

CHAPTER I

INTRODUCTION

A. Research Background

Improving the ability and competence of human resources is a key factor in national development and determining national competitiveness in the midst of changing global dynamics^{1,2}. Individual competencies not only affect labor productivity but also determine a country's strategic position in the arena of international competition. Various international institutions routinely rank the country's competitiveness based on strategic indicators. The quality of human resources is an important factor that affects the level of competitiveness of a country because it directly impacts economic growth and innovation potential to face the era of global competition that is experiencing a progressive increase in competition. Organizations must prioritize competency development to improve their adaptability and performance in this competitive landscape.

¹ Erma Hotnijar Siregar and Winda Khairani Hasibuan, "The Influence of Human Resource Development and Education in the Context of Increasing Economic Growth," *Mutiara : Journal of Research and Scientific Works* 2, no. 1 (2024): 312–24, <https://doi.org/10.59059/mutiara.v2i1.970>.

² Ferdy Leuhery, "Development of Superior Human Resources (HR) In Facing The Era of Globalization," *Return : Study of Management, Economic and Business* 2, no. 10 (2023): 1018–22, <https://doi.org/10.57096/return.v2i10.169>.

The IMD's World Competitiveness Ranking report periodically releases "competitiveness rankings of countries around the world based on various aspects, including government efficiency, economic performance, infrastructure, and the effectiveness of the business world and human resources".³ The following table 1.1 presents the current position of countries around the world, including Indonesia, in terms of competitiveness by 2025, which at the same time reflects the achievements and challenges in developing the quality of human resources globally.

Table 1.1 World Competitiveness Ranking Score in 2025

Ratings	Country	Score	Previous Rating
1	2	3	4
1	Switzerland	100	2
2	Singapore	99.4	1
3	Hong Kong	99.2	5
4	Denmark	97.5	3
5	United Arab Emirates	96.1	7
6	Taiwan	93.7	8
7	Ireland	91.3	4
8	Sweden	90.2	6
9	Qatar	89.9	11
10	The Netherlands	89.8	9
...	...	...	..
40	Indonesia	64.3	27

Source: Adapted from IMD World Competitiveness Ranking
(2025)

³ *WCR-Rankings - IMD Business School for Management and Leadership Courses*, June 10, 2025, <https://www.imd.org/centers/wcc/world-competitiveness-center/rankings/world-competitiveness-ranking/rankings/wcr-rankings/>.

Based on the table, Switzerland ranks first with a perfect score of 100.00, followed by Singapore (99.4) and Hong Kong (99.2), which shows the success of these countries in building a highly competitive ecosystem in terms of economy, government efficiency, infrastructure, and quality of human resources. Indonesia recorded a significant decline from 27th place in 2024 with a score of 71.5 to 40th in 2025 with a score of 64.3. This decline reflects serious problems in various aspects of national development, particularly in strengthening economic policies, the effectiveness of the education sector, and more targeted human resource development. Indonesia still has significant potential compared to top-ranked countries, to continue to improve its competitiveness by improving the quality of education and workforce competencies in various strategic sectors.

Education plays a fundamental role in shaping the intellectual, moral, and social development of individuals and society. In the 21st century, the demands on the education system are increasingly complex, requiring not only academic excellence but also the cultivation of character, creativity, and resilience among students⁴. As various countries strive to improve educational outcomes, attention has shifted to the quality of the teaching and learning process in schools. At the heart of this effort

⁴ Idawati Idawati et al., "Active, Creative, Effective and Fun Learning with Character in 21st Century Skills," *AL-ISHLAH: Journal of Education* 14, no. 3 (2022): 3667–78, <https://doi.org/10.35445/alishlah.v14i3.1490>.

is the performance of teachers, who act as the main agents of education delivery and transformation.

School leadership in the context of education has emerged as an important factor in driving educational reform and improving school performance⁵. Good and effective leadership will affect the school climate, teacher motivation, teaching quality, and student achievement^{6,7}. Among the various functions of leadership, supervision stands out as a strategic tool to guide and support teachers in their professional roles. Principals, as school leaders, are expected to foster an environment that encourages continuous improvement, collaboration, and accountability⁸. Their ability to effectively supervise can have a significant impact on the performance and development of teachers in their roles.

⁵ Paul W. Miller, *The Nature of School Leadership: Global Practice Perspectives*, 1st ed. 2018., Intercultural Studies in Education (Springer International Publishing, 2018), <https://doi.org/10.1007/978-3-319-70105-9>.

⁶ Dr. Farah Naz and Surryia Rashid, *Effective Instructional Leadership Can Enhance Teachers' Motivation and Improve Students' Learning Outcomes*, 4, no. 1 (2021): 477–85, [https://doi.org/10.36902/sjesr-vol4-iss1-2021\(477-485\)](https://doi.org/10.36902/sjesr-vol4-iss1-2021(477-485)).

⁷ Nancy Parra and Andrea Silva, "Effective Leadership and Its Impact on Teacher Interpersonal Relationships at José Mejía Lequerica School," *593 Digital Publisher CEIT* 6 (December 2020): 39–46, <https://doi.org/10.33386/593dp.2021.1.412>.

⁸ Junaid Rafiq and Dr Fariha Gul, "Impact Of Instructional Leadership On School Culture And Climate For School Improvement," *MAIRAJ* 1, no. 1 (2022): 26–36, <https://doi.org/10.58760/mairaj.v1i1.4>.

In Indonesia, Madrasah Tsanawiyah represents a unique segment of the education system, which combines national curriculum standards with religious teaching⁹. These schools play an important role in shaping the moral and academic development of students, particularly in areas with strong Islamic cultural traditions. They are subject to the same quality standards and accreditation process as public schools as part of the national education framework. However, they often face different challenges related to resources, leadership capacity, and community expectations^{10,11}. Understanding how the implementation of principal supervision affects teacher performance in this context is critical to developing targeted strategies that support academic and spiritual excellence.

In addition, Islamic educational institutions are characterized by their management, emphasis on cultivating Islamic character, spreading religious knowledge, and creating quality culture based on Islamic values¹². Leaders or principals

⁹ Ahmadi Ahmadi and Minnah El Widdah, "An Analysis of Islamic Education Policy (A Study of Education Management Literature)," *Journal of Educational and Social Sciences Management* 4, no. 1 (2022): 104–13, <https://doi.org/10.38035/jmpis.v4i1.1376>.

¹⁰ Ahmad Shofiyuddin Ichsan et al., "Islamic Education Faces Tradition, Transition, and Modernization," *Fitrah: Journal of Islamic Education* 1, no. 1 (2020): 107–23, <https://doi.org/10.53802/fitrah.v1i1.11>.

¹¹ Muh Ibn Sholeh, *Management Strategies of Islamic Education Organizations in Facing Global Challenges | Edu Journal Innovation in Learning and Education*, June 24, 2023, <https://ejournal.unsuda.ac.id/index.php/edu/article/view/456>.

¹² Dede Arif Rahman Nurhakim et al., "The Role of Islamic Education in Shaping a Generation of Character," *LECTURES: Journal of*

actively promote character development in the curriculum and work with the community to enhance students' Islamic identity, with the aim of achieving academic success as well as strong moral and spiritual values. Regarding leadership, Allah says:

وَإِذِ ابْتَلَىٰ إِبْرَاهِيمَ رَبُّهُ بِكَلِمَاتٍ فَأَتَمَّهُنَّ ۖ قَالَ إِنِّي جَاعِلُكَ لِلنَّاسِ إِمَامًا ۖ قَالَ وَمِنْ ذُرِّيَّتِي ۖ قَالَ لَا يَنَالُ عَهْدِي الظَّالِمِينَ

Translation: *(Remember) when Ibrahim was tested by his Lord with a few sentences, then he executed it perfectly. He (Allah) said, "Verily I have made you a leader over all mankind." He (Ibrahim) said, "(I also beg) from some of my descendants." Allah said, "(Your prayer I grant, but) My promise does not apply to the unrighteous." (QS. Al-Baqarah [2]: 124)¹³*

The interpretation of verse 124 of Surah Al-Baqarah based on Ibn Kathir's interpretation shows that *"leadership is seen as a spiritual responsibility derived from the Divine will to a figure who has passed various tests of obedience and integrity, such as the Prophet Ibrahim who was made a priest for all mankind because of his exemplary behavior"*¹⁴. This situation reinforces the urgency of the role of the head of the madrasah as a leader who is

Islamic and Education Studies 4, no. 3 (2025): 321–28, <https://doi.org/10.58355/lectures.v4i3.136>.

¹³ "Qur'an Ministry of Religion," accessed February 21, 2026, <https://quran.kemenag.go.id/quran/per-ayat/surah/2?from=124&to=286>.

¹⁴ Dr. Abdullah bin Muhammad bin Abdurrahman bin Ishaq Alu Shaykh, *Lubaabut Tafsir Ibn Kathir*, 14th ed. (Pustaka Imam Syafii, 2005).

not only limited to carrying out administrative functions but also has a spiritual and moral responsibility in guiding the madrasah community through the values of monotheism, honesty, and exemplary behavior. The ideal madrasah head needs to develop transformative leadership, flexible in the face of change, but still based on Islamic values. This type of leader reflects prophetic leadership that is consistent, spiritually mature, and relevant across generations, as exemplified by the prophet Abraham.

In the context of improving the quality of education, teacher performance remains the main determinant of student learning outcomes and school effectiveness. High performing teachers contribute to student achievement, character development, and lifelong learning capacity^{15,16}. Therefore, various efforts have been made to improve teacher performance, including training, professional development, and principal supervision. Among the many factors that affect teacher performance, the role of school leadership, especially the principal, proves to be very important.

¹⁵ Fatuma Aden Abdi et al., "Teacher Achievement Motivation and Students Academic Performance in Science Subjects in the Kenya Certificate of Secondary Education in Ijara Sub County, Kenya," *Asian Journal of Education and Social Studies* 50, no. 9 (2024): 371–85, <https://doi.org/10.9734/ajess/2024/v50i91595>.

¹⁶ Mirawati Safitri et al., *Teacher Performance Analysis on Student Learning Achievement | Visionary Journal : Research and Development in the Field of Educational Administration*, July 17, 2025, <https://e-journal.undikma.ac.id/index.php/visionary/article/view/12392>.

The main characteristics of teachers with good performance are actually a combination of personal qualities, pedagogical abilities, and professional attitudes that support each other in increasing the effectiveness of the learning process. Various studies show that students highly value attitudes such as patience, appreciation, empathy, and friendliness, as these things are able to create a comfortable and supportive learning atmosphere ¹⁷. In addition, effective teachers also usually have a good way of thinking and are able to use the right learning methods, so that students are more involved in learning and easier to understand the material being taught ¹⁸.

From the pedagogic side, high-performing teachers are able to implement various learning strategies that suit various student learning styles, so that the learning process becomes more inclusive and effective ¹⁹. They also show a professional attitude, such as constantly trying to improve themselves and being able to

¹⁷ Fairuz Syifa Rosyidah et al., "Warm Teachers Make Enthusiastic Students: How Teachers Build Positive Relationships With Students," *Journal of Educational Sciences* 30, no. 1 (2024): 60, <https://doi.org/10.17977/um048v30i1p59-67>.

¹⁸ Liah Rosdiani Nasution and Sarita Riski, "Defining Teacher Effectiveness: A Systematic Review Of Recent Insights On Key Qualities And Practices," *JPGMI (Journal of Teacher Education Madrasah Ibtidaiyah Al-Multazam)* 10, no. 2 (2024): 333–48, <https://doi.org/10.54892/jpgmi.v10i2.37>.

¹⁹ Yang Li, "Choosing Appropriate Instructional Methods for Adapting to Student Diversity in the Classroom," in *Mastering the Art of Lesson Planning: A Practitioner Guide for Teachers (Backed by Scientific Evidence)*, by Yang Li (CSMFL Publications, 2024), <https://doi.org/10.46679/9788196780579ch02>.

adapt the way of teaching to the ever-evolving demands of education²⁰.

Based on a preliminary study conducted on teachers at MTs Negeri Samarinda, an initial picture was obtained of the performance of teachers in carrying out their duties. This initial data was collected to examine the level of teacher performance as an output of the learning process that takes place in the classroom. Teacher performance in this context includes the ability to design, implement, and evaluate learning effectively in daily learning practices. The following table 1.2 presents the initial picture of teacher performance data at MTs Negeri Samarinda

Table 1.2 Preliminary Overview of Teachers Performance at MTsN Samarinda

No	Aspects observed	Assessment Level	Categories
1	2	3	4
1.	Variety of teaching methods	93%	High
2.	Utilization of learning evaluation	100%	High

Source: Adapted from MTs Negeri Samarinda data

²⁰ Nasution and Riski, "DEFINING TEACHER EFFECTIVENESS."

The performance of teachers of Madrasah Tsanawiyah Negeri Samarinda shows a high trend. Teachers not only use varied learning methods but also use the results of the evaluation as a basis to improve the quality of further learning. This shows the existence of reflective practices in the learning process. However, this data is still preliminary, so further research is needed to examine the relationship and influence between principal supervision, teacher efficacy, and teacher performance in more depth. When compared to ideal conditions, the field findings show a fairly high level of suitability, especially in the aspects of using varied learning methods and utilizing learning evaluations. These two aspects are important elements of good teacher performance.

Principal supervision refers to a structured and ongoing process of observing, guiding, and evaluating teachers with the aim of improving their teaching practices²¹. It plays a crucial role in ensuring that teaching meets curriculum standards, supports student learning, and encourages professional growth. Through effective supervision, principals can identify teachers' needs, provide feedback, and create collaboration opportunities that improve the quality of teaching^{22,23}. Therefore, supervision is not

²¹ Kazi Enamul Hoque et al., "Relationships Between Supervision and Teachers' Performance and Attitude in Secondary Schools in Malaysia," *Sage Open* 10, no. 2 (2020): 2158244020925501, <https://doi.org/10.1177/2158244020925501>.

²² Abdul Rozi et al., "The Effectiveness of Principals' Supervision in Improving Teacher Performance," *KnE Social Sciences*, June 20, 2022, 290–99, <https://doi.org/10.18502/kss.v7i10.11231>.

²³ Ellyta Ellyta et al., "The Effectiveness of Academic Supervision of Principal in Improving Distance Learning in Junior High School," *AL-ISHLAH*:

only a monitoring task, but also a development process that is closely related to teacher performance.

The principal also plays an important role in supervising teachers to improve the quality and outcomes of education in addition to the principal's leadership responsibilities. According to Gadriaman²⁴, school principals are a key component of education in an effort to improve the quality of education^{25,26,27}. This is supported by the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007, which outlines the competencies required of school principals, including personal, managerial, entrepreneurial, supervision, and social competencies. The principal is also responsible for organizing educational activities, managing school administration, fostering teaching and administrative staff, and utilizing and maintaining educational facilities. Furthermore, the Regulation of the Minister of National

Journal of Education 14, no. 4 (2022): 5363–72, <https://doi.org/10.35445/alishlah.v14i4.744>.

²⁴ Gadriaman Gadriaman, "The Influence of Principal Supervision on Teacher Performance," *Journal of Educatio FKIP UNMA* 10, no. 1 (2024): 207–12, <https://doi.org/10.31949/educatio.v10i1.7414>.

²⁵ Muh Fitrah, "THE ROLE OF SCHOOL PRINCIPALS IN IMPROVING THE QUALITY OF EDUCATION," *The Journal of Quality Assurance* 3 (February 2017): 31, <https://doi.org/10.25078/jpm.v3i1.90>.

²⁶ Mohamad Muspawi et al., "School Principals' Efforts to Improve Teachers' Professional Competence," *Scientific Journal of Batanghari University Jambi* 20, no. 1 (2020): 95–103, <https://doi.org/10.33087/jiubj.v20i1.864>.

²⁷ Rahim Rahim et al., "THE INFLUENCE OF PROFESSIONAL COMPETENCE, PRINCIPAL'S LEADERSHIP AND TEACHER'S TEACHING PERFORMANCE ON STUDENT LEARNING ACHIEVEMENT AT SMK INSAN CEMERLANG BERAU REGENCY," *YUME : Journal of Management* 2, no. 1 (2019), <https://doi.org/10.37531/yum.v2i1.378>.

Education Number 16 of 2007 emphasizes that teachers must be able to use information and communication technology to develop professionalism which is expected to be facilitated by school principals through effective supervision.

From the perspective of Social Cognitive Theory (SCT), good principal supervision should not be limited to evaluative functions alone but should be developmental and dialogical ²⁸. Overly judgmental supervisory practices tend to place teachers as passive evaluators, which can lead to anxiety, defensiveness, and reduced confidence. Further, effective supervision should be model-oriented, emphasizing observational or experiential learning ²⁹ that is a core component of SCT. Principals can facilitate this by incorporating strategies such as demonstration teaching, co-teaching, peer observation, and mentoring programs. Through these practices, teachers are given concrete examples of effective teaching strategies in an authentic classroom environment. In addition, the supervision of the principal must be supportive and encouraging, using social persuasion and paying attention to the emotional and psychological condition of the

²⁸ Puji Handayani et al., "The Effect of Principal Supervision on Teacher Performance at SDN Wonosari, Pasuruan," *TOFEDU: The Future of Education Journal* 5, no. 1 (2026): 1037–41, <https://doi.org/10.61445/tofedu.v5i1.1600>.

²⁹ Mukhiffun Mukapit et al., "A Conceptual Framework for the Leadership Style That Fostering Teachers' Self Efficacy," *International Journal of Research and Innovation in Social Science* IX, no. I (2025): 4490–97, <https://doi.org/10.47772/IJRISS.2025.9010342>.

teacher³⁰. Constructive feedback that is specific, encouraging, and delivered in a respectful manner can strengthen teachers' confidence in their professional abilities. According to SCT, social persuasion, especially provided by credible authority figures such as school principals, plays an important role in shaping self-efficacy.

Based on a preliminary study conducted on teachers at MTs Negeri Samarinda, an initial overview was obtained regarding the implementation of principal supervision in supporting the learning process. This initial data was collected to identify the extent of the principal's supervision practice in providing guidance and support to teachers in daily learning practices. The following table 1.3 presents the data on the initial overview of the implementation of principal supervision at MTs Negeri Samarinda.

Table 1.3 Preliminary Overview of Principal Supervision at MTsN Samarinda

No	Aspects observed	Assessment Level	Categories
1	2	3	4
1.	Modelling of teaching practices	84%	High
2.	Learning problem-solving	98%	High

Source: Adapted from MTs Negeri Samarinda data

³⁰ Marina Đuranović et al., "Principal Support and Teacher Self-Efficacy as Predictors of Collective Teacher Efficacy," *European Journal of Educational Research* 13, no. 2 (2024): 693–703, <https://doi.org/10.12973/eu-jer.13.2.693>.

The initial findings show that the implementation of principal supervision tends to be based on the perception that teachers are at a high level. The principal not only acts as an administrative supervisor, but also as a model in learning practice as a facilitator in helping teachers overcome various problems that arise in the classroom. This condition indicates a supportive supervision environment, which has the potential to make a positive contribution to improving the quality of learning.

These field findings show a strong tendency to conform to ideal conditions based on Social Cognitive Theory (SCT). This can be seen from the modelling aspect of teaching practice that obtained high scores (84%), which directly reflects the principles of observational learning as emphasized in SCT. A high score on the aspect of learning problem-solving (98%) indicates that the principal has carried out the role of a supportive facilitator and assists teachers in overcoming learning challenges. Quantitatively, the data is in the high category, but this data does not fully describe the depth of supervision practices as idealized in theory, especially related to the dialogical dimension, the systematic use of social persuasion, and attention to the emotional state of teachers. There is an opportunity to further explore whether the supervisory practices are truly reflective, collaborative, and sustainable as recommended in the literature.

Teacher efficacy is defined as a teacher's confidence in his or her own ability to plan, organize, and carry out teaching-related tasks effectively³¹. The relationship between teacher efficacy and teacher performance is an important area in education, highlighting how teachers' confidence in their abilities can significantly affect their effectiveness in the classroom. Teachers with high efficacy tend to be more committed, resilient, and innovative in their teaching approaches³². Research shows that teachers with high efficacy tend to perform better, as they are more likely to engage in effective teaching practices and encourage positive student learning outcomes^{33,34}. Therefore, building teacher efficacy is essential to achieve long-term improvements in school performance.

³¹ Yue-Ping Mao et al., "Research on the Teaching Efficacy of Teachers in Local Colleges and Universities," *DEStech Transactions on Social Science, Education and Human Science*, iI SSD (2017), <https://doi.org/10.12783/dtssehs/icesd2017/11594>.

³² Lynne Orr et al., "Incorporating Innovative Instructional Strategies to Enhance Learner Engagement in Online College Courses," in *Theoretical and Practical Approaches to Innovation in Higher Education*, ed. Lazarus Ndiku Makewa (IGI Global Scientific Publishing, 2020), <https://doi.org/10.4018/978-1-7998-1662-1.ch004>.

³³ Luoyao Zhang, "The Influence of Teachers' Self-Efficacy on Students' Academic Performance among Secondary Schools in Chongqing City, China," *Region - Educational Research and Reviews* 6, no. 7 (2024): 148, <https://doi.org/10.32629/rerr.v6i7.2476>.

³⁴ Sheryl Manarin Mardia, "Teachers' Self-Efficacy and Teacher-Initiated Parental Involvement: The Two-Tier Lens on Teachers' Performance," *International Journal of Multidisciplinary: Applied Business and Education Research* 5, no. 10 (2024): 4000–4009, <https://doi.org/10.11594/ijmaber.05.10.17>.

Teachers with high self-efficacy exhibit a variety of characteristics that significantly increase their effectiveness in the learning process. These characteristics not only contribute to teacher job satisfaction but also have a positive impact on student engagement and learning outcomes with one of the main characteristics being openness to new methods. Teachers with high self-efficacy tend to be more willing to adopt innovative learning strategies and set challenging goals for themselves and students, so as to be able to foster a growth mindset in the learning environment³⁵. They are also proactive in seeking help and willing to adapt learning methods when faced with difficulties, reflecting a high level of resilience and adaptability³⁶.

Another characteristic is seen in good classroom management skills. Teachers with high self-efficacy generally have strong skills in managing the classroom, which is essential for creating a conducive and productive learning environment³⁷. They show high perseverance and motivation so that they are able to

³⁵ Rebecca Lazarides and Lisa Marie Warner, "Teacher Self-Efficacy," in *Oxford Research Encyclopedia of Education*, by Rebecca Lazarides and Lisa Marie Warner (Oxford University Press, 2020), <https://doi.org/10.1093/acrefore/9780190264093.013.890>.

³⁶ Ika Yulindari and Agus Yuwono, "The Influence of Leadership, Work Environment, and Teacher Work Experience on Teacher Performance with Self-Efficacy as an Intervening Variable," *Pendas : Scientific Journal of Basic Education* 10, no. 02 (2025), <https://doi.org/https://doi.org/10.23969/jp.v10i02.25350>.

³⁷ Annisaa Purniningtyas et al., "Enhancing Classroom Management Self-Efficacy through Teacher Professional Education Program: An Explorative Study," *Voices of English Language Education Society* 8, no. 3 (2024), <https://doi.org/10.29408/veles.v8i3.27532>.

handle the diverse needs of students effectively³⁸. Teachers with high self-efficacy also have a positive attitude and a strong commitment to their profession. They view difficult tasks as opportunities to grow and achieve mastery, not as obstacles³⁹. This positive attitude is accompanied by a high commitment, which is reflected in the planning, organization, and implementation of more optimal learning activities⁴⁰.

A preliminary study conducted on teachers at MTs Negeri Samarinda, obtained a preliminary picture of the level of self-efficacy of teachers. This initial data was collected to identify the level of teacher efficacy as one of the important factors that affect learning success. Teacher efficacy reflects an individual's confidence in his or her ability to perform professional duties effectively. The following table 1.4 presents the data on the initial picture of teacher efficacy in MTs Negeri Samarinda.

³⁸ Purniningtyas et al., "Enhancing Classroom Management Self-Efficacy through Teacher Professional Education Program."

³⁹ Fandy Puspita Negara et al., "Improving Students' Self-Efficacy of Mathematics Through Problem-Based Learning," *Journal of Scholars : Journal of Mathematics Education* 7, no. 1 (2023): 455–66, <https://doi.org/10.31004/cendekia.v7i1.1943>.

⁴⁰ Smitta Waitshega Tefo Moalosi, "Teacher Self Efficacy: Is Reporting Non-Significant Results Essential?," *Journal of International Education Research (JIER)* 9, no. 4 (2013): 397–406, <https://doi.org/10.19030/jier.v9i4.8266>.

**Table 1.4 Preliminary Overview of the Efficacy of MTsN
Samarinda Teachers**

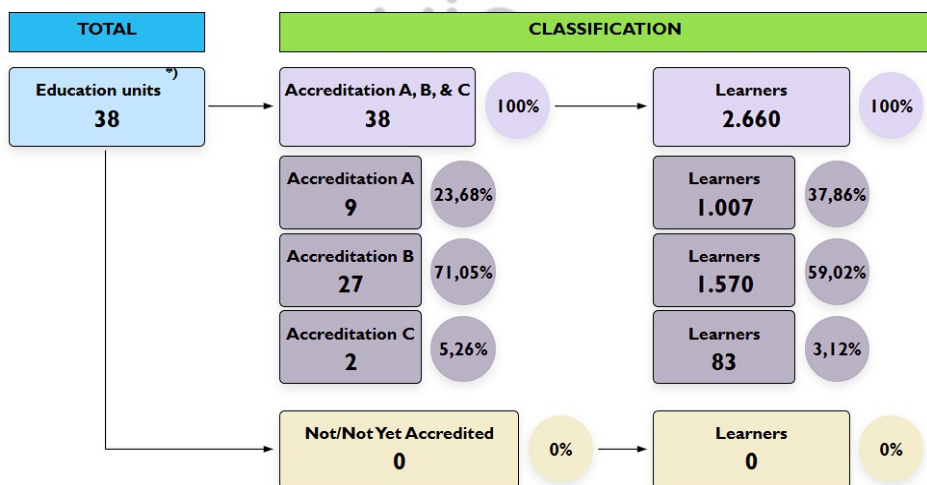
No	Aspects observed	Assessment Level	Categories
1	2	3	4
1.	Classroom management	93%	High
2.	Use of learning strategies	100%	High

Source: Adapted from MTs Negeri Samarinda data

The results of the initial findings show that the level of teacher efficacy is in the high category. Most teachers have strong beliefs in managing the classroom. Teachers also have high confidence in implementing various effective learning strategies. This high efficacy is a positive indication because theoretically strong self-efficacy correlates with improved performance and learning quality. These findings still need to be further studied through a more comprehensive research approach. If it is associated with ideal conditions, the field findings show a fairly strong alignment. The high scores in the aspect of classroom management (93%) and the use of learning strategies (100%) reflect the main characteristics of teachers with high self-efficacy, namely confidence to be able to adapt, master the classroom, and be ready to implement diverse learning strategies.

The accreditation profile of schools in Samarinda shows a striking difference in the quality of schools. Based on official data from the Indonesian Ministry of Primary and Secondary Education by 2025, 71% of Tsanawiyah Madrasah in Samarinda

has achieved "B" accreditation which indicates a school with moderate performance, 24% of schools have "A" accreditation including Madrasah Tsanawiyah Negeri Samarinda, and the remaining 5% are accredited "C". Although accreditation reflects various dimensions of school quality, teacher performance remains one of its key components. School accreditation serves as a formal indicator of the quality of education, including aspects such as teacher performance, school management, student achievement, and learning environment⁴¹. Figure 1.1 below shows the distribution of Islamic junior high school accreditation in Samarinda according to the official website of the Ministry of Education 2025.



⁴¹ Lu Luatul Azizah et al., "The Effectiveness of Accreditation Assessment Instruments on School Performance," *Journal of Education and Citizenship of Indonesia* 1, no. 4 (2024): 67–78, <https://doi.org/10.61132/jupenkei.v1i4.81>.

**Figure 1.1 Accreditation Distribution of Madrasah
Tsanawiyah in Samarinda 2024/2025**

Source: Ministry of Education and Culture

Most schools (71%) are accredited as medium-performing schools, while accredited high-performing schools remain safe at a ratio of 24%, and only a small percentage (5%) are accredited as low-performing. This variation suggests that teacher performance may be inconsistent across schools and highlights the need to explore factors in schools that contribute to these disparities. It also emphasizes the need to examine factors that can affect teacher performance in more depth. Next, the latest official data from the Ministry of Primary and Secondary Education⁴² shows the percentage of qualifications and certifications of teachers at the Junior High School/MTs level in 2024 which can be seen in the following figure 1.2.

⁴² Ministry of Primary and Secondary Education, "Regional Education Balance," Ministry of Education and Education, 2024, <https://npd.kemendikdasmen.go.id/>.

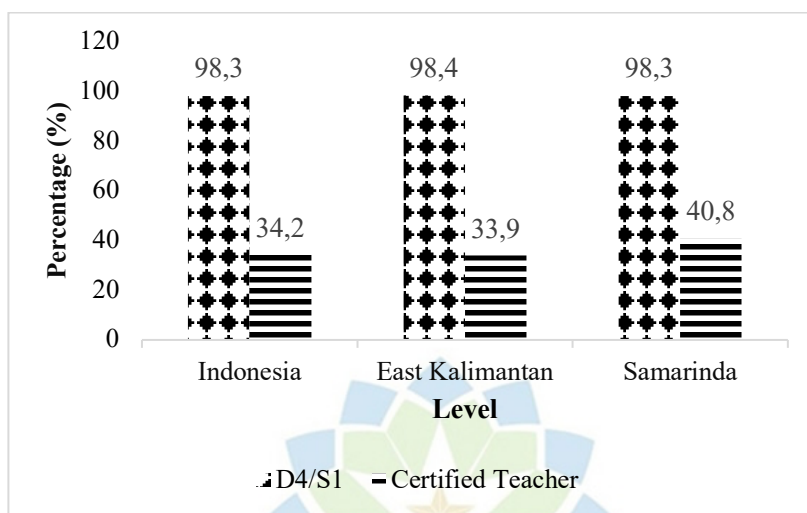


Figure 1.2 Teachers Qualifications of Junior High School /MTs

Source: Regional Education Balance of the Ministry of Education

Figure 1.2 above shows that the average qualification of junior high school teachers meets the qualification of D4/S1 or higher, while the rest do not meet the qualification. The percentage of certified teachers at the national level, East Kalimantan province, and Samarinda is still below 50%. This means that there are still many junior high school teachers who are not certified. Teacher qualifications, such as education level and certification, greatly affect the performance and quality of education provided to students⁴³.

⁴³ Zulham Hidayah Pardede and Yafizham Yafizham, "THE IMPACT OF THE EFFECTIVENESS OF THE TEACHER CERTIFICATION PROGRAM IN IMPROVING TEACHER PROFESSIONALISM AT SMAN 3 PADANG SIDEMPUAN," *Visipena* 11, no. 1 (2020): 33–45, <https://doi.org/10.46244/visipena.v11i1.1027>.

Empirical studies that explicitly examine the mediating pathway between principal supervision, teacher self-efficacy, and teacher performance are still relatively limited in the educational literature. However, few studies provide conceptual and empirical support that aligns with this triadic relationship. These studies, while not always testing the exact model, offer strong indications that teacher self-efficacy plays a mediating role between leadership or supervision practices and teacher performance outcomes. A recent study conducted in Indonesia by Wati and Yahya (2024) used Partial Least Squares Structural Equation Modeling (PLS-SEM) to investigate the relationship between principal leadership, teacher self-efficacy, workload, and teacher performance. The findings show that teacher self-efficacy significantly mediates the relationship between principal's leadership and teacher performance. In this context, the principal's leadership, particularly its supervision dimension, was found to increase teachers' confidence in their own abilities, which in turn led to improved performance⁴⁴. This study accurately reflects the mediation triad proposed in this study, where supervision as part of leadership practice influences performance through improved teacher efficacy.

⁴⁴ Sulistia Wati and Fata Asyrofi Yahya, "THE INFLUENCE OF PRINCIPALS' LEADERSHIP AND WORKLOAD ON TEACHER PERFORMANCE THROUGH SELF-EFFICACY IN MADRASAH TSANAWIYAH," *Alphabet: International Journal of Education* 9, no. 3 (2024): 689–703, <https://doi.org/10.18860/abj.v9i3.29215>.

Another study also focuses on academic supervision in Indonesia, such as the work of Karim et al. (2022), also shows a positive relationship between principal supervision and teacher performance. Although these studies did not always explicitly include teacher self-efficacy as a mediating variable, they often identified related constructs such as teacher motivation or professional competence as intervention factors. These findings suggest that supervisory practices can indirectly affect performance through internal psychological or professional development mechanisms, which are conceptually consistent with the role of teacher efficacy⁴⁵. A more recent literature review by Sulistiana et al. (2025) on principal learning supervision and teacher performance synthesizes various empirical studies and highlights the importance of supportive and dialogical supervision practices. The review concluded that these forms of supervision contribute to improving teacher performance through psychological and motivational pathways, including increased confidence in self-competence, which is in line with the concept of self-efficacy⁴⁶. This review does not present a single empirical test of the mediation model, but it does provide a strong theoretical and

⁴⁵ Ahmad Karim et al., "The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District," *Nidhomul Haq : Journal of Islamic Education Management* 6, no. 3 (2021): 497–512, <https://doi.org/10.31538/ndh.v6i3.1686>.

⁴⁶ Tati Sulistiana et al., "The Role of Principal Learning Supervision on Teacher Performance," *Edunesia : Scientific Journal of Education* 6, no. 2 (2025): 1239–50, <https://doi.org/10.51276/edu.v6i2.1253>.

empirical justification that the relationship between supervision, teacher efficacy, and performance is plausible and supported by a wide range of studies.

Several studies have confirmed a positive relationship between principal supervision and teacher performance^{47,48,49} but the existing literature is still conceptually and methodologically fragmented. Most empirical studies treat supervision as a direct predictor of performance, primarily relying on linear models that ignore the fundamental cognitive processes in which supervisory practices exert their influence. As a result, supervision is often conceptualized as a managerial intervention rather than as a social-cognitive stimulus that shapes the teacher's professional beliefs and behavioral involvement.

⁴⁷ Imron Muttaqin et al., "The Effect of Academic Supervision, Managerial Competence, and Teacher Empowerment on Teacher Performance: The Mediating Role of Teacher Commitment," *F1000Research* 12 (June 2023): 743, <https://doi.org/10.12688/f1000research.128502.1>.

⁴⁸ Rozi Tasari, "The Influence of Principal Academic Supervision and Teacher Personality Competence on the Performance of Teachers of SMP Negeri 19 Dumai," *Authority : Journal of Educational Management* 3 (February 2023): 52–62, <https://doi.org/10.57113/wib.v3i1.278>.

⁴⁹ Firdaus Firdaus et al., "The Influence of Principal Academic Supervision and Teacher Pedagogic Competence on the Performance of Madrasah Tsanawiyah Teachers," *EDUCATIONAL : JOURNAL OF EDUCATION* 4, no. 2 (2022): 1793–803, <https://doi.org/10.31004/edukatif.v4i2.2233>.

Albert Bandura's Social Cognitive Theory explains that behavior is not only the result of external control mechanisms, but arises from the reciprocal interaction between environmental structures, personal efficacy beliefs, and practices⁵⁰ performed. In this framework, the supervision of the principal should not be understood solely as a structural leadership function; rather, it operates as an environmental influence that can strengthen or weaken the teacher's sense of efficacy, which in turn determines teaching performance. However, empirical studies rarely test this mediation mechanism explicitly. The neglect of teacher efficacy as a mediation construct limits the explanation of previous findings and reduces supervision to a procedural variable that is independent of the dynamics of the teacher's internal motivation.

Most studies in Indonesia on teacher supervision and performance are conducted in public secondary schools, with limited differentiation across different types of institutions. Madrasah Tsanawiyah Negeri, as an Islamic public high school, functions in a dual accountability system that integrates national educational standards and religious-cultural expectations. This distinctive institutional context can shape teachers' leadership practices, professional identities, and belief systems differently from mainstream schools. However, empirical investigations that capture these contextual nuances are still rare.

⁵⁰ Albert Bandura, "Social Cognitive Theory: An Agentic Perspective," *Psychology: The Journal of the Hellenic Psychological Society* 12, no. 3 (2020): 313, https://doi.org/10.12681/psy_hps.23964.

Samarinda's educational landscape shows variations in accreditation status and teacher certification rates, which indicates uneven teaching quality across schools. Although these structural indicators show potential gaps in teacher performance, empirical evidence explaining how principal supervision contributes to improved performance through psychological empowerment mechanisms is lacking. The absence of mediation-based and context-sensitive quantitative research in this environment is a vacuum both theoretically and empirically.

Therefore, this study addresses critical gaps by integrating principal supervision, teacher efficacy, and teacher performance in an integrated mediation model based on Social Cognitive Theory. By empirically examining teacher efficacy as a mediating variable at Madrasah Tsanawiyah Negeri Samarinda, this study advances a more nuanced understanding of how leadership supervision translates into teaching effectiveness, beyond the assumption of direct effects towards a cognitive-based leadership-performance model.

This research is focused on the theme titled ***"The Influence of Principal Supervision on the Performance of Teachers at Madrasah Tsanawiyah Negeri Samarinda: Teacher Efficacy as a Mediating Variable"***. This study aims to analyze the influence of principal supervision on teacher performance, as well as examine the role of teacher efficacy as a mediating variable in this relationship in Madrasah Tsanawiyah Negeri in Samarinda. By

understanding how principal supervision and teacher efficacy contribute to teacher performance, it is hoped that this research can make a theoretical contribution to the development of education management studies based on Social Cognitive Theory, as well as provide practical recommendations for school principals and policy makers in optimizing supervision practices to improve the quality of learning and the quality of education.

B. Research Problems

Based on the identification of the problems that have been described, this study aims to answer several specific research questions to provide a more focused study of the practice and impact of principal supervision on teacher performance with teacher efficacy as a mediating variable. The research questions formulated for this study consisted of:

1. Does the supervision of the principal have a direct significant influence on the performance of teachers of Madrasah Tsanawiyah Negeri Samarinda?
2. Does the supervision of the principal have a direct significant influence on the efficacy of teachers of Madrasah Tsanawiyah Negeri Samarinda?
3. Does teacher efficacy have a direct significant influence on the performance of teachers of Madrasah Tsanawiyah Negeri Samarinda?

4. Does teacher efficacy mediate the relationship between the supervision of the principal and the performance of teachers of Madrasah Tsanawiyah Negeri Samarinda?

C. Research Objectives

This study aims to examine the significant influence of the principal's supervision practice on teacher performance with the mediation variable of teacher efficacy in Madrasah Tsanawiyah Negeri Samarinda. Four objectives have been outlined to guide this study in understanding important aspects such as the level of principal's supervision practice, teacher efficacy level, teacher performance level, and ultimately understanding how these variables correlate. The purpose of the research formulated to be achieved in this study is to analyze how much the influence of:

1. Principal supervision on the performance of teachers at Madrasah Tsanawiyah Negeri in Samarinda.
2. Principal supervision on the efficacy of teachers at Madrasah Tsanawiyah Negeri in Samarinda.
3. Teacher efficacy on teacher performance at Madrasah Tsanawiyah Negeri in Samarinda.
4. Mediation of teacher efficacy in the relationship between principal supervision and teacher performance at Madrasah Tsanawiyah Negeri in Samarinda.

D. Research Significance

This study makes a theoretical and practical contribution to the field of education management, especially in the Indonesian context. The benefits of this research in detail are as follows:

1. Theoretical Significance

Theoretically, this study enriches the existing literature on the relationship between principal supervision, teacher efficacy, and teacher performance by addressing knowledge gaps as previous relevant studies have explored these variables in different contexts and settings. The findings will contribute to a deeper understanding of how principal supervision and internal factors such as efficacy can improve teaching performance and improve educational outcomes, thereby validating or challenging findings from previous studies conducted in other regions or countries.

2. Practical Significance

- a. For school principals, this study is expected to be an input for school principals in improving the quality of academic supervision. By understanding the importance of an effective supervisory role, school principals can optimize the coaching function through providing constructive feedback, exemplary learning practices, and support in overcoming problems faced by teachers. This can ultimately contribute to improving teacher efficacy and performance in

schools.

- b. For teachers, this study is expected to provide teachers with an understanding of the importance of self-efficacy in supporting professional performance. By having a strong belief in their own abilities, teachers are expected to be able to manage learning more effectively, implement various learning strategies, and conduct continuous reflection through learning evaluation.
- c. For researchers, this study is expected to be a means to develop researchers' ability to conduct scientific research, especially in the field of education management. In addition, the results of this study can be an empirical experience in examining the relationship between principal supervision, teacher efficacy, and teacher performance, as well as an initial reference for relevant future research.

In addition, by providing data-driven recommendations, the study supports the allocation of resources and training for school principals to improve their supervisory roles. Ultimately, the study aims to empower teachers and strengthen the educational experience for students in Samarinda, as well as contribute to the broader goals of national education development.

E. Research Conceptual Framework

According to Hanifah (2025), the conceptual framework of research is carried out based on a series of concepts that have a relationship with each other and is carried out by logically connecting each of the variables studied by explaining the main variables and focusing on the relationships found in the hypothesis and then highlighted in the conceptual framework⁵¹.

The study is based on Albert Bandura's Social Cognitive Theory, which emphasizes the dynamic interaction between environmental, personal, and behavioral factors⁵². According to the theory, human behavior is shaped through the mutual interaction between personal beliefs, environmental influences, and behavioral outcomes. In this study, the principal's supervision represents environmental factors that affect teachers' professional practices. Teacher effectiveness serves as a personal factor that reflects a teacher's confidence in their ability to carry out teaching tasks effectively. Teacher performance reflects behavioral outcomes that are influenced by environmental factors and personal factors.

⁵¹ Haura Hanifah et al., "Theoretical Foundations, Relevant Research, Framework And Hypothesis Of Educational Research," *IHSAN Journal Islamic Education Journal* 3 (April 2025): 391–404, <https://doi.org/10.61104/ihsan.v3i2.989>.

⁵² Albert Bandura, *Self-Efficacy: The Exercise of Control*, Self-Efficacy: The Exercise of Control (W H Freeman/Times Books/ Henry Holt & Co, 1997), ix, 604.

This conceptual framework proposes that the principal's supervision has behavioral and personal influences. It is assumed that effective supervision from the principal not only improves the direct performance of the teachers but also increases their confidence, which in turn has a positive impact on their performance. Figure 1.2 below shows the conceptual framework of this study:

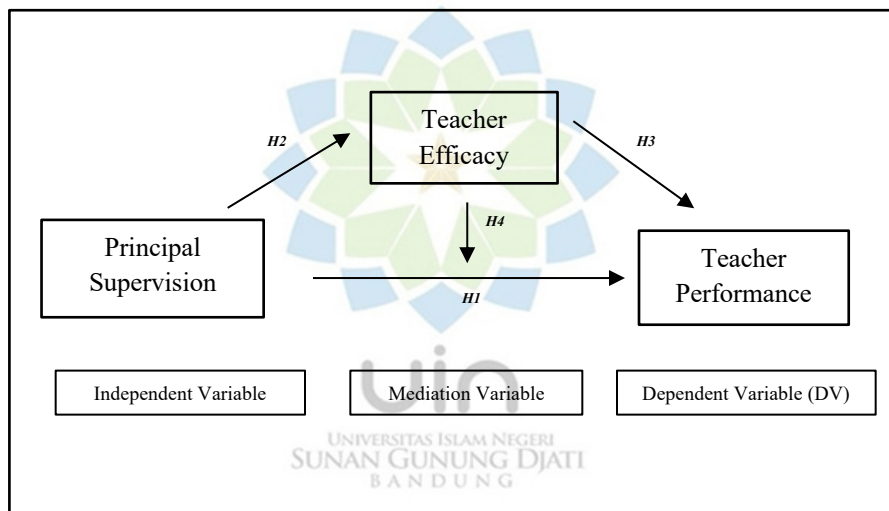


Figure 1.3 Research Conceptual Framework Model

Figure 1.3 shows the conceptual framework model for this study, explaining the variables used in this study. These variables are quantitative variables that can be measured by values. In this study, there are three types of variables: independent variables, dependent variables, and mediating variables.

F. Research Hypothesis

After formulating the research questions and research objectives, this study will discuss several hypotheses. This hypothesis aims to measure the relationship between Principal Supervision and Teacher Performance with Teacher Effectiveness as a mediator. The hypotheses formulated for this study are:

1. **Ho1:** There is no significant influence of principal supervision on teacher performance.
Ha1: There is a significant influence of the principal's supervision on teacher performance.
2. **Ho2:** There is no significant influence of principal supervision on teacher efficacy.
Ha2: There is a significant influence of principal supervision on teacher efficacy.
3. **Ho3:** There is no significant effect of teacher efficacy on teacher performance.
Ha3: There is a significant influence of teacher efficacy on teacher performance.
4. **Ho4:** There was no mediating effect of teacher efficacy in the relationship between principal supervision and teacher performance.
Ha4: There is a mediated influence of teacher efficacy in the relationship between principal supervision and teacher performance.

The hypothesis was formulated to test whether there was a relationship between the variables studied, namely principal supervision, teacher efficacy, and teacher performance. The alternative hypothesis (Ha) aims to prove the existence of a relationship between variables, while the null hypothesis (Ho) aims to deny the existence of such a relationship or influence⁵³. In general, hypotheses are important in guiding the research process systematically towards achieving the desired goals⁵⁴. All of these hypotheses are designed to support research questions by providing empirical statistical evidence that reflects how the principal's supervision can affect teacher performance in Madrasah Tsanawiyah Negeri Samarinda.

G. Research Operational Definition

To facilitate a full understanding of the concepts explored in this study, it is important to define key operational terms. These definitions will provide clarity and context for the research, ensuring that readers can accurately interpret the findings and discussions presented. The following terms are important to understand in this study.

⁵³ David J. Olive, "Testing Statistical Hypotheses," in *Statistical Theory and Inference*, ed. David J. Olive (Springer International Publishing, 2014), https://doi.org/10.1007/978-3-319-04972-4_7.

⁵⁴ Animesh Hazari, "Formulating Research Hypothesis and Objective," in *Research Methodology for Allied Health Professionals: A Comprehensive Guide to Thesis & Dissertation*, ed. Animesh Hazari (Springer Nature, 2023), https://doi.org/10.1007/978-981-99-8925-6_4.

1. Principal Supervision

Principal supervision is one of the roles or duties of school principals in an effort to maintain and improve the overall quality of education and teacher performance, especially through various stages, namely supervision planning, supervision implementation, and supervision follow-up.⁵⁵

2. Teacher Effectiveness

Teacher efficacy is a teacher's perception and belief of his or her ability to carry out learning tasks effectively in a particular classroom context, which is reflected in the way the teacher engages students, organizes classes, and uses teaching strategies⁵⁶.

3. Teacher Performance

Teacher performance is the ability of teachers to carry out tasks based on competencies related to the teaching and learning process in the classroom, namely the ability to 1) prepare a learning plan consisting of a lesson plan; 2) carry out learning activities related to teaching methods and strategies, teaching materials, and the use of media; and 3) assessing and evaluating learning⁵⁷.

⁵⁵ Himmatul Haq Aidi, "The Influence of Principal Supervision on Teacher Performance at SMPN 09 Cirebon" (bachelorThesis, Jakarta: FITK UIN SYARIF HIDAYATULLAH JAKARTA, 2021), <https://repository.uinjkt.ac.id/dspace/handle/123456789/59430>.

⁵⁶ Megan Tschannen-Moran and Anita Hoy, "Teacher Efficacy: Capturing an Elusive Construct," *Teaching and Teacher Education* 17 (October 2001): 783–805, [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1).

⁵⁷ Siemze Joen et al., *Teacher Performance, Principal's Transformational Leadership Approach and Teacher's Work Motivation* (Magagama Publishers, 2022), <https://isbn.perpusnas.go.id/Account/SearchBuku?searchTxt=978-623-5337-13-5&searchCat=ISBN>.

4. Mediation Variables

A mediating variable (also known as an intermediate variable) is a variable that connects independent variables and dependent variables, and their existence explains the relationship between the other two variables. It is used to better understand why or how the relationship between two variables occurs. For example, an independent variable (X) influences a dependent variable (Y) through a third variable and a mediating variable (M). Then it can be stated that X causes M, which then causes Y. The mediator variable is the bridge that connects X with Y⁵⁸.

5. Madrasah Tsanawiyah

Madrasah Tsanawiyah (MTs) is an educational institution in Indonesia that functions as a junior high school, specifically designed to provide Islamic education along with general subjects. Established under the auspices of the Ministry of Religious Affairs, MTs typically serves students aged 13-15 and lasts for three years. The curriculum includes the standard subjects found in junior high schools, with an added emphasis on Islamic teachings such as the Qur'an, Hadith, and Fiqh⁵⁹.

⁵⁸ Veronica Hefner, "Variables, Mediating Types," in *The SAGE Encyclopedia of Communication Research Methods* (SAGE Publications, Inc, 2017), <https://doi.org/10.4135/9781483381411>.

⁵⁹ Annisa Urrobingah et al., "History and Dynamics of Madrasas in Indonesia," *Kasyafa: Journal of Islamic Religious Education* 1, no. 1 (2024): 15–26, <https://doi.org/10.61166/kasyafa.v1i1.3>.