

Classroom Teacher Leadership in State Elementary Schools: How Principal Supervision

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ABSTRACT

The study's purpose was to determine the effect of the principal's supervision on the leadership of class teachers. This study used a quantitative approach to the type of research *ex post facto*. The population in this study were 190 class teachers at State Elementary School Tapung Hulu District, Kampar Regency. The research sample was 129 elementary school class teachers. The technique used to determine the sample was cluster sampling based on the number of elementary schools in Tapung Hulu District, Kampar Regency, which totalled 23 schools. The trial was carried out by taking the remaining sample from elementary school teachers, namely 30 people. Data collection techniques use questionnaires that are distributed using Google Forms. The data analysis technique used descriptive statistical analysis and inferential statistical analysis using the SPSS (Statistics Package for Social Science) Version.23 program. The results showed that there was an influence of the principal's supervision on the leadership of state elementary school teachers in Tapung Hulu District, Kampar Regency. Supervision carried out by the principal regularly and continuously can improve teacher leadership in managing the class. The better the supervision carried out by the principal, the better the leadership of the class teacher, both in carrying out learning in class and in improving his abilities.

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1. INTRODUCTION

Class teachers in carrying out their duties as teachers and educators also have a role as class teacher leaders. Classroom teacher leadership is the ability of teachers to work together to improve. Classroom teacher leadership is the teacher's ability to be collaborative, 'together' with colleagues to improve and develop their competence to achieve learning goals, school goals and educational goals (Troen & Boles, 2012). Class-teacher leadership is closely related to the teacher's ability to manage the class (Sofiarini & Rosalina, 2021). He said this because one of the successful implementations of learning was the results of class implementation carried out by teacher leaders, especially class teachers. Rahayu (2018) stated

that good classroom teacher leadership is seen as effective, efficient and optimal classroom management.

The teacher is the spearhead of the success of an educational institution. The teacher as a leader aims to influence, encourage and motivate students to carry out the learning process by the rules to increase the quality of education (Nasution, 2016). Classroom teacher leadership is the ability and readiness that every teacher must have to influence, guide and direct or manage their students so that they want to do something to achieve learning goals. Meanwhile, Susanto (2017) explains that classroom teacher leadership is an activity of influencing through educational and teaching activities and making students the main focus.

Teacher leadership is not only limited to the teacher's role in classroom management. York-Bark & Duke (2008) state that teacher leadership is not only limited to the teacher's role in the classroom context when interacting with students but also extends to the teacher's role in interacting with the principal and colleagues, while still referring to the same ultimate goal, namely an increase in process and student learning outcomes. Classroom teacher leadership is described in the form of the teacher's ability to lead in the classroom during learning and outside the classroom when in the community; play an active role in the learning community; able to influence others to improve performance; as well as be responsible for the results obtained, (Katzenmeyer & Moller, 2009).

Teacher leadership is also related to the ability of a teacher to help his colleagues. Informally, class teacher leadership is defined as the teacher's ability to manage his class, the teacher's ability to share his expertise with colleagues, the teacher's ability to find solutions to problems faced, the teacher's ability to guide junior or new teachers, and the teacher's ability to work together or collaborate with colleagues to improve their abilities in the learning process (Ackerman & Mackenzie, 2006). Whereas Childs-Bowen, et al. (2000) teacher leadership is the teacher's ability to influence students, the teacher's ability to improve the school's image, the teacher's ability to inspire the community, the teacher's ability to influence stakeholders to participate in the progress of schools and education. Slightly different from Crowther, Kaagen, Ferguson & Hann (2002) that classroom teacher leadership is the teacher's ability to carry out teaching and learning processes related to community or social life. Classroom teacher leadership is reflected in the teacher's ability to collaborate, prepare learning tools, and work together. Based on the results of preliminary observations in class teachers, it was found that:

Table 1. Classroom Teacher Leadership Problems, Principal Supervision, and Organizational Culture

	Schools Name	Types of Activity	Teachers Total	Yes		No	
				F	%	F	%
1	SDN 007	1. Collaborative (Y)	12	8	67%	4	33%
	BUKIT	2. Prepare learning devices (X ₁)		10	83%	2	17%
	KEMUNING	3. Cooperative (X ₂)		9	75%	3	25%
2	SDN 017	1. Collaborative (Y)	12	8	67%	4	33%
	BUKIT	2. Prepare learning devices (X ₁)		9	75%	3	25%
	KEMUNING	3. Cooperative (X ₂)		10	83%	2	17%
3	SDN 004	1. Collaborative (Y)	6	5	83%	1	17%
	TALANG	2. Prepare learning devices (X ₁)		4	75%	2	25%
	DANTO	3. Cooperative (X ₂)		4	75%	2	25%

Of the 3 elementary schools that were observed based on the results of interviews with school principals, there were still 45% of class teachers were still not disciplined in carrying out their duties, 35% of the class teachers did not prepare their learning materials and 35% of class teachers did not collaborate with their colleagues.

Based on some of the symptoms above, it can be identified that there are still teachers who have not been able to manage the class well, so the class is not conducive. The lack of leadership possessed by classroom teachers is influenced by several factors. According to Setiawan & Muhith (2013), it is the behavior of superiors or supervision carried out by the school principal. This means that superiors who

always carry out regular monitoring of the performance of their subordinates can improve the leadership of their subordinates in completing their work.

This is supported by Eko et al. (2019), who found that classroom teacher leadership is influenced by supervision carried out by the school principal. Supervision carried out by the principal will encourage teachers to become more empowered, the learning situation to become better, teaching to become effective, and teachers to become satisfied with carrying out their work. The teacher, as a leader in the class, requires supervision from the school principal so that the activities carried out by the teacher are directed and the quality of the school is improved. Handhini et al. (2020) state that the school principal acts as a centre of leadership who regulates and manages every activity that takes place at school, one of which is the role of supervisor. The principal's supervision influences the teacher's leadership in managing the class. The supervision of the principal will assist the teacher in knowing every strength and weakness he has in carrying out the learning process, as well as assisting the teacher in improving his performance to improve teacher leadership in managing the class. Based on this background, the researcher is interested in conducting a more in-depth study of the influence of the principal's supervision on classroom teacher leadership.

2. METHODS

This study uses a quantitative research method with a type of ex post facto. The target population in this study was 190 classroom teachers. Then the number of samples used in the study, after being calculated by the Slovin formula, was 129. The technique used to determine the sample was cluster sampling based on the number of elementary schools (SD) in Tapung Hulu District, Kampar Regency, which totaled 23 schools. Furthermore, the research trial was conducted on 30 school principals outside the research sample. The technique used in data collection was a questionnaire distributed using the Google form with alternative answers: always (SL), often (SR), sometimes (KK), rarely (JR), and very rarely (SJ). The questionnaire for each variable was prepared based on variable indicators, namely: classroom teacher leadership indicators adapted from (Katzenmeyer & Moller, 2009; Roemintoyo, 2013; CCSSO, 2011; Bass, 2005), namely: (1) adaptive, (2) collaborative, (3) innovative, and (4) participatory. Then the indicators for the school principal's supervision variable were adapted from (Handayani & Sukirman, 2020; Putra & Hariyati, 2020; Magdalena, et al., 2020), namely: (1) directing the teacher; (2) helping the teacher solve problems; (3) carrying out supervision; (4) establishing harmonious relationships; and (5) conducting work assessments.

Research hypothesis:

$H_0: \rho_{x,y} \leq 0$ There is no significant and positive effect of the principal's supervision on the leadership of class teachers at Public Elementary School Tapung Hulu District, Kampar Regency.

$H_1: \rho_{x,y} > 0$ There is a significant and positive influence of the principal's supervision on the leadership of class teachers at Public Elementary School Tapung Hulu District, Kampar Regency

The research data were analyzed using the SPSS (Statistical Package for Social Science) program, Version 23. The technique used to analyze the data is inferential statistical analysis, which consists of testing the classical assumptions and the research hypothesis. The classic assumption test consists of a normality test and a linearity test. The hypothesis test consists of a t-test, a correlation test, and a determinant test.

3. FINDINGS AND DISCUSSION

3.1 Normality Test

Table 2. Kolmogorov-Smirnov Normality Test Results Variable Principal Supervision (X) and Classroom Teacher Leadership (Y)

	Class Teacher Leadership (Y)	Principal Supervision (X1)
N	129	129
Test Statistics	0.058	0.092
Asymp. Sig. (2-tailed)	,200 ^{c,d}	,110 ^{c,d}

It is known that the data is normally distributed, this is because the sig value > 0.05, namely 0.200 > 0.05 and 0.110 > 0.05. Furthermore, whether the data is normal or not can also be seen from the diagram below:

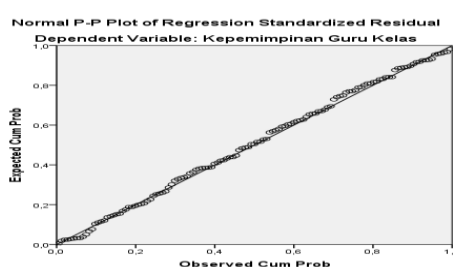


Figure 1. Normal P-P Plot of Regression

Based on the figure, the data distribution shows the level of normality, that the principal's supervision data on class teacher leadership spreads in a linear line. This means that the data is in normal existence.

3.2 Linearity Test

Table 3. Linearity Test Results of Variances Principal Supervision variables (X) and classroom teacher leadership (Y)

Variable	Sig
Class teacher leadership * supervision of the X principal	0.484

The data in Table 3 shows that the deviation from linearity of class teacher leadership (Y) with the supervision of the school principal (X) is 0.484, greater than 0.05. So, it can be concluded that there is a significant linear relationship between the variable class teacher leadership (Y) and the supervision of the principal (X).

3.3 Simple Regression Test

Table 4. Multiple Regression Test of Principal Supervision (X) Against Classroom Teacher Leadership (Y)

Coefficients ^a						
Model		B	std. Error	Betas	t	Sig
1	(Constant)	2,635	,295		8,926	,000
	Principal Supervision	,246	,083	,253	2,553	,002

a. Dependent Variable: Classroom Teacher Leadership

It is known that the value a = 2.635, and b 1 = 0.246. The principal's supervision and organizational culture have a positive and linear effect on classroom teacher leadership. This means that if the principal supervision variable increases by one unit (X1) then the classroom teacher leadership variable (Y) will experience an increase of 0.246. Which can be written with the equation:

$$\hat{Y} = 2.635 + 0.246 X$$

Then, it is viewed from a significant value, it obtains a value of $0.002 < 0.05$, and there is a significant relationship between the principal's supervision of the class teacher's leadership. In conclusion, there is a significant relationship between the principal's supervision and teacher leadership at Public Elementary School Tapung Hulu District, Kampar Regency.

3.4 Variable Determinant Test

Table 5. Results of the Effect Test of Principal Supervision Variable (X1) on Class Teacher Leadership (Y)

R	R Square	Sig, FChange	Influence (%)	Interpretation
0.477	0.225	0.000	22.5%	Low

a. Predictors: (Constant), (X) supervision of the principal

b, Dependent Variable: (Y) Classroom teacher leadership

In the table above, it can be seen that the value of R Square (r^2) = 0.225 or 22.5%. This means that there is an influence of the school principal's supervision variable (X1) on class teacher leadership (Y) of 22.5%, while the remaining 77.5% is influenced by other factors not included in this study. So it can be concluded that there is an influence of the principal's supervision variable on class teacher leadership with a low interpretation.

3.5 Discussion

Based on the research findings, it was found that the principal's supervision affected classroom teacher leadership by 22.5% while the remaining 77.3% was influenced by other factors. This means that the principal's supervision can determine the merits of the class teacher's leadership. The results of this study are supported by Handhini, et al. (2020) that the supervision of school principals affects teacher leadership or teacher quality. The principal's supervision influences the teacher's leadership in managing the class. Principals who regularly supervise will help teachers improve their leadership in teaching. Supervision carried out by the principal aims to find out the strengths and weaknesses of teachers in carrying out learning and to guide and help teachers find solutions to every problem they face.

Supervision by the principal is an effort made by the principal to assist teachers in improving their competence. Muslim (2010) states that supervising the school principal is an activity carried out by the principal to help teachers be professional in carrying out their duties. The supervision carried out by the principal will have an impact on the classroom teacher's leadership. This is consistent with the results of the study that the principal's supervision has a positive effect on class teacher leadership of 0.246 units. This means that for every increase in the supervision of the principal, the class teacher leadership increases by 0.246 units. This analysis is supported by Zuldesiah et al. (2021). Supervision that is carried out regularly by the school principal can improve teacher performance or leadership.

Harapan (2020) stated that school principal supervision is assistance provided by school principals to teachers to improve their professionalism. Likewise, class teacher leadership is determined by the supervision of the principal. The school principal at Public Elementary School Negeri Tapung District, Kampar Regency, has carried out supervision well. This can be seen from the mean value of the overall head supervision, which is 3.54 with a high interpretation. This means that the principal has directed the teacher, assisted the teacher in solving problems, carried out supervision, been able to establish harmonious relationships with school members, and been able to evaluate teacher performance. This is slightly different from Rizky Putri Utami's (2016) observation that the school principal's supervision activities consist of planning, implementation, and follow-up.

Supervision of school principals is more emphasized on coaching and improving the ability and performance of teachers in schools in planning, implementing, and assessing learning, Mulyasa (2014). This means that the better the supervision carried out by the principal, the teacher's performance or the teacher's leadership will increase in carrying out the learning process. The results showed that there

was a very strong and significant relationship between the principal's supervision of the class teacher's leadership, with a correlation of 0.477 and a significant level of $0.002 < 0.05$. The results of this study are supported by Mustari (2022) Principal supervision is coaching teachers in improving the quality of the learning process and increasing their professionalism. It can be concluded that school principals who carry out regular and continuous supervision following implementation techniques will improve class teacher leadership or improve the teacher's ability to manage classes.

4. CONCLUSION

Classroom teacher leadership is the teacher's ability to carry out work independently and collectively and can influence other people with the aim of improving student learning outcomes. Good classroom teacher leadership is influenced by the principal's supervision. The better the supervision carried out by the principal, the more the classroom teacher leadership will improve. This indicates that to improve classroom teacher leadership, one of the things that can be done in supervision carried out by the principal regularly and continuously includes directing teachers, helping teachers solve problems, supervising, establishing harmonious relationships, and evaluating teacher performance. This study only discusses one factor that influences classroom teacher leadership. So, it is still necessary to do further research on other factors that influence classroom teacher leadership. For researchers interested in problems regarding classroom teacher leadership, you can follow up by conducting the same research but with different objects or the same indicators to obtain a strategy to improve school teacher leadership at every level of education.

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