Computational Analytic of Research Topics on Teacher Performance and Supervision Principal

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Abstract. Improving teacher performance is very important in order to improve the quality of education, especially in elementary schools. Teachers are the spearhead in achieving educational goals; the quality of teachers can be seen from their performance. Many factors affect the performance of teachers, among others, academic supervision conducted by the principal to the teacher. The purpose of this study is to reveal the effect of the Principal's academic supervision on the performance of teachers in elementary schools throughout the South Lampung Natar District. The study population was elementary school teachers in Natar District, and the data were obtained by using questionnaire and interview methods. Data analysis was performed using simple regression analysis with the help of the SPSS program. The results of the data analysis show that academic supervision by the school principal affects improving teacher performance, obtained an R2 of 0.1, or the contribution of this academic supervision of 1.1% to an increase in teacher performance, other factors influence the rest.

1. Introduction
Meruapakan teacher performance is essential in achieving educational goals, many factors affect the performance of teachers, for example as motivation, oversight, and supervision by principals and school leadership. Pre-survey in the field found the fact some who did not carry out activities related to excellent performance, for example in making learning persipan, less disciplined in terms of learning time[1] - [3].

The quality of education depends on the components contained in the study. The components to greatly influence success on education are; quality of teachers, such as indicated by the quality of its performance. The headmaster plays an essential role in fostering the teachers to produce excellent performance. The headmaster's role, an example in terms of supervision, especially in terms of the academic supervision of the teacher. Supervision (academic supervision) is an activity that aims to improve the quality of the learning process and results. Academic supervision concerning efforts to improve the labor discipline of teachers, which will have an impact on performance improvement, is the quality of the process and learning outcomes. Academic supervision seeks to provide services to teachers to develop the quality of learning,[4]. This research looks at the effect of supervision of the school principal to the performance of teachers in elementary schools throughout South Lampung Natar District. Teachers are then called educators, according to [5]has the task of covering. Educate is help the development potential of the learners. Teaching is an attempt to transfer knowledge (knowledge) and skills (skills) to learners. Guiding is an effort to provide individual attention to students so that students find a way or a way that is easy to understand or do something directing: teachers doing activities that the students understand and be aware of what to do in a learning process.
both inside and outside the classroom. Coaching is an effort aimed at teachers so that students can master the knowledge and skills that are excellent and durable. Assessing is the effort of teachers to determine the success, deficiencies, and barriers experienced in the learning process, which is then used as the basis for further learning improvement. Evaluate is intended to determine the success and failure of students in participating in the learning process so that the teacher can position learners in the study group. The duties of the teacher are in the framework towards achieving national education goals are: (1) to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation. (2) Aimed at developing individual students' potentials to become a man of faith and fear of God Almighty, (3) noble, (4) healthy, (5) knowledgeable, (6) skilled, (7) creative, (8) independent, and (9) become citizens of a democratic and accountable. To realize the goals and develop the function of the National Education teacher at the forefront of making them. Thus, the teacher positions and play an essential role in education. Teachers' role is not confined to teach and equip students with knowledge. However, teachers also need to prepare them to be independent and empower the talent of the students in various fields, their moral discipline, guide, and inculcate virtues in their souls.

According to [6], teacher performance is the ability of a teacher to carry out the task of learning and responsible for the students under his guidance to improve student achievement. Teacher performance can be defined as a condition that indicates the ability of a teacher to perform their duties and describe actions taken by teachers or during the learning activities. The teacher's performance is not only demonstrated by the results of the work. Nevertheless, also demonstrated by the behavior on the job. Teacher performance of program planning learning activities, the implementation of learning activities, and evaluation/assessment of learning. These three aspects, if implemented by teachers with full responsibility, the teacher's performance will be optimized. There are several influential factors on teacher performance,[7] - [9] — the skills which can be obtained from the principal's advice and guidance when doing academic supervision.

Furthermore, [10] stated that supervision supervises the educational process in the school. However, the implementation is not to find fault with the teacher in the learning activities or errors, overseeing more geared to assist teachers and principals so that they can perform these tasks better. The primary purpose of monitoring is to guide teachers so they can do their jobs better. Supervision (supervision) are all school officials in leading the efforts of teachers and other education personnel, to improve learning, including stimulating, choose the growth and development of the teacher's position, selecting, and revise the purpose of education, teaching materials, and teaching methods and evaluation of teaching[11],

2. Method
This research was conducted in elementary school UPTD sub-district, South Lampung Natar, from November to April 2019. In the quantitative descriptive study, the population in this study were all teachers registered in UPTD and Dapodikdasmen in Natar District, which amounted to 102 teachers. The sample is taken with a random sample of 74 teachers. The instrument for data collection using the questionnaire. Data were analyzed using regression analysis program assisted with SPSS version 25[12],

3. Results and Discussion
Academic Supervision Principal Theoretically obtained from respondents ranged between 50-99. Based on the calculation tabulation highest score is 81, and the lowest score 44 with an average (mean) is 69.17, and the value (median) 68.5, mode (mode ) 68. which means that in the calculation of the prices of 74 respondents obtained statistics (mean) of 69.17 and included in the medium category. The bar chart below illustrates the results of data processing (frequency) of the academic supervision of the school head.
Empirically teacher performance scores obtained from respondents based on the calculation tabulation highest score of 100 and the lowest score of 48, with a (mean) is 74.5540, and the value (median) 76.5, the mode (mode) 81. Meaning in the calculation prices from 74 respondents obtained a statistical average (mean) of 74.55 and in the high category. The bar chart below illustrates the frequency distribution of teacher performance.

The findings in this study through the analysis tool testing regression equation are $Y = 63.952 + 0.153.X2$. Influential academic Supervision (worth positive) on teacher performance, and that the value of R square (R²) of 0.11, it indicates that the variable academic supervision on the performance of teachers by 1.1% and the balance of 98.9% is determined by other causes beyond the simple regression model were not examined in this study. For the correlation coefficient, 0.105 correlation coefficient means marked (+) positive, which means having a good relationship between the academic supervision and direction of the teacher's performance. The research result is in line with the findings of research[13], stating that there is a positive influence on the academic supervision of the school headteachers' teaching performance. Results of the research show the influence of the academic supervision of the school headteacher performance implies that the better the academic supervision of the school head it will be better the performance of teachers.
Improved performance of teachers caused by the academic supervision of the school head. It can be observed from the indicators of money made during the academic supervision of the school head[14]. Principals in doing academic supervision provide advice and guidance to teachers who are still experiencing barriers or lack of inability in the preparation and implementation of good teaching. In carrying out academic supervision, principals guide in formulating learning goals, learning objectives is very important because it is the direction of learning activities. Principal in carrying out supervision also provides guidance hello to teachers in selecting learning materials, guidance in organizing learning materials. The selection and organization of material are essential in order to achieve the learning objectives. Equally important, the academic supervision of the school head also guides in choosing teaching methods, guidance in selecting learning resources/media, and guidance in scenario/learning activities. Provision of advice and guidance by the principal at the time of supervision also reported that this could improve the performance of teachers[15].

Other relevant research also shows that supervision is done by giving guidance on planning and implementing a learning component will improve the performance of teachers[16]. Other studies on the role of the academic supervision of teachers also reported on the research that positive influence supervising the performance of teachers[12]. The results also show the importance of the role of principals in improving teacher performance. The school principal was very influential in the school environment, mainly to the performance of teachers[17]. The same thing also delivered[18] - [20] the importance of the role of principals in improving the quality of learning undertaken by teachers.

4. Conclusion
Based on theoretical studies concluded that the results of the data analysis: the academic supervision of the school head has a positive and significant impact on teacher performance. Academic supervision principals have a significant influence on the performance of teachers with a contribution of 1.1%, and the balance of 98.9% is determined by other causes beyond the variables that are not investigated in this study. Indicators of supervisory concern are to guide in formulating learning goals, guidance in selecting learning materials, guidance in organizing learning materials, guidance in choosing teaching methods, guidance in selecting learning resources/media, and guidance in scenario/learning activities.

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