

The Influence of Commitment and Supervision on the Performance of Principals at SMKS 10 Telekomunikasi in Bengkulu City

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Abstract: *This study aims to analyze the effect of commitment and supervision on the principal's performance at SMKS 10 Telekomunikasi Kota Bengkulu. The study employed a quantitative approach using a survey method. The population consisted of all teachers at SMKS 10 Telekomunikasi Kota Bengkulu, and the sampling technique used was total sampling due to the relatively small population size; therefore, all teachers were included as respondents, totaling 20 participants. Data were collected using a questionnaire with a five-point Likert scale. Data analysis included descriptive statistics, instrument validity and reliability testing, and hypothesis testing using multiple linear regression through the Model Summary, ANOVA (F-test), and Coefficients (t-test) outputs. The results indicate that, simultaneously, commitment and supervision have a significant effect on the principal's performance, as shown by the ANOVA significance value of 0.000064 (< 0.05). The coefficient of determination (R^2) of 0.679 suggests that 67.9% of the variance in principal performance can be*

explained by commitment and supervision, while the remaining 32.1% is influenced by other factors outside the model. These findings imply that improving principal performance should be supported by strengthening commitment and implementing supervision in a planned and consistent manner, accompanied by clear follow-up actions to enhance school managerial performance

Keywords: *Commitment; Supervision; Principal Performance; Multiple Linear Regression; Vocational School*

Introduction

School principals play a very strategic role in determining the success of education in educational units. They act not only as administrators, but also as learning leaders, managers,

supervisors, motivators, and innovators who play a role in ensuring the achievement of national education goals. Permendikbud Number 6 of 2018 emphasizes that school principals are responsible for planning, implementing, supervising, and evaluating school programs. Therefore, the quality of school principals' performance is a determining factor in the quality of educational services in schools.

In Bengkulu City, efforts to improve the quality of education continue to be carried out through various programs, such as strengthening the competence of school principals, improving facilities and infrastructure, and providing a supervision system by school supervisors. However, the performance of school principals still varies between educational units. Some schools have demonstrated effective management, learning innovation, and improved student learning outcomes, while others face obstacles in curriculum management, resource management, and the achievement of quality indicator targets. This condition indicates that the performance of school principals is influenced by various factors, both individual and work environment.

One important factor that influences the success of a principal is commitment to their duties and responsibilities. Commitment can be defined as an individual's willingness to be fully involved in their work, maintain loyalty to the organization, and make every effort to achieve common goals. Principals with a high level of commitment tend to be dedicated, consistent, and focused on achieving optimal results. Conversely, low commitment often leads to apathy, a lack of innovation, and a lack of motivation to improve school quality.

In addition to commitment, supervision from school supervisors also plays a significant role in supporting the performance of school principals. Effective supervision is not merely checking administrative compliance, but also providing professional guidance, constructive feedback, and motivating principals to improve their leadership capacity. Through planned, systematic, and continuous supervision, principals can obtain assistance that helps them overcome various obstacles in school management, teacher management, and the implementation of education policies.

Research combining academic supervision and organizational commitment/work commitment as factors influencing principal performance in Bengkulu is relatively new, as most previous studies have focused more on teacher performance rather than directly on principal performance. This novelty allows us to see the dual role of principals as supervisors and as leaders of organizations with a high commitment to their vision.

In addition, recent studies often use quantitative designs (surveys, regression) or school action research that measures change in cycles, while research that holistically combines commitment, supervision, and principal performance in Bengkulu is still rare.

Commitment as a variable was also examined in depth (such as affective, normative, and continuance commitment), which provided deeper insights than previous studies that often used commitment as a general term. On the supervision side, novelty emerges through a focus on the implementation of supervision not only in terms of frequency, but also the quality of

supervision (such as how supervision is carried out, follow-up, feedback, individual group supervision, and evaluation after supervision).

This new research also has the potential to show the direct influence of commitment and supervision on principal performance. In the context of Bengkulu in particular, the geographical situation, school culture, resources, and infrastructure may differ from other regions. Research linking supervision and commitment to principal performance in Bengkulu will provide unique empirical contributions due to local conditions, including challenges in allocating time for supervision, teachers' openness to supervision, and the influence of the principal's own commitment in leading the school team.

Methods

Data Analysis Techniques

Data analysis techniques in this study were used to process and analyze quantitative data obtained from the Likert scale questionnaire. Data analysis was conducted to answer the research questions and test the hypothesis regarding the effect of Commitment (X1) and Supervision (X2) on Principal Performance (Y) at SMKS 10 Telekomunikasi Kota Bengkulu. The entire data processing and analysis process was carried out using the SPSS program to ensure more accurate, objective, and systematic calculation results.

Operationally, the respondents' answers were first coded according to a 1–5 Likert scale, then each item was summed to form a variable score. However, before the total variable scores were used in further analysis, the instruments were first tested for quality through validity and reliability tests. Items that did not meet the validity criteria were not used in forming variable scores, so that the variables analyzed truly represented the constructs being studied. After the data met the instrument quality requirements and analysis prerequisites, hypothesis testing was carried out using multiple linear regression..

Results and Discussion

Hypothesis Testing with Multiple Linear Regression

This analysis is used to answer three research questions, namely: (1) the effect of commitment on principal performance, (2) the effect of supervision on principal performance, and (3) the combined effect of commitment and supervision on principal performance.

Coefficient of Determination (R^2)

Table 1. Model Summary (R, R^2 , Adjusted R^2)

R	R Square	Adjusted R Square	Std. Error of Estimate	N
0,824	0,679	0,641	5,701	20

Source: Processed Data, 2026

F Test (Simultaneous Effect)

Table 2. ANOVA (F Test)

F	Sig.	Decision
17,977	0,000064	Significantly influential (simultaneously)

Source: Processed Data, 2026

t-test (Partial Effect) and Regression Equation

Table 3. Coefficients (t-test)

Variabel	B	T	Sig.	Decision
Konstanta	123,147	3,157	0,006	-
Komitmen (X1_total)	-0,631	-2,754	0,014	Significant
Supervisi (X2_total)	0,561	1,576	0,133	Not significant

Source: Processed Data, 2026

Heteroscedasticity Test

Heteroskedasticity Test (Breusch-Pagan)

Uji	LM Stat	Sig.(LM)	F Stat	Sig.(F)
Breusch-Pagan	7.543	0.023	5.147	0.018

Figure 1. Heteroscedasticity Test Output

Discussion

In general, the results show that commitment and supervision together influence principal performance. However, only commitment proved to be significant, while supervision was not significant at the 0.05 level. These findings indicate that principal performance is better understood as the result of the interaction of several factors, rather than being influenced by a single factor.

The Effect of Commitment on Principals' Performance

The partial test results indicate that commitment has a significant effect on principals' performance. This finding reinforces the view that commitment is a crucial factor associated with performance, as it reflects dedication, attachment to organizational goals, and consistency in carrying out responsibilities. In the context of school leadership, principals' commitment should ideally be manifested through sustained efforts to improve service quality, strengthen work discipline, and enforce policies that support the achievement of school objectives.

However, the negative coefficient of commitment suggests that the level of commitment measured in this study does not always align with an increased perception of performance. This

condition may occur when commitment is predominantly expressed in administrative aspects or compliance with regulations, whereas teachers tend to perceive higher performance in tangible actions such as support for teaching and learning, services provided to teachers, problem-solving, and effective communication. Therefore, strengthening commitment should be directed not merely as an internal attitude, but as managerial actions that are directly experienced and perceived by teachers

The Effect of Supervision on Principals' Performance

The partial test results indicate that supervision does not have a significant effect on principals' performance in the data examined in this study. This finding suggests that the variation in supervision as perceived by teachers is not sufficiently strong to explain differences in the partial assessment of principals' performance. One possible explanation is that the supervision practices implemented are routine and relatively uniform, resulting in limited variability among respondents that could reveal a statistically significant effect.

On the other hand, effective supervision is typically characterized by constructive feedback, continuous coaching, and clear follow-up actions. When supervision is perceived primarily as a formality or an administrative requirement, its impact on performance as evaluated by teachers may be weakened. Nevertheless, the supervision coefficient is positive, indicating that, in terms of direction, supervision still has the potential to enhance principals' performance if the quality of its implementation and follow-up is strengthened.

The Simultaneous Effect of Commitment and Supervision on Principals' Performance

The results of the simultaneous test indicate that commitment and supervision jointly have a significant effect on principals' performance. This finding confirms that principals' performance is more appropriately understood as the outcome of a combination of internal factors and managerial process factors. Commitment functions as a driver of consistency and perseverance in carrying out responsibilities, while supervision serves as a mechanism for coaching and quality control of the teaching and learning process.

The coefficient of determination indicates that the two variables make a substantial contribution to explaining variations in performance. This result has practical implications, suggesting that strengthening principals' performance can be pursued through two complementary pathways: enhancing professional commitment oriented toward educational service, and improving the quality of supervision that emphasizes coaching and systematic follow-up. Accordingly, schools can promote more targeted and sustainable improvements in principals' performance

Conclusion

Commitment (X1) has a significant effect on principals' performance (Y). This indicates that the level of commitment demonstrated in the execution of leadership duties and responsibilities is closely associated with principals' performance. Accordingly, commitment

constitutes a key factor that should be taken into account in efforts to enhance principals' performance.

Supervision (X2) does not have a significant partial effect on principals' performance (Y). This finding suggests that supervision, when considered as an isolated factor, has not demonstrated a convincing influence on differences in principals' performance evaluations among the study respondents. Therefore, supervision requires strengthening in terms of implementation quality and follow-up in order to exert a more meaningful impact on perceived performance.

Commitment (X1) and supervision (X2) jointly have a significant effect on principals' performance (Y). This result indicates that principals' performance is more appropriately understood as the outcome of a combination of multiple factors. In other words, efforts to improve principals' performance are likely to be more effective when they simultaneously emphasize strengthening commitment and improving supervision processes in an integrated manner.

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