

## The Relationship between Supervision, Integrity, and Performance of Primary School Teachers

Siti Rahmah<sup>1</sup>, Gimin<sup>2\*</sup>, Afrianto<sup>3</sup>

<sup>1</sup>Magister of Educational Administration, University of Riau, Pekanbaru, Indonesia

<sup>2</sup>Faculty of Teacher Training and Education, University of Riau, Pekanbaru, Indonesia

\*[gimin@lecturer.unri.ac.id](mailto:gimin@lecturer.unri.ac.id)

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### Abstract

This study aims to analyze the relationship between supervision, integrity and performance of primary school teachers. The participants of the study were 150 teachers of public elementary schools in Dumai Barat subdistrict, Dumai city, and the sample was determined using the purposive stratified random sampling technique. The method of data collection was done by distributing questionnaires for the supervision and integrity variables, while for the teacher performance variable it was with documentation. The results of the study show that there is a positive correlation between supervision on teacher performance, a positive correlation between integrity and teacher performance, and a positive correlation between supervision, integrity and teacher performance. This study concludes that there is a positive and significant correlation among supervision, integrity, and performance of primary school teachers in Dumai Barat Subdistrict, Dumai City.

**Keywords:** integrity; teacher performance; supervision

### 1. INTRODUCTION

Teachers as personnel who occupy strategic positions in the context of developing human resources are required to continue to follow the development of new concepts in the world of teaching. The teacher is a person who develops free efforts for students to examine what interests them, express their ideas and creativity within the limits of consistently enforced norms. Teachers must carry out their work in accordance with their main duties and functions. This is in accordance with the position of teachers as professionals as referred to in the Law on Teachers and Lecturers no. 14

of 2005 article 4 which states that "the position of teachers as professionals as referred to in Article 2 paragraph (1) serves to increase the dignity and role of teachers as learning agents and functions to improve the quality of national education" (Peraturan Pemerintah, 2009).

Teachers are human resources who greatly determine the success of the teaching and learning process in schools, therefore teachers are expected to have good performance, in order to produce quality students (Putra, 2019a). Good quality education will color the intellectuality and progress of a nation, especially in the era of globalization

which is full of competition. That is why education always requires efforts to improve and improve in line with the increasing needs and demands of people's lives who crave a personality figure. The essence of education is none other than the formation of personality through the transformation of values, and not just a transfer of knowledge.

Teachers who have good performance will always be fully aware of their respective responsibilities and try to carry out all the tasks assigned to them properly according to their abilities to get maximum work results (Putra, 2019a). Conversely, if a teacher does not have a good performance, it will only have a negative impact on the teacher himself and the school where he works (Putra, 2019b). Teachers are the main key in the education system, therefore improving the performance of a teacher really needs to be done both individually and in groups as an effort to improve better work results.

Teachers are required to have performance that is able to provide and realize the hopes and desires of all parties, especially the general public who have trusted schools and teachers in fostering students. Performance is an important factor to support the success of a person's work both in a personal capacity and as a teacher. Many unfavorable consequences for organizations or schools are caused by low performance. In the context of the importance of teacher performance, the facilities and infrastructure for learning available in schools are not sufficient for professional teachers.

The phenomena seen in Public Elementary Schools in Dumai Barat District, Dumai City, were obtained by researchers from interviews with several school principals, namely teachers still use the lecture method in teaching so that students feel bored and bored with the teacher's explanation, in teaching the teacher does not refer to the teacher's explanation. in lesson plans, even learning tools are made after teaching. As a teacher, you should prepare lesson plans first before teaching in class, because teaching based on the sequence of learning activities in the lesson plans will feel easier, there are still teachers who use traditional teaching aids and are not in accordance with the times. This indicates that the teacher is not creative and innovative in creating a pleasant learning atmosphere.

The next phenomenon is the lack of frequency of supervision of teachers, principals carry out supervision of teachers at most only twice a year. The implementation of effective supervision should be done twice a semester at the beginning of the semester and at the end of the semester. Teachers have lack of work ethic possessed by teachers, and lack of responsibility in carrying out their duties such as lack of discipline in punctuality in coming to school. The lack of discipline in the task as a teacher is certainly related to the performance of the teacher.

From these phenomena, it is very influential on the implementation in carrying out their profession as a teacher, especially in carrying out planning, as educators and teachers,

placing the use of teaching methods for continuous improvement.

Based on the description above, the authors are interested in conducting research on "The Effect of Supervision and Integrity on Teacher Performance at Public Elementary Schools in Dumai Barat Subdistrict, Dumai City".

Based on the description of the background described above, the following problems are formulated:

1. Does supervision affect the performance of teachers in public elementary schools in Dumai Barat Subdistrict, Dumai City?
2. Does Integrity affect Teacher Performance in Public Elementary Schools in Dumai Barat Subdistrict, Dumai City?
3. Do Supervision and Integrity together influence the performance of State Elementary School teachers in Dumai Barat Subdistrict, Dumai City?

## 2. THEORETICAL FRAMWORK

Performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience, and sincerity and time (Hasibuan, 2017). This implies that teacher performance can be interpreted as the results achieved by teachers on the implementation of professional and functional tasks in learning that have been determined within a certain period of time. Dunda stated that teacher performance can be assessed from the aspect of basic abilities that must be possessed by a teacher known as "teacher competence".

According to Yogaswara (2010, 62) performance reflects the success of an organization, it is considered important to measure the characteristics of its workforce. Teacher performance is the culmination of three interrelated elements, namely skills, efforts, the nature of circumstances and external conditions. Skill level is the raw material that a person brings to the workplace such as experience, abilities, interpersonal skills and technical skills.

Prawirosentoso (in Sihombing 2014:79) performance is the result of work that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities in order to achieve the goals of the organization concerned legally, not violating the law and in accordance with morals and ethics. Performance is defined as an expression of ability based on knowledge, attitudes, skills and motivation in producing something. Bernardin and Russel (in Warastuti & Usman, 2013) define performance that "Performance is defined as the record of outcomes produced on a specified job function or activity during a time period".

Assessment of a teacher's performance is a very important part of the whole process of the teacher's performance in question. Assessment itself is a process by which the organization seeks to obtain as accurate information as possible about the performance of its members. The assessment was conducted to determine the level of teacher performance. According to Martinis Yamin and Maisah

(in Susanto, 2012:200) several sources of assessment for education personnel are: (1) self-assessment; (2) assessment by students; (3) peer assessment; and (4) assessment by direct supervisor.

From the above opinion, a synthesis can be drawn, namely that teacher performance is the level of success achieved by the teacher in carrying out and completing the tasks assigned to him in accordance with the responsibility to achieve the goals that have been set, with indicators: (1) pedagogy, (2) personality, (3) social, and (4) professional.

Meanwhile, according to Ross (in Danim & Khairil, 2012:153) supervision is a service to teachers that aims to produce improvements in teaching, learning and curriculum. The success of learning is largely determined by the implementation of continuous and continuous supervision.

Barinto (2012, 209) says that supervision is an activity of observing, identifying which things are correct, which are not true, and which are not true, with the intention of being right with the aim of providing guidance.

According to Boardman (in Danim & Khairil, 2012:26) supervision is an effort to stimulate, coordinate and guide the continuous growth of teachers in schools, both individually and collectively, to better understand and be more effective in realizing all teaching functions, thus they can stimulate and guide the continuous growth of each student, and are able and more capable of participating in modern democratic societies. This means that supervision

can help teachers learn how to improve their own abilities in order to achieve the learning objectives that have been set.

In line with this, Purwanto (2010, 76) says that supervision is a coaching activity that is planned to assist teachers and other school staff in carrying out their work effectively. Thus, it can be synthesized that supervision is a service or guidance from the principal's efforts in helping teachers develop better teaching and learning situations, with indicators: (1) supervision planning, (2) implementation of supervision, and (3) evaluation.

Cooper and Sawaf (2002, 319) that integrity is adherence to moral and ethical principles, depth of moral character, honesty. Integrity is also defined as a state of being thorough, full, and whole.

Integrity is also the harmony between intentions, thoughts, words and deeds. Intentions and thoughts are, of course, personal aspects that are invisible, difficult to feel and measure. While words and actions are aspects that are visible, can be felt and evaluated. Having the harmony of intentions, thoughts, words and deeds is good and right is a sign of personal integrity and a consistent attitude. The actions or actions that are aligned are good and right actions that are in accordance with the values of institutions/institutions, the community, and fulfill the principles of good governance (Aulia, 2010).

Integrity can be seen as the depth and extent of emotional honesty (Zahra, 2011, 12). Where emotions and

passions themselves are intuitive considerations of the most important kind, and this is where integrity is born and upheld. In addition, it is through this intuitive and inwardly strong awareness of integrity that we can bring out creativity, pride, and the possibility that integrity is also interactional which involves managing the relationship between a person and the people around him.

Teacher integrity is a person's obedience and obedience to moral and ethical principles and honesty in order to achieve the goals that have been set, with the following indicators: (1) loyalty, (2) obedience, (3) responsibility, (4) honesty, (5) cooperation, and (6) initiative.

### 3. METHODS

This research was conducted at Public Elementary Schools in Dumai Barat Subdistrict, Dumai City. The time of the research was carried out from January 2021 to Mai 2021. The method used in this study was a survey method with correlational techniques (Sugiyono, 2011). This technique is done to analyze the relationship between two independent variables  $X_1$  and  $X_2$  and a dependent variable  $Y$ . The population in this study were all public elementary school teachers in Dumai Barat Subdistrict, Dumai City, amounting to 238, the research sample was 150 teachers. Based on the variables studied as seen in the previous problem constellation model, the data in this study were collected by distributing questionnaires for the supervision and integrity variables, while for the teacher

performance variable with documentation obtained from the principal .

The data analysis technique used to process the data in this research is descriptive analysis technique and inferential analysis. Descriptive analysis is used to provide an overview of the frequency distribution of histogram data, mode, median, mean value, and standard deviation. Inferential statistical analysis is used to test the hypotheses that have been formulated previously. Before testing the hypothesis in this study, the data analysis requirements were first tested. The requirements for this data analysis are: normality test, homogeneity test, and linearity test. Test requirements analysis consists of normality test, homogeneity test, and linearity test.

#### a. Normality test

The normality test is intended to determine whether the distribution of research data is normal or not. The normality test of the data used the SPSS 17 program with the One-Sample Kolmogorov-Smirnov Test. The data is declared normal if the value of sig (p) > 0.05.

#### b. Homogeneity

Test The homogeneity test is intended to test the similarity of the variance of a normally distributed population. Researchers used the homogeneity test in this study, with the provisions of homogeneous data if sig > 0.05 and non-homogeneous data if sig < 0.05.

### c. Linearity Test

The linearity test is intended to see whether the regression equation obtained is "meaningful" when used as a conclusion between the variables analyzed. Linearity test using ANOVA table. Linear regression if the significant value is less than 0.05.

To test the research hypothesis using multiple regression testing with the help of the SPSS version 17 program. Statistical hypothesis testing in this study uses the following notation:

#### a. Statistical Hypothesis 1

There is a positive effect of principal supervision on teacher performance at SDN Dumai Barat Subdistrict, Dumai City.

#### b. Statistical hypothesis 2

There is a positive influence of integrity on teacher performance at SDN Dumai Barat Subdistrict, Dumai City.

#### c. Statistical hypothesis 3

There is a positive influence of principal supervision and integrity together on teacher performance at SDN Dumai Barat Subdistrict, Dumai City.

## 4. RESULTS

Calculation of the validity of the supervision instrument are based on the number of trial samples as many as 30 respondents, and the criterion coefficient with a significance level of 0.05, which is 0.361. From the results of item validity, it turns out that from the 30 items planned after the calculation, it turns out that there are 5 items that drop, namely no. 12, 16, 20, 26 and item 30, resulting in 25 valid items. While the reliability index found is

0.655, it can be concluded that a reliable supervision instrument in the high category can be used for research.

The calculation of the validity of the integrity instrument is based on the number of trial samples as many as 30 respondents, and the criterion coefficient with a significance level of 0.05, which is 0.361. From the results of item validity, it turned out that from the 30 planned items after the calculation, it turned out that there were 6 items that dropped, namely items numbered 12, 17, 20, 23, 27, 30, resulting in 24 valid items. While the reliability index found is 0.636.

Data analysis to test the research hypothesis was carried out using parametric statistical analysis, namely simple and multiple regression and correlation analysis. Before conducting the parametric statistical test, the researcher first tested the analysis requirements, namely the normality test. The normality test was carried out to determine whether the distribution of the data to be analyzed was normal or not. The data includes teacher performance variable (Y), supervision ( $X_1$ ) and integrity ( $X_2$ ). The normality test uses SPSS version 16.

The normality test of the data in this study uses the test *Kolmogorov-Smirnov*, with a significant level that is used as a rule to accept or reject the normality test or the presence or absence of a data distribution = 0.05. in the sig column, the results of the significance of the teacher performance variable (Y) are normally distributed, because the sig value ( $0.061 > 0.05$ ), the supervision variable ( $X_1$ ) is greater than the alpha

value) is normally distributed because sig is greater than the alpha value ( $0.200 > 0.05$ ), and the integrity variable ( $X_2$ ) is also normally distributed, because the sig value is greater than the alpha value ( $0.200 > 0.05$ ). The significance value of each of these variables is  $> 0.05$  which means that  $H_0$  is accepted or the data from each variable is normally distributed. Thus, the requirements of the regression analysis are met.

The linearity test was used to test the linearity of each independent variable on the dependent variable. Analyst technique used is analysis of variance/ANOVA. In this analysis the linearity test is based on the significance value. The criteria are based on significance ( $\alpha$  count), if count is smaller than the specified significance level of 5%, it means that the linearity is significant. For linearity test using SPSS version 16 program. At the table ANOVA output. It can be seen that the significance value for linearity is 0.000 because the significance value is less than 0.05, it can be concluded that there is a linear relationship between the supervision variable and the teacher performance variable.

To test the linearity of the influence between integrity on teacher performance, from the ANOVA output it can be seen that the significance value of linearity is 0.000 because the significance value is less than 0.05, it can be concluded that there is a linear relationship between the integrity variable and the teacher performance variable.

Testing the hypothesis in research aimed to test the three hypotheses were formulated: (1) Effect of supervision ( $X_1$ ) the performance of teachers (Y), (2) Effect of integrity ( $X_2$ ) the performance of teachers (Y), (3) Effect of supervision ( $X_1$ ) and integrity ( $X_2$ ) together on teacher performance (Y). The statistical technique used to determine the relationship between these variables is the statistical technique of correlation *product moment* and multiple regression, simple and multiple. This technique is used to test the magnitude of the effect of the variable (X) on the variable (Y).

The first hypothesis to be tested is: "there is positive and significant correlation between supervision ( $X_1$ ) with the performance of teachers (Y)".

Furthermore, to determine the degree of significance of the simple regression equation, the significance and linearity of the equation were tested with the F test as the results of  $F_{\text{count}} 55.999$   $F_{\text{table}} 3.06$  with a significant level of 0.000 then  $H_0$  was rejected and  $H_a$  was accepted meaning that there was a positive influence between supervision on teacher performance.

Based on the above equation, it can be interpreted that the constant of 23.731 means that if the supervision of  $X_1$  is 0, then the teacher's performance (Y) is 23.731. The regression coefficient of the supervision variable  $X_1$  is 0.713. This means that supervision has increased by 1, then the teacher's performance value will increase by 0.713 a positive coefficient between the value of supervision and teacher performance. The higher the value of

the supervision score, the more the teacher's performance will improve.

Because the value of  $t_{\text{count}} > t_{\text{table}}$  is  $7.483 > 1.655$  then  $H_0$  is rejected and  $H_a$  is accepted meaning that there is a significant influence between supervision and teacher performance. So, in this case it can be concluded that supervision has an effect on teacher performance.

From the correlation coefficient of 0.802, it can also be seen that the coefficient of determination ( $r^2$ ) is 0.524, or 52.4%. This means that 27.5% of the variation of strengthening or weakening teacher performance is determined by supervision.

The second hypothesis to be tested is: "there is a positive and significant relationship between Integrity ( $X_2$ ) the performance of teachers ( $Y$ )". Furthermore, to determine the degree of significance of the simple regression equation, the significance and linearity of the equation were tested by testing the results of  $F_{\text{count}} 52.205$   $F_{\text{table}} 3.06$  with a significance level of 0.000. Then  $H_0$  is received, which means there is a positive relationship integrity of the performance of teachers.

Based on the above equation, it can be interpreted that the constant of 40,187 means that if the integrity ( $X_2$ ) the value is 0, then the teacher's performance ( $Y$ ) is 40,187 the regression coefficient of the integrity variable ( $X_2$ ) of 0.518 this means that integrity has increased by 1, then the value of teacher performance will increase by 0.518, the coefficient is positive between the value of integrity and teacher performance. The higher

the value of the integrity score, the higher the teacher's performance.

Because the value of  $t_{\text{count}} > t_{\text{table}}$  i.e.,  $7,225 > 1,655$  then  $H_0$  is rejected and  $H_a$  is accepted meaning that there is a significant influence between integrity and teacher performance. So, in this case it can be concluded that integrity affects teacher performance.

The third hypothesis to be tested is: "there is a positive and significant relationship between supervision ( $X_1$ ) and integrity ( $X_2$ ) in it together together with the teacher's performance ( $Y$ )".

Based on the results  $F_{\text{count}} 36.707$   $F_{\text{table}} 3,06$  Then  $H_0$  is received, which explains that supervision ( $X_1$ ) and integrity ( $X_2$ ) jointly have a significant relationship to the teacher's performance ( $Y$ ). In addition, the regression equation  $\hat{Y} = 18.844 + 0.461 X_1 + 0.309 X_2$  very significant. This means that each increase in one unit of supervision and integrity scores can simultaneously increase the teacher's performance score by 0.461 and 0.309 at a constant of 18.844.

Hypothesis:

$H_a$ : There is an influence between supervision and integrity with teacher performance

Regression significance test

The regression equation is as follows:

$$Y = a + b_1X_1 + b_2X_2$$

$$\hat{Y} = 18.844 + 0.461 X_1 + 0.309 X_2$$

Based on the above equation can be concluded that the constant of 18.844 this pales supervision ( $X_1$ ) and integritas ( $X_2$ ) value is 0, then the level ( $Y$ ) value



is 18.844 means that the value of supervision ( $X_1$ ) is 0.461 means that if the value of supervision has increased 1%, then the teacher's performance level (Y) is 0.461 with the assumption that the independent variable is fixed. The regression coefficient for the integrity variable ( $X_2$ ) is 0.309, meaning that if the integrity increases by 1%, the teacher's performance (Y) will increase by 0.309 assuming the other independent variables remain.

At the output of *the Summary Model* from the results of linear regression analysis, the number  $R^2$  (*R Square*) is 0.333 or (33.3%). This shows that the percentage contribution of the influence of the independent variable (supervision and integrity) to the dependent variable (teacher performance) is 33.3%. Or the variation of the independent variable used in the model (supervision and integrity) is able to explain 33.3% of the variation in the dependent variable (teacher performance). While 66.7% is

influenced by other variables that are not included in this research model.

Because the  $F_{count} > F_{table}$  is  $36,707 > 3.06$ , then  $H_0$  is rejected and  $H_a$  is accepted, meaning that supervision and integrity jointly affect teacher performance.

Based on the data in table 4.20, the calculation results obtained a multiple regression equation stating the functional relationship between supervision ( $X_1$ ) and integrity ( $X_2$ ) together with teacher performance (Y) indicated by the regression equation =  $18.844 + 0.461 X_1 + 0.309 X_2$ .

Based on the data from the calculation of the strength of the relationship between supervision ( $X_1$ ) and integrity ( $X_2$ ) with teacher performance (Y) indicated by the multiple correlation coefficient, namely  $r_{y1,2}$  0,577. This means that the higher the supervision and integrity, the higher the teacher's performance.

Table 1. Significance Test of the Double Correlation Coefficient of Supervision and Integrity with Teacher Performance

No.	Calculation of	Results
1	Correlation (r)	0.577
2	Determination ( $r^2$ )	0.333

The result of the calculation of the coefficient of determination is  $= 0.577^2 = 0.333$  or 33.3%. This means that 33.3% of the variation of the teacher performance variable in the multiple

regression equation can be explained by supervision and integrity together through the regression equation =  $18,844 + 0.461 X_1 + 0.309 X_2$ .

The increasing influence of each independent variable on the dependent variable can be seen based on the order

of magnitude of the partial correlation coefficient as shown in the following table:

Table 2. Ranking order according to the magnitude of the regression coefficient

No	Regression Coefficient	Rank
1	$r_{y,1,2} = 0.461$	First
2	$r_{y,2,1} = 0.309$	Second

The table above shows that the higher regression coefficient is the variable of supervision rather than integrity, meaning that supervision has a stronger influence in improving teacher performance.

Based on the table turns supervision variable regression coefficients ( $X_1$ ) with  $r_{y,1,2} = 0.461$  was ranked first, while the integrity variable regression coefficient ( $X_2$ )  $r_{y,2,1} = 0.309$  is the second.

## 5. DISCUSSION

This research shows that there is a positive and significant influence between supervision ( $X_1$ ) with the teacher's performance ( $Y$ ). It is proven by the results of the  $F_{count} 55.999 \geq F_{table} 3.06$  with a significant level of 0.000 then  $H_0$  is rejected and  $H_a$  is accepted meaning that there is a positive influence between supervision on teacher performance.

The results of the first test concluded that there was a positive and significant effect between supervision on teacher performance as indicated by a value of 0.275 (27.5%). This means that 27.5%

of the variation of strengthening or weakening teacher performance is determined by supervision. The pattern of influence between these two variables is expressed by the regression equation  $\hat{Y} = 23.731 + 0.713 X_1$  which provides information that every change in one level of supervision will result in changes in teacher performance.

Based on the results of these statistics indicate that supervision has an effect on teacher performance, it can be concluded that supervision has a positive effect on teacher performance, meaning that the better the supervision, the better the performance of elementary school teachers in Dumai Barat Subdistrict, Dumai City.

The results of the research above are in accordance with the results of research conducted by Badrudin (2014) entitled The Effect of Supervision and Work Motivation on Teacher Performance at MTs Negeri Anyar, Serang Regency, Banten Province. The results showed that there was a significant and positive effect between

supervision and work motivation on teacher performance.

This statement is in accordance with the opinion expressed by Suharsimi and Hadiyanto (in Fetrianis, 2013) that supervision is to provide guidance to schools in general and teachers in particular so that the quality of learning increases and so that they develop their abilities optimally.

This research shows that there is positive and significant correlation between integrity ( $X_2$ ) the performance of teachers ( $Y$ ). It is proven by the results of the  $F_{count}$  52.205  $F_{table}$  3.06 with a significance level of 0.000. Then  $H_0$  is received, which means there is a positive relationship integrity of the performance of teachers.

The results of the second test concluded that there was a positive and significant effect between integrity on teacher performance as indicated by the value of the coefficient of determination ( $r^2$ ) of 0.261 (26.1%). This means that 26.1% of the variation of strengthening or weakening teacher performance is determined by integrity. The pattern of influence between these two variables is expressed by the regression equation  $\hat{Y} = 40,187 + 0,518 X_2$  which provides information that every change in one level of integrity will lead to changes in teacher performance.

The results of the research above are in accordance with the results of research conducted by Hutapea (2007) with the title Relationship of Spiritual Leadership and Teacher Institutional Integrity with Teacher Work Achievement at State Junior High Schools in Siborongborong Subdistrict.

The results showed that there was a significant relationship with a positive direction between teacher institutional integrity and teacher work performance. The higher is the teacher's institutional integrity, the higher is the teacher's work performance.

This is in accordance with the theory put forward by Priyadharma (2001) which says that integrity is the fruit of work. Integrity is not just a good idea, it's a strong feeling drive based on a self-invented set of working principles. Integrity can be a goal that is actualized in various ways that are good, effective, and efficient. Integrity encourages the achievement of good results in the form of good performance or the achievement of good things in life.

Concluded that there is a positive and significant influence between supervision and integrity of the performance of teachers represented by  $R^2$  (*R Square*) of 0.333 (33.3%). This shows that the percentage contribution of the influence of the independent variable (supervision and integrity) to the dependent variable (teacher performance) is 33.3%. This means that 33.3% of the variation of strengthening or weakening teacher performance is determined by supervision and integrity. The pattern of influence between these two variables is expressed by the regression equation  $\hat{Y} = 18.844 + 0.461 X_1 + 0.309 X_2$  which provides information that any change in one level of supervision and integrity will result in changes in teacher performance.

From the results of the equation shows that supervision has a more dominant influence than integrity.

However, together, supervision and integrity have a very significant influence on teacher performance, meaning that supervision and integrity have an influence on the performance of elementary school teachers throughout Dumai Barat Subdistrict, Dumai City.

This is in accordance with the research conducted by Susanti (2019) with the title research on the influence of supervision and integrity on the performance of elementary school teachers in Salo Subdistrict, Kampar Regency. The results showed that: (1) there was a positive influence between supervision on teacher performance; (2) there is a positive influence between integrity on teacher performance; and (3) there is a positive influence between supervision and integrity together on teacher performance.

## **6. CONCLUSIONS AND SUGGESTIONS**

Based on hypothesis testing and discussion of research results, in this chapter, conclusions, implications and suggestions for more details are presented as follows.

There is a positive and significant influence between supervision on the performance of elementary school teachers in Dumai Barat Subdistrict, Dumai City. This means that if the supervision is increased, the teacher's performance will increase, otherwise the lower the supervision, the lower the teacher's performance. There is a positive and significant influence between integrity on the performance of elementary school teachers in the Dumai Barat Subdistrict of Dumai City.

This means that if the integrity is increased, the teacher's performance will increase, otherwise the lower the integrity, the lower the teacher's performance. There is a positive and significant influence between supervision and integrity on the performance of public elementary school teachers in Dumai Barat Subdistrict, Dumai City. This means that if supervision and integrity are improved, teacher performance will increase, on the contrary, the lower the supervision and integrity, the lower the teacher's performance.

Thus, it can be seen that the three hypotheses proposed in this study can be accepted, namely supervision and integrity, individually or collectively, have a significant influence on teacher performance.

Based on the research results and Conclusions as described previously, in this section it is necessary to give suggestions to the parties Involved in this research. For primary school teachers throughout the Subdistrict of West Dumai Dumai, should be able to redevelop their teaching performance by means of joint-together follow up on problems that can be obtained when the principal supervises. Teachers must also improve their ability and creativity in carrying out the learning process in the classroom, in order to create good work discipline, high integrity and responsibility for their work. For school principals, to improve teacher teaching performance in class, principals should pay attention to indicators of a teacher teaching performance success, one of which is influenced by supervision

carried out by school principals and high integrity. For other researchers, further research can be done by further deepening the material from each variable such as social relations between teachers, suggestions from coworkers, and work situations to improve mentality, and interpersonal communication, conflicts, promotions, improving teacher welfare, division of leadership tasks.

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