

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

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Abstract

Purpose: This study aimed to examine the effect of supervision on teacher performance in the PAUD Kasih Bunda Playgroup in East Lampung. This study seeks to identify the extent to which supervision enhances teacher productivity and learning quality.

Research methodology: A quantitative descriptive approach was applied with a total population sample of 21 teachers. Data were collected through questionnaires, interviews, observations, and document analysis. The validity and reliability of the instruments were tested using SPSS 21, and regression analysis was employed to measure the effect of supervision on teacher performance.

Results: The findings revealed a strong correlation ($r = 0.732$) between supervision and teacher performance, with a determination coefficient (R^2) of 53.6%. Regression analysis indicated that supervision significantly affected teacher performance, with every one-point increase in supervision associated with a 0.505-point improvement in teacher performance.

Conclusions: Effective supervision positively influences teacher performance, highlighting its importance in improving the planning, implementation, and evaluation of learning. Regular supervisory visits, constructive feedback, and collaborative guidance can enhance the quality of teaching and foster better student outcomes.

Limitations: This study focused on only one institution with a relatively small sample size, limiting the generalizability of the findings. It also does not account for other influencing factors, such as work motivation, leadership, or organizational culture.

Contribution: This study provides empirical evidence of the critical role of supervision in strengthening teacher performance in early childhood education. This study contributes to the literature on educational management and offers practical insights for school leaders, supervisors, and policymakers to enhance teacher quality through structured supervision.

Keywords: Early Childhood, Educational Management, Supervision, Teacher Performance, Teaching Quality.

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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 in terms 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 and learning quality. Rutter, Chase, Reilly, and Pederson (2001) reported 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, supervising academic and managerial teachers, and 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." According to Wiles and Bondi, 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, 2023; Roy, 2023).

To help teachers perform their main duties and functions and improve student learning achievement, the general roles of school/madrasah supervisors are as follows: (1) monitoring, (2) supervisors, (3) evaluators, and (4) successors. In practice, people often equate evaluation with assessment. 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 implementing 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 conduct supervision. Supervision includes (1) academic and (2) managerial supervision. Both visions must be implemented regularly and continuously by teachers.

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, 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 (Bjørndal, Mathisen, Wennergren, & Thornberg, 2024; Halmaida, Yusrizal, & Niswanto, 2022; Utaminingtyas, Hanafi, & Suherman, 2023).

The classic problem that inhibits performance is the lack of work motivation, 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 they are not just fulfilling their obligations but also making new innovations. This requires the attention of various parties, especially leaders and related institutions. The role of school supervisors also increases work motivation (Mulyapradana, Aghus Jamaludin, Farikhul, Safna, & Nafiatul, 2025; Otariyani, Nofrima, & Febriyanti, 2025; Sapariati, Widnyani, & Dewi, 2025).

Work motivation is strongly influenced by a leader's ability to mobilize subordinates to carry out their duties effectively and efficiently. The phenomenon that occurs in PAUD Kober Kasih Bunda, East Lampung, is that the presence of the principal in carrying out monitoring and supervision is not 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; many teachers still do not have lesson planning documents. This was in accordance with process standards (Fathoni, 2025; Rizky, Suparto, & Florina, 2025).

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 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 teachers' main task. To perform this task, supervisors must possess 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 effectively. 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 implies that a supervisor has a position that is more than the person being supervised; their duties include seeing, observing, or supervising the people being supervised. "Supervision is translated from the English word supervision, which means supervision. The supervisor was a professional. In carrying out his duties, he acts according to 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 to carry out institutional management effectively and efficiently, and develop the quality of educational institutions. The teacher's main task is to supervise the school or madrasah under their responsibility. In this context, supervision includes monitoring, evaluation, reporting, and taking 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."

Teachers must master several competencies to carry out their supervisory duties. 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, teachers perform supervisory duties to assist schools that are their responsibility. Based on this, he also compiled the stages of his duties as a teacher. The stages were program planning, program implementation, follow-up of results, and preparation of the program plan for the following year. Supervisors periodically perform these tasks. Glickman (2001) defined supervision as a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives. Supervision is an effort to help teachers develop their ability to achieve learning goals and become professionals. Three key concepts define academic supervision.

According to Putra and Hariri (2022), 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 supervision. In connection with this, it should not be 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 officially designed so that the start and end times of the development program are clear. The design is manifested in the form of a supervision program that leads to specific goals. As supervision is a shared responsibility between supervisors and teachers, the program should be designed jointly by supervisors and teachers.
3. The ultimate goal of supervision is to enable teachers 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 assessments and coaching. Coaching begins with identifying and recognizing the weaknesses of the target school and analyzing its strengths, potential, 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 innovative school 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, as well as 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 or a group of personnel. The appearance of 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 Songyanan and Kasbuntoro (2024), 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 and agreed upon in advance. 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 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, 2022).

2.3 Achieving Teacher Performance

From a management perspective, performance management is required to improve teacher performance and achieve specific standards. With reference to Zalli and Pahlawan (2025), 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 them. 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 existing teacher performance?
3. How will 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 with their work. Its importance lies in its ability to identify and address difficulties or problems before they become major issues.

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 the following 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 the reasons for it. Performance assessment is the starting point for further discussion and diagnosis of the problem.

Meanwhile, Esteban et al. (2024) describe the performance management process using the performance management cycle, which consists of three phases: planning, coaching, and evaluation. Planning is the phase in which roles, responsibilities, and expectations are defined and discussed. 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 with the expectations set in the performance plan. The plan continues to be developed, the cycle repeats, and teachers, principals, administrative staff, and the organization continue to learn and grow.

Each phase is based on the inputs of the previous phase and produces outputs that, in turn, feed into the next phase. All three phases of the Performance Management Cycle are equally important to 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. In the following section, we discuss the evaluation of teacher performance. To improve teacher performance and make a significant contribution to the overall performance of schools, it is necessary to evaluate it. In this case, Ronald T.C.. Boyd (2002) argued that teacher performance evaluation serves two purposes:

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

2.4 Teacher Performance Measurement

With regard to teacher performance standards, Sahertian (2000) stated 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 by teachers.

Teacher performance has certain specifications. Teacher performance can be observed and measured based on the specifications/competency criteria that each teacher must meet. 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 Chamidy, Yaqin, and Suhartono (2023), internal and external factors influence a person's performance. According to Asf and Mustofa (2013), the teacher performance indicators are:

1. Quality of work is the ability possessed, which is more oriented towards intelligence, thinking power, and mastery of the broad knowledge possessed.
2. Employees must be interested in their work to feel comfortable doing their jobs.
3. Initiatives are required to obtain a good level of quality at the workplace.
4. Employees must possess different skills to specialize at work.
5. Communication and harmony at work with superiors, subordinates, or coworkers.

2.5 Framework

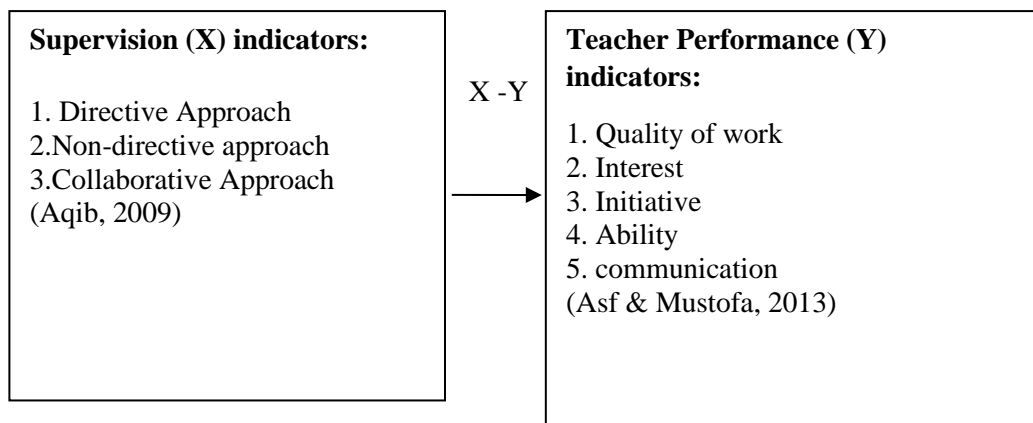


Figure 1. Framework

2.6 Hypothesis

Hypotheses are defined as temporary answers that must be proven correct. Based on the description above, the authors propose the following 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, which will be the object of research in the case study above. This study was conducted between February and June 2019.

3.2 Research Methods

This study was a Quantitative Descriptive Research. This type of research aims to provide a systematic, factual, and accurate description of the facts and characteristics of a particular population. This study is field research (field research), which is quantitative in nature, and provides an objective explanation of 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 and are obtained by interviewing respondents.
- b. Secondary Data
Is the data obtained through other people related to the problem being solved? These secondary data were obtained through documentary studies, namely, by 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
Research was conducted 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 for the 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 in the questionnaire list.

d. Documentation and literature review

Data were collected 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 21 respondents.

3.5 Analysis Methods

3.5.1 Qualitative Analysis

Qualitative analysis is an intensive activity that requires a deep understanding, ingenuity, creativity, conceptual sensitivity, and extensive work. Qualitative analysis was conducted 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 items of the instrument. The test criteria were carried out by comparing the r count with the r table at $\alpha = 0.05$. 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, and the instrument cannot be used in research. Masrun in Sugiyono (2000 : 106) 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 to be 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; however, it cannot be considered valid if it is not reliable. Cronbach's alpha correlation formula was used for the reliability test. 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 conducted 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

The simple linear regression equation for X is as follows:

$$Y = a + bX + e$$

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):

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

Excel and SPSS 21 were used to calculate and process the research data.

To partially test the hypothesis, a 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 were 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 at Kober Kasih Bunda, East Lampung. Of the 21 questionnaires distributed, all were received by the

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 analysis.

The following presents the general characteristics of respondents 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 the 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 of 90.5%, and the S2 supervision level is two people with a percentage of 9.5%.

4.2 Research Results

The research variable consists of one dependent variable, performance (Y), and two independent variables, supervision (X). A total of 21 research subjects were analyzed. 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 used in the study. The statement item is said to be valid if $r_{\text{count}} > r_{\text{table}}$, and if $r_{\text{count}} < r_{\text{table}}$, 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 Appendix 5, column Corrected Item-Total Correlation, where 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; therefore, 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 was greater than 0.60.

b. Validity and Reliability Test of Performance

The validity of the performance variable statement is shown in Appendix 7, column Corrected Item-Total Correlation. The validity level for each statement of the highest performance variable was 0.720, and that of the lowest was 0.423. With a confidence level of 95% and a total of $n = 21$, the value in the distribution table r was 0.4132; therefore, each statement on the performance variable was 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) with an 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 was 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 are 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 in East Lampung.

4.2.3 Analysis Results

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

1. Performance (Y)

The influence of supervision variables (X) on performance (Y) PAUD Kober Kasih Bunda East Lampung will be calculated using 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
	Pearson Correlation	,732**	1
Y	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 (2000 : 106) 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, a t count of 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, the supervision variable (X) affects the 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

The results of the study indicate 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 was 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 and determination analyses can be described as follows:

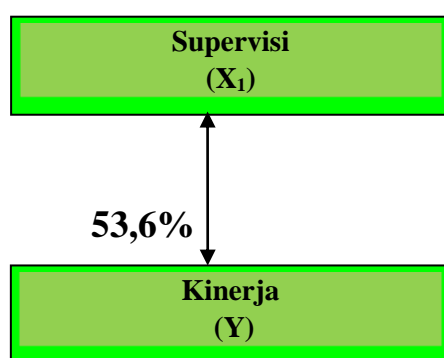


Figure 2. Regression of Supervision variables on Teacher Performance

5. Conclusion

5.1 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 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 these conclusions.

1. The supervision variable requires attention to improve this indicator through supervision visits. 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 the development of teaching and evaluation methods. The types of evaluation and assessment tools for learning activities must be improved to address these issues. Teachers can increase this indicator by implementing learning tools that have been properly implemented by students.

5.2 Suggestion

a. Strengthen supervisory visits

Supervision should be conducted regularly and on schedule using a collaborative approach. Principals and supervisors should increase the frequency of classroom observations, provide constructive feedback, and ensure that teachers follow up on the supervision results.

b. Improve teachers' competence in lesson planning

Teachers should be encouraged to be more disciplined in preparing lesson plans and teaching tools. Organize training to develop creative teaching methods tailored to early childhood needs.

c. Optimize evaluation and assessment of learning

Workshops or technical guidance should be provided to help teachers improve assessment instruments. Various evaluation models, including authentic assessments and portfolios, should be applied to ensure a more comprehensive evaluation quality.

d. Build a collaborative culture among teachers

Facilitating regular discussion forums, lesson studies, or peer reviews can enable teachers to share experiences, provide feedback to one another, and jointly improve performance quality.

e. Integrate work motivation with supervision

Beyond administrative monitoring, supervision should include motivation and moral support. Principals need to recognize and reward good performance to strengthen teachers' work spirit.

f. Develop sustainable policies

The study shows that supervision contributes 53.6% to improving teacher performance. Therefore, long-term policies emphasizing continuous supervision are needed as a key strategy to enhance the quality of early childhood education.

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