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## THE ROLE OF MANAGERIAL PRINCIPLES AND TEACHING SUPERVISION IN IMPROVING TEACHER PERFORMANCE AT THE ISLAMIC EDUCATION CENTER FOR KIDS

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### KEYWORDS

managerial principle;  
teaching supervision;  
teacher teaching  
performance

### ABSTRACT

The Islamic Educational Center for Kids (IECFK) is an important institution that teaches children about Islam and Al-Qur'an. However, many IECFKs need more competent teachers. Therefore, more research is needed to identify ways to improve teacher performance in IECFKs. This study aims to improve the teaching performance of IECFK teachers by enhancing their managerial principles and teaching supervision. Cluster random sampling was used to gather data and electronic questionnaires were sent to 288 IECFK administrators out of 995 IECFKs in Gunungkidul, Yogyakarta. The questionnaires were filled out to collect research data, which was analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The study found that both managerial principles and teaching supervision positively and significantly impacted teacher performance. These findings can be used to improve the quality of teacher performance at IECFKs and provide recommendations for improvement. Supervision should focus on continuous teacher development. Future research could explore other variables that affect teacher performance, such as school culture, teacher training, and improving teacher welfare.

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### INTRODUCTION

Teachers' integral role in providing quality education to students has been consistently recognized in government documents. According to (Rahmatullah, 2016), a teacher's performance significantly impacts the success of their students' learning. Similarly, better teaching performance by teachers can increase the motivation of students to learn (Dinova & Tuti, 2022) ; (Alif et al., 2020) ; (Bustos-Contell et al., 2021); (Setena et al., 2021).

The Islamic Educational Center for Kids (IECFK), also known as Taman Pendidikan Al-Qur'an or IECFK, is a non-formal educational institution that provides a positive environment for children's education. The center primarily focuses on teaching children the Quran and basic Islamic lessons. Classes are taught in the afternoon, between four and seven pm, at various mosques.

IECFK, similar to other Islamic educational institutions, strives to produce graduates who possess values that can lead to a fulfilling life in this world and in the hereafter. The objective of Islamic education is to blend religious values with practical knowledge, allowing graduates to maintain their religious identity while possessing expert technical knowledge.

Furthermore, Islamic education aims to enhance students' self-awareness and transform them into ideal individuals according to the expectations of Islamic society. This viewpoint has been previously expressed by scholars such as Imam Az-Zarnuji in the Book of Ta'lim Al-Muta'allim Thariq At-Ta'allum, as cited in the (Adnan et al., 2022) article.

According to the IECFK Coordinator's data, there are currently 995 legally registered IECFKs in Gunungkidul Regency, Yogyakarta. However, not all of these IECFKs are active. The IECFK is facing several challenges, such as limited availability of teachers, lack of facilities, insufficient funding, and lack of direction in teaching, as shown in Table 1.

**Table 1**  
**Problems faced by IECFK in Gunungkidul Regency and percentage of the total number of IECFKs**

<b>Problems</b>	<b>Percentage of total IECFKs</b>
Lack of number of teachers	44.2%
Inadequate IECFK teachers	56.6%
Lack of facilities to study at IECFKs	44.6%
There are no salaries or incentives for teachers	42.8%
Teaching is not directed because there is no syllabus	49.8%

According to the data presented above, teaching supervision and research on managerial principles have a significant impact on teacher performance. This can help to address teacher shortages and performance issues, as documented by a study conducted by (Mutohar & Trisnantari, 2020).

### **Managerial principles**

Managerial principles refer to the skills required to effectively run an organization and achieve its goals. These skills are acquired through education and experience, allowing managers to act effectively in various conditions using conceptual, interpersonal, and technical abilities (Ofei et al., 2020).

(Ibay & Pa-alisbo, 2020) defined three critical skills for managers: conceptual, human, and technical skills. Conceptual skills involve the ability to organize and strategize for organizations, while human skills refer to the ability to manage conflicts. Technical skills include managing finances, proficiency in using technology, and expertise in managing marketing. (Beenen et al., 2021) added that managers must possess essential interpersonal skills, such as supporting, motivating, and managing conflicts. Moreover, successful managers must possess various skills, including conceptual, technical/clinical managerial, interpersonal/collaborative, political, commercial, governmental, and digital (Elmezain et al., 2021); (Karakose et al., 2021); (Sunindijo, 2015); (Sunindijo & Zou, 2012). The school principal plays a vital role in supervising the school's day-to-day operations, including managing the facilities and infrastructure (Munandar et al., 2023).

To implement managerial principles effectively, five key steps must be taken: planning, organizing, implementing, supervising, and coordinating. A recent study by (Maheshwari, 2022) in Vietnam examined the impact of different leadership styles on teacher performance

and job satisfaction. The research found that the transformational leadership style, which focuses on inspiring and motivating subordinates, has a more significant influence on teacher performance and job satisfaction than the transactional leadership style, which emphasizes using rewards to motivate employees. The study also suggests that teacher job satisfaction is positively influenced by integrated leadership, where school principals can combine instructional and transformational skills. The study's authors, (Baharuddin et al., 2023), believe that school principals must possess both instructional and transformational leadership skills to ensure teacher satisfaction and performance.

### **Teaching supervision**

Supervision of teaching can be carried out by observing classes, visiting classrooms, conducting meetings with teachers, and enhancing the learning process at every stage from planning to monitoring and analysis. An experienced teacher or a master teacher should be entrusted with the responsibility of supervision. WhatsApp can be used as a means of communication for work-related discussions among supervisors and teachers. (Habibi et al., 2018); (Rambe & Mkono, 2019); and (Wiyono et al., 2021) propose that supervisors can use information and communication technology-based communication techniques, such as WhatsApp, Google Meet, and Zoom, as well as audio and video recordings for supervision purposes. As per the study conducted by (Murire & Gavaza, 2023), utilizing WhatsApp in higher education has numerous benefits. One of the major advantages is the improvement in the relationship between students and teachers. Moreover, it can be inferred that WhatsApp can also serve as an efficient channel of communication between IECFK teachers and parents of their students, as well as IECFK teachers and their students.

In the study conducted by (Hoque et al., 2020) , three types of supervision were identified: directive supervision, collaborative supervision, and non-directive approaches. Directive supervision involves the supervisor providing clear directions and instructions to the teacher. This approach is best suited for teachers who are at a low level of development and commitment and require more direct guidance in problem-solving. Collaborative supervision is when supervisors and teachers work together as a team to solve problems. This approach works well for teachers who can independently provide solutions and suggestions but still need collaborative support and help. The non-directive approach involves the supervisor giving the teacher the freedom to solve problems independently. This approach is suitable for teachers who are at a high level of development and commitment and can effectively find solutions to the problems they face in their teaching.

### **Teaching performance**

According to (Mutohar & Trisnantari, 2020), teacher performance results from the educator's individual and team efforts. It does exist in the school organizational framework for educators to carry out their duties and responsibilities to achieve the school's vision and mission.

According to (Wahyuni et al., 2022), evaluating a teacher's initial academic qualifications is based on competency. The goal of assessing teacher performance is to support their professional growth. The assessment model considers four criteria, namely pedagogic, professional, vocational, and technological competence. Among these, pedagogic competence is the most crucial aspect. It refers to a teacher's ability to understand and cater to the diverse

needs of their students, including moral, emotional, and intellectual aspects. Additionally, (Bazán-Ramírez et al., 2022) research highlights several dimensions of teacher performance, such as supervising learning activities, providing feedback, and conducting evaluations.

(Hartinah et al., 2020) stated that teacher performance can be influenced by the school principal's leadership, as well as a conducive work environment.

(Lewis et al., 2021) suggest that teacher performance is associated with self-efficacy and self-confidence in understanding the subject matter. Then, technological and teaching innovations need improvement to enhance teacher performance, especially in adapting to today's technological advancements, as (Zhao et al., 2023) suggested. To enhance teacher performance, research by (Loi et al., 2023) highlights the crucial role of teacher training.

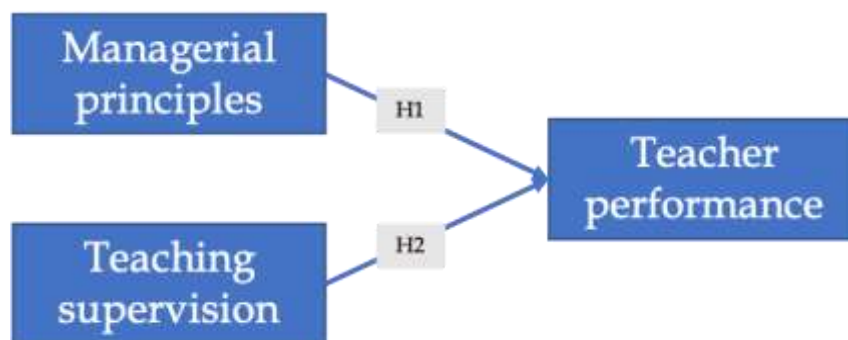
(Kanya et al., 2021) suggest that improving school principal leadership, organizational culture, and teacher competency is crucial for enhancing teacher performance. Additionally, according to (Sarwar et al., 2022), the principal's leadership style strongly influences teacher performance.

This research examines teacher performance improvements at IECFK and relates them to other variables. Although an important topic, IECFK has yet to receive much attention in research. If IECFK is used as a research discourse, it will undoubtedly benefit 148,996 IECFK in Indonesia, according to data from the Indonesian Ministry of Religion for 2019. The research findings can be used to improve IECFK's management and supervision, ultimately enhancing teachers' teaching performance at IECFK.

## **METHOD RESEARCH**

This study is a type of quantitative research that used the Isaac and Michael method to obtain samples from the total IECFK population consisting of 995 people. Cluster random sampling was conducted, which involved randomly selecting IECFKs from 18 sub-districts in Gunungkidul Regency, Yogyakarta. For this study, 288 IECFKs were selected, and each was represented by one administrator who served as the primary data source. The research was carried out from March 6, 2023, to May 31, 2023.

To collect data, a questionnaire was created using Google Forms. The questionnaire consists of 26 statements that are arranged based on a Likert scale ranging from 1 to 5. This scale helps translate variables into indicator variables. The questionnaire was completed by the administrators of the selected IECFKs. After gathering the data, it underwent a statistical analysis using Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess the measurement model and the structural relationships among the variables. The analysis utilized 35 statements listed in Appendix 1 as indicators. According to the theoretical study, Figure 1 below shows that teacher performance is influenced by managerial principles and teaching supervision.



**Figure1**  
Hypothesis of the research

## RESULTS AND DISCUSSION

Quantitative research primarily focuses on two models: the outer model and the inner model. The measurement model or outer model is evaluated to determine the validity and reliability of the research. On the other hand, the structural model or inner model aims to predict the relationship between latent variables.

The objective of the outer model test is to ensure that the measurement model used is reliable and valid. Several iterations were carried out using the SmartPLS 3 program to achieve accurate results. Loading factor values below 0.5 were eliminated to improve the model's accuracy. The loading factor value indicates the correlation between the indicator and the construct. A low loading value for an indicator suggests that the indicator needs to be fixed in the measurement model. Ideally, the expected loading value should be greater than 0.7.

After dropping indicators below 0.7, the iteration was carried out four times. Tables 2, 3, and 4 present indicators that still impact variables with loading factor values.

Table 2 indicates that the management principles of IECFK are greatly influenced by several indicators, including determining the vision and mission, program planning, holding meetings to change the management structure, preparing proper management, and holding regular meetings.

**Table 2**  
**Quantitative data on managerial principles**

No.	Instrument Item/ Category	Loading factor
1.	Determination of the IECFK vision and mission	0.783
2.	Program planning	0.812
3.	Board change meeting every certain period	0.804
4.	Proper management	0.809
5.	Regular Meeting	0.723

Table 3 indicates that the teaching supervision of IECFK is greatly influenced by several indicators, including supervision of IECFK teachers via WhatsApp by the head of IECFK, training and coaching for IECFK teachers, monthly evaluation meetings for teacher-teaching method improvement, and follow-up of the evaluation.

**Table 3**

**Quantitative data on teaching supervision**

No.	Instrument Item/ Category	Loading factor
1.	Supervision of IECFK teachers via WhatsApp by the head of IECFK	0.751
2.	Training and coaching for IECFK teachers	0.744
3.	Monthly evaluation meetings for teacher-teaching method improvement	0.853
4.	Follow-up of the evaluation	0.786

Table 4 indicates that the teaching performance of IECFK is greatly influenced by several indicators, including understanding of the lesson taught, delivery by telling Islamic stories, and diligently studying books (Huda et al., 2016).

**Table 4****Quantitative data on teacher performance**

No.	Instrument Item/ Category	Loading factor
1.	Understanding of the lesson taught	0.856
2.	Delivery by telling Islamic stories	0.820
3.	Diligently study books	0.812

Once the estimated model has met the outer model criteria, the structural model (inner model) is then tested.

The relationship between variables is shown in the path coefficient values. From this value, it can be seen whether a hypothesis has a positive or negative direction. The path coefficient has a value in the range of -1 to 1. If the value is 0 to 1, it can be declared positive. Meanwhile, if the value is from -1 to 0, it is declared negative. Bootstrapping is used to assess the significance or probability of direct, indirect, and total effects. From bootstrapping, data will be obtained:

- The t statistical value, which we compare with the t table value to test whether or not the exogenous variable has a significant effect on the endogenous
- The p-value, to compare whether the value is below the significance level, for example, below 0.05 or above 0.05, to state whether the null hypothesis or alternative hypothesis is accepted or rejected.
- Original sample, used as regression coefficient value, to complete the regression equation.

**Following are the calculation results of parameter coefficients among variables.**

- The influence of the IECFK headmaster's managerial principles on teacher-teaching performance is 0.128, meaning it has a positive and significant effect. The higher the IECFK headmaster's managerial principles, the higher the teacher's teaching performance.
- The effect of teaching supervision on teacher teaching performance is 0.255, meaning it has a positive and significant effect. The higher the teaching supervision, the higher the teacher's teaching performance.

The SEM analysis generated *t-count*, *t-table*, *p-value*, and *original sample* which can be used to conclude hypotheses as shown in Table 5.

**Table 5**  
**Quantitative data on teacher performance**

No.	Relationships Between Variables	Quantitative Data
1.	H <sub>1</sub> : The relationship between managerial principles and teacher teaching performance	The relationship is positive and significant because the value of influence on the original sample is 0.128, t-count > t-table = 1.997 > 1.967 (H7), p-value = 0.047
2.	H <sub>2</sub> : The relationship between teaching supervision and teacher teaching performance	The relationship is positive and significant because the value of influence on the original sample is 0.255 and t-count > t-table = 3.338 > 1.967 (H10), p-value = 0.001

The quantitative data above results indicate a significant and positive relationship supporting the hypothesis.

According to this research, the managerial principles followed by IECFK principals have a positive and significant impact on the teaching performance of teachers. This aligns with a study by (Mutohar & Trisnantari, 2020) , which found that managerial ability has a positive effect on teachers' teaching performance, with a significance value of 0.000. The managerial abilities of leaders have an impact on the behavior and abilities of teachers, as shown in research by (Mahaputra & Saputra, 2021) and (Hanim et al., 2023), which reported similar results. Furthermore, research by (Van Waeyenberg et al., 2022) found that the performance management process was negatively correlated with teacher burnout and positively correlated with their performance.

According to this study, teaching supervision has a positive and significant impact on teacher performance. The study conducted by (Mutohar & Trisnantari, 2020) supports this finding, indicating a strong correlation between learning supervision and teacher performance with a significance value of 0.001. Adequate supervision can enhance teaching performance and create a positive work culture, as demonstrated in the research by Adnan et al. (2022). The research conducted by (Jung & Woo, 2022) shows that teacher guidance, which is part of supervision, influences teacher readiness in teaching, self-efficacy, and career motivation. Additionally, the study conducted by (Esia-Donkoh & Baffoe, 2018) reveals that all principal supervisory practices, such as checking teacher work records, providing in-service training, observing lessons, and monitoring timeliness and continuity, can impact teacher performance. When principals exercise adequate supervision, teachers tend to perform better and achieve better results in their teaching. (Amani & Jumriadi, 2020) further state that supervision by the school principal has a dominant influence on teacher performance.

According to a study conducted by (Hoque et al., 2020), it was found that the supervision approach in education needs to be restructured to focus more on teacher development and providing the necessary support to enhance teacher performance. Many school principals overlook their role as educational supervisors and adopt a hierarchical, bureaucratic, and authoritarian approach while supervising. This can hurt the overall supervision practices and adversely affect the teachers, students, and the school as a whole. Hierarchical supervision involves a principal or supervisor using their power and authority to control and direct teachers, with little room for teacher participation or collaboration.

Bureaucratic supervision is characterized by strict adherence to established procedures and policies, with limited flexibility or initiative given to teachers. Authoritarian supervision involves the principal or supervisor using strong power and control to direct and control teachers, with little participation or involvement of teachers in the decision-making process.

## CONCLUSION

This latest research indicates that educational principles have a positive and significant impact on teacher performance. Additionally, teaching supervision has a positive and significant effect on teacher performance. However, improvements in supervision are necessary, particularly in hierarchical, bureaucratic, and authoritarian supervision approaches. Supervision that leads to continuous teacher development is essential. It should no longer aim to inspect or evaluate teacher performance but instead, focus on technical processes that improve teacher professional growth and work performance. This research provides valuable insights into managing the Islamic Educational Center for Kids (IECFK). It highlights how managerial skills and teaching supervision influence teacher performance and student motivation. This study is a significant contribution to the literature and offers practical implications for IECFK managers and policymakers who wish to enhance the well-being and quality of IECFK teachers.

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