimum requirement to be considered qualified is $r = 0.3$ ". Therefore, if the correlation between the item and the total score is less than 0.3, the item in the instrument is declared invalid.

b. Reliability Test

Uyanto (2006:49) states that a measurement instrument (e.g., a questionnaire) is reliable if it provides consistent score results for each measurement. A measurement may be reliable but not valid, but it cannot be considered valid if it is not reliable. The reliability test used Cronbach's alpha correlation formula. (Uyanto, 2006:50) uses the following formula:

$$\alpha_{Cronbach} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum_{i=1}^k S_i^2}{S_p^2} \right)$$

Description:

K = Number of items in the measurement scale

S_i^2 = Variance of the i -th item

S_p^2 = Variance of the total score

The instrument can be considered reliable if it has a reliability coefficient of 0.6 or more. (Uyanto.2006: 50). The research instruments (validity and reliability) were calculated using SPSS version 21 statistical program tool.

c. Analisis Kuantitatif

Quantitative analysis was carried out based on primary data obtained from distributing instruments (questionnaires) to the sample and to determine the effect of the independent variable (independent variable) on the dependent variable (dependent variable).

The formula used to measure the extent of the influence of supervision on the performance of PAUD teachers Kober Kasih Bunda East Lampung with multiple linear regression equations is as follows:

1) Simple Linear Regression Equation

Determine the simple linear regression equation for X:

$$Y = a + bX + e$$

Description:

Y	= Teacher performance
a	= Constant
b ₁	= X regression coefficient
X	= Supervision
e	= Error factor

3.5.3 Hypothesis Testing

To determine the level of relationship, the obtained correlation coefficient coefficient was compared with the correlation interpretation table, namely,

Table 1. Correlation Coefficient Interpretation Guidelines

Coefficient Inteval	Relationship Level
0,000 - 0,199	Very weak
0,200 - 0,399	Weak
0,400 - 0,599	Medium
0,600 - 0,799	Strong
0,800 - 1,00	Very strong

To determine the magnitude of the influence, the calculation of the correlation coefficient is then continued using the Determination Coefficient Formula or the Determinant Coefficient (DC):

$$DC = r^2 \times 100 \%$$

To calculate and process the research data, Excel computer programs and SPSS 21 were used.

To test the hypothesis partially, the t-test was used with the following formula:

$$t_{\text{count}} = \frac{r \sqrt{n - 2}}{\sqrt{1 - r^2}}$$

Where :

t_{count}	= Value t
r	= Correlation Coefficient
n	= Number of respondents

The criteria for the t-test are as follows:

- If $t_{\text{count}} > t$, Ha is accepted and Ho is rejected.
- If $t_{\text{count}} \leq t$ table, Ha is rejected, and Ho is accepted.

The significance level in this study was set at $\alpha = 0.05$ or 5%.

What is meant by The null hypothesis (Ho) and alternative hypothesis (Ha) are as follows:

Ho = $r \leq 0$ = Means there is no effect of supervision on teacher performance

Ha = $r > 0$ = Means there is an effect of supervision on teacher performance

4. Results and discussion

4.1 Description of Respondents

The number of respondents in this study was 21, and the research subjects were PAUD teachers Kober Kasih Bunda East Lampung. Of the 21 questionnaires distributed, all were received by researchers. Thus, the response rate of respondents in this study was 100 percent. After checking the answers of all respondents, they were deemed suitable for data analysis.

The following presents the characteristics of respondents in general according to gender and level of supervision at PAUD Kober Kasih Bunda East Lampung.

4.1.1 Description of Respondents by gender

The characteristics of the teachers who were subjects in this study according to gender are shown in Table below:

Table 2. Frequency Distribution of Respondents by Gender

No	Keterangan	Frekuensi	Persentase
1	Laki-Laki	8	38,1%
2	Perempuan	13	61,9%
Total		21	100 %

4.1.2 Description of Respondents by Supervision Level

The characteristics of the teachers who were subjects in this study according to supervision are shown in Table below:

Table 3. Frequency Distribution of Respondents by Supervision Level

No	Keterangan	Frekuensi	Persentase
1	SMA/SMK	-	0%
2	D3	-	0%
3	S1	19	90,5%
4	S2	2	9,5%
Total		21	100 %

The characteristics of respondents in terms of supervision background are dominated by S1, namely 19 people with a percentage level of 90.5%, and the S2 supervision level is two people with a percentage level of 9.5%.

4.2 Research Results

The research variable consists of one dependent variable, namely performance (Y), and two independent variables, supervision (X). The number of research subjects analyzed was 21. In the research instrument In the questionnaire, there were five alternative answers, and each alternative answer had a different score.

4.2.1 Data Validity and Reliability Test Results

This validity test was conducted to test the validity and reliability of the questions submitted in the study. The statement item is said to be valid if $r_{count} > r_{table}$, and if $r_{count} < r_{table}$, then the statement item is declared invalid, and a measuring device is said to be reliable (reliable) if the measuring device is able to provide measurements in accordance with what it has measured and the extent to which the measuring device is the same as itself (consistency).

The reliability of the questionnaire in this study was tested using one of the statistical data processing computer program packages, SPSS Version 21.0, using Cronbach's alpha. The variable was considered reliable if the alpha coefficient was > 0.6 .

a. Supervision Validity and Reliability Test Results

The validity of the Supervision variable statement is shown in the Appendix 5 column Corrected Item-Total Correlation, where the value of the validity level for each Supervision variable statement is the highest at 0.677 and the lowest at 0.421. With a confidence level of 95% and a total of $n = 21$, the value in the r distribution table is 0.4132, so each statement on the Supervision variable is declared to have met the validity level.

The reliability of the Supervision variable statement is shown in appendix 5 with a sample size (N of Cases) of 21 and the number of statement items (N of Items) total alpha of 0.784. Of the 10 statement items, the alpha value if items deleted all show reliability because the value of 10 statement items is greater than 0.60.

b. Validity and Reliability Test of Performance

The validity of the performance variable statement is shown in the Appendix 7 column, Corrected Item-Total Correlation. The value of the validity level for each statement of the highest performance variable was 0.720 and the lowest was 0.423. With a confidence level of 95% and a total of $n = 21$, the value in the distribution table r is 0.4132, so each statement on the performance variable is declared to have met the validity level.

The reliability of the performance variable statement is shown in Appendix 7 with a sample size (N of Cases) of 21 and a total of 10 statement items (N of Items) alpha total of 0.720. Of the 10 statement items, the alpha value if items deleted all show reliability because the value of 10 statement items is greater than 0.60.

4.2.2 Qualitative Analysis

Distribution data of respondents' responses to the supervision variable (X), work motivation (X2), and performance (Y) as a whole.

Table 4. Overall Distribution of Supervision Data (X)

No	Score	Category	Frequency	%
1	46 – 50	Very good	-	0%
2	37 – 45	Good	1	4,8%
3	28 – 36	Medium	9	42,9%
4	19 – 27	Bad	11	52,3%
5	10 – 18	Very bad	-	-
Total			21	100%

Of the 21 research respondents, Supervision (X) at PAUD Kober Kasih Bunda East Lampung in the "very good" category there were no respondents, who stated "good" there were 1 person (4.8%), who stated "moderate" there were 9 people (42.9%), and who stated "bad" there were 11 people (52.3%) While respondents who stated "very bad" there were 0 people (0%).

Table 5. Overall Performance (Y) Data Distribution

No	Score	Category	Frequency	%
1	46 – 50	Very good	2	9,5%
2	37 – 45	Good	4	19,1%
3	28 – 36	Medium	12	57,1%
4	19 – 27	Bad	3	14,3%
5	10 – 18	Very bad	-	-
Total			21	100%

Of the 21 research respondents, Performance (Y) at PAUD Kober Kasih Bunda East Lampung in the "very good" category there were 2 people (9.5%) and who stated "good" there were 4 people (19.1%). who stated "moderate" there were 12 people (57.1%), respondents who stated "bad" there were 3 people (14.3%) and who stated "very bad" there were 0 people (0%).

Based on the results of the respondents' answers, it can be explained that, in general, Supervision and Performance at PAUD Kober Kasih Bunda East Lampung in good condition. The tendency of answers that predominantly describe this good condition, of course, if further improved, will encourage higher performance, especially among teachers at PAUD Kober Kasih Bunda East Lampung.

4.2.3 Analysis Results

a. Calculation of the Effect of Supervision (X) on

1. Performance (Y)

Calculation of the influence of supervision variables (X) on performance (Y) PAUD Kober Kasih Bunda East Lampung will use the results of calculations through the SPSS version 21 program as follows:

Table 6. Calculation Table of Correlation Supervision (X) Work Motivation (X2) on Performance (Y) of the 21 respondents.

Correlations			
		x	Y
X	Pearson Correlation	1	,732**
	Sig. (2-tailed)		,000
	N	21	21
Y	Pearson Correlation	,732**	1
	Sig. (2-tailed)	,000	
	N	21	21

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Based on the results of the calculation of the level of correlation between variables using SPSS version 21, it was determined that the level of correlation between the supervision variable (X) and the Performance Variable (Y) at Kober Kasih Bunda PAUD East Lampung was 0.732. If consulted with the Correlation Coefficient Interpretation table (Sugiyono: 2005) then the correlation level of Supervision (X) with the Performance variable (Y) at PAUD Kober Kasih Bunda East Lampung in the correlation category "strong" which is located at (0.600 - 0.799).

Based on the above research results, the Coefficient of Determination of Supervision on Performance is obtained as follows:

Table 7. Coefficient of Determination of Supervision on Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,732 ^a	,536	,511	2,00583	,536	21,928	1	19	,000

a. Predictors: (Constant), x

Coefficient of Determination (KD) = $R^2 = 0.536 = 53.6\%$. It can be concluded that the supervision variable (X) explains the variation in changes to the performance variable (Y) PAUD Kober Kasih Bunda East Lampung by 53.6%, whereas the rest is explained by other factors not examined in this study.

Based on the results of this study, the data obtained on the effect of supervision on performance are as follows.

Table 8. Hypothesis Test of the Effect of Supervision on Performance
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	21,353	4,148		5,148	,000
X	,505	,108	,732	4,683	,000

a. Dependent Variable: y

Based on the results of the t-test, the value of t count = 4.683 was obtained. When compared with the t table at a significant level, namely 1.721, then $t_{count} = 4.683 > t_{table} = 1.721$; thus, it can be concluded that H_a , which states that there is an influence between the supervision variable (X) on the performance variable (Y), PAUD Kober Kasih Bunda East Lampung can be accepted. Thus, supervision variable (X) affects performance variable (Y).

The regression equation between the supervision variable (X) on the performance variable (Y) PAUD Kober Kasih Bunda East Lampung is $Y = 21.353 + 0.505X$, which means that every one point increase in the supervision variable will be followed by an increase in the performance variable PAUD Kober Kasih Bunda East Lampung by 0, 505 points.

4.3 Discussion

From the results of the study, it is stated that Supervision at PAUD Kober Kasih Bunda East Lampung is in the good category. The results of the calculation of the correlation level between the Supervision variable (X) and Performance (Y) of 0.732 are included in the strong category, namely (0.600 - 0.799). The coefficient of determination between supervision and performance is 53.6%. Partial hypothesis testing through the t-test (test) obtained a tcount value between Supervision on Performance of = 4.683 and $t_{count} 4.683 > t_{table} 1.721$. The regression equation between Supervision and Performance of PAUD Kober Kasih Bunda East Lampung is equal to $Y = 21.353 + 0.505X$, which shows that every one point increase in the Supervision variable will be followed by an increase in the Performance variable at PAUD Kober Kasih Bunda East Lampung by = 0.505 points.

The regression analysis and determination analysis above can be described as follows:

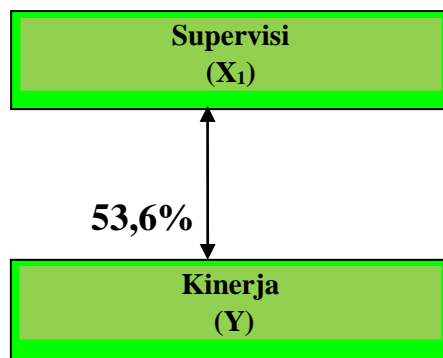


Figure 2. Regression of Supervision variables on Teacher Performance

5. Conclusion

The conclusions of this study are as follows.

1. The results of the calculation of the regression rate between the Supervision variable (X) with Performance (Y) of 0.732 are included in the strong category, namely (0.600 - 0.799). The results of the quantitative analysis in this study supported / answered the first research hypothesis, namely that supervision has a real effect on teacher performance at PAUD Kober Kasih Bunda East Lampung with an influence of 53.6%.

The following implications were drawn from the above conclusions:

1. The supervision variable requires attention to improve this indicator is the supervision visit. As a school teacher, it is appropriate to cooperate with teachers in terms of implementing teaching and learning so that teachers are responsible for what the principal has entrusted to them.
2. Teacher performance variables that require attention are indicators of developing methods for teaching and evaluation. The types of evaluation and assessment tools for learning activities must be improved. Teachers can increase this indicator by implementing learning tools that have been properly implemented with the students.

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