

## THE INFLUENCE OF ACADEMIC SUPERVISION, EDUCATION AND TRAINING AND HUMAN RESOURCE MANAGEMENT ON PERFORMANCE TEACHER OF MADRASAH ALIYAH NEGERI SINJAI REGENCY

### A INFLUÊNCIA DA SUPERVISÃO ACADÊMICA, DA EDUCAÇÃO E FORMAÇÃO E DA GESTÃO DE RECURSOS HUMANOS NO DESEMPENHO PROFESSOR DA MADRASAH ALIYAH NEGERI DO MUNICÍPIO DE SINJAI

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#### Abstract

The purpose of this study is to analyze the Influence of Academic Supervision, Education and Training and Human Resource Management on the Performance of Madrasah Aliyah Negeri Teachers in Sinjai Regency. The population in this study is all teachers of Madrasah Aliyah Negeri Sinjai Regency with a total of 114 samples (saturated samples) The analysis model used in this study is quantitative descriptive and the questionnaire results data were obtained through the SPSS (Statistical Package for the Social Sciences) Version 27 application. The results of the study show that these three variables have a positive and statistically significant effect on teacher performance. Academic supervision that is carried out effectively has been proven to be able to improve the quality of the learning process through guidance, evaluation, and continuous mentoring or follow-up. Education and training illustrate that relevant and continuous training activities are able to make a real contribution to improving teachers' pedagogic and professional competence, broadening insights into learning innovations, and forming adaptive attitudes to curriculum changes and technological developments. Meanwhile, good human resource

#### Resumo

O objetivo deste estudo é analisar a influência da supervisão acadêmica, educação e treinamento e gestão de recursos humanos no desempenho dos professores da Madrasah Aliyah Negeri na Regência de Sinjai. A população deste estudo é composta por todos os professores da Madrasah Aliyah Negeri do distrito de Sinjai, com um total de 114 amostras (amostras saturadas). O modelo de análise utilizado neste estudo é descritivo quantitativo e os dados dos resultados do questionário foram obtidos através da aplicação SPSS (Statistical Package for the Social Sciences) Versão 27. Os resultados do estudo mostram que estas três variáveis têm um efeito positivo e estatisticamente significativo no desempenho dos professores. A supervisão acadêmica realizada de forma eficaz provou ser capaz de melhorar a qualidade do processo de aprendizagem por meio de orientação, avaliação e mentoria ou acompanhamento contínuo. A educação e a formação demonstram que atividades de formação relevantes e contínuas são capazes de contribuir de forma real para melhorar a competência pedagógica e profissional dos professores, ampliando os insights sobre inovações de aprendizagem e



management, shows that through the recruitment system, the management of educators effectively starts from teacher obedience planning, career development, as well as the provision of motivation and rewards that, are able to create a productive work environment so as to motivate teachers to perform optimally and are quality-oriented. Overall, this study concludes that academic supervision, education and training, and human resource management in general contribute significantly to improving teacher performance. These findings provide important implications for education management, especially in the development of policies that support improving the quality of educators.

**Keywords:** Academic Supervision. Education. Training. MSDM. Teacher Performance.

*formando atitudes adaptativas às mudanças curriculares e aos desenvolvimentos tecnológicos. Enquanto isso, uma boa gestão de recursos humanos mostra que, por meio do sistema de recrutamento, a gestão dos educadores começa efetivamente a partir do planejamento da obediência dos professores, do desenvolvimento de carreira, bem como do fornecimento de motivação e recompensas que são capazes de criar um ambiente de trabalho produtivo, de modo a motivar os professores a ter um desempenho ideal e orientado para a qualidade. No geral, este estudo conclui que a supervisão acadêmica, a educação e o treinamento, bem como a gestão de recursos humanos em geral, contribuem significativamente para melhorar o desempenho dos professores. Essas descobertas têm implicações importantes para a gestão da educação, especialmente no desenvolvimento de políticas que apoiam a melhoria da qualidade dos educadores.*

**Palavras-chave:** Supervisão Acadêmica. Educação. Treinamento. MSDM. Desempenho dos Professores.

## 1 INTRODUCTION

Education is one of the institutions of agents of change, an important means in human life, so efforts to improve the quality and quality of human resources continue to be improved in order to meet competency standards that continue to grow rapidly. To realize human resources who are able to compete, of course, quality education is needed. However, currently, the quality of education is still one of the problems of education in Indonesia. Efforts to improve the quality of education are continuously carried out both conventionally and innovatively. Academic supervision is professional assistance to teachers, through a cycle of systematic planning, careful observation, and objective feedback. Academic supervision is an important component of the education system, serving as a means to improve the quality of learning through direct coaching to teachers. Effective supervision can help teachers develop teaching methods, compile relevant teaching materials, and overcome obstacles faced in learning. In the context of madrasas,

academic supervision not only aims to improve the quality of teaching, but also ensures that the values of Islamic religious education are reflected in the learning process.

However, the reality on the ground shows that the implementation of academic supervision in madrasas is often not optimal. Many supervision focuses only on fulfilling administrative demands without providing concrete direction for teachers' professional development. This supervision which is only a formality results in the failure to achieve the objective of supervision, which is to improve the quality of learning. Supervision carried out without a clear strategy has only a small impact on teacher performance. This shows that there is a gap between the expectations of academic supervision that can improve teacher performance and the reality in the field. Therefore, this study is important to explore the extent of planned and directed academic supervision so that it can have a positive influence on teacher performance in madrasas. The findings of this study are expected to provide recommendations to improve the quality of academic supervision.

Decree of the Minister of National Education No. 12 of 2007 concerning Madrasah Supervision Standards, states qualifications and qualification requirements for madrasah teachers or madrasah supervisors. Then there is the regulation of the Minister of Religion Number 2 of 2012 concerning Madrasah Supervisors and Islamic Religious Education Supervisors in madrasas which are contained in 15 chapters and 22 articles. Therefore, the two ministerial regulations explain that there are six dimensions of competence that must be held by madrasah supervisors, namely personality competence, academic supervision competence, managerial supervision competence, educational evaluation competence, research and development competence, and social competence.

The national goal can be achieved if human resources, in this case teachers, are developed continuously so that they can perform their functions optimally, to carry out the function of teachers to the maximum, teachers are required to have good teaching quality so that the goals of national education can be achieved, according to Jasmani in Syarif Santoso the performance of teachers in madrasas is influenced by many factors such as: motivation, skills, education, work climate, salary level, and so on.

Therefore, with the existence of academic supervision in madrassas, which is professional assistance to teachers, it is hoped that it will be able to improve the performance of teachers so that they become professional educators. Professional teachers have the ability to organize a productive learning environment. As professionals,

teachers are required to validate their knowledge, either through their own learning or through coaching and development programs instituted by the government or the community. Coaching is an effort to improve teachers' professionalism which can be done through seminars, training, and education activities. Teacher development is carried out within the framework of professional and career development.

Madrasah is a mature formal educational institution that not only provides material teaching about knowledge but also applies and teaches Islamic values to support the success of madrasah institutions, quality human resources are needed. The success of educational institutions in carrying out their mission is highly determined by improving the quality of the work of educational institutions, such as educational personnel, facilities and infrastructure, costs, students, the community and the supporting environment. Education personnel are one of the very important elements to be able to improve the quality of learning in both general and religious subjects in Madrasah Aliyah educational institutions in particular.

In the Master Plan for the Development of Madrasah Education 2010-2030, it is stated that in realizing superior and competitive madrasahs. The mission of madrasahs is to strive for the realization of madrasahs as educational institutions based on knowledge and religious values that are superior, quality, and competitive. Meanwhile, the purpose of madrasahs is to produce people and people of the Indonesian nation who have a religious attitude, practical scientific abilities, skilled and professional, so that they will always be in accordance with the order of life.

With the implementation of ideal supervision, teachers will be more motivated to improve their performance because they feel supported and guided in every learning process. This not only improves the quality of learning, but also increases teachers' confidence in facing various challenges in the classroom. In the implementation of academic supervision that takes place in the learning process in the classroom, several administrations are needed that are the full responsibility of a teacher. Where the administration needed is related to technology integration, which again requires human resources who are able to integrate technology. The importance of integrating technology in learning cannot be underestimated. Ideally, every teacher has the access and skills to leverage digital devices, online learning apps, and other digital resources to improve student engagement and learning effectiveness. Academic supervision at Madrasah

Aliyah Negeri Sinjai Regency currently still needs to be developed. Although supervision is procedurally carried out, the process tends to be more formal, with no in-depth guidance to help teachers improve their professionalism. Many supervisors focus more on administrative aspects, such as the completeness of learning documents, rather than providing constructive feedback on teaching techniques or classroom management. This results in teachers often feeling less involved in the process of self-improvement. For example, class observation is carried out superficially, only assesses from the point of view of general rules, and does not provide a specific and thorough evaluation to improve the quality of learning.

One of the factors that affect performance is education and training. Education and training is a process of teaching certain knowledge and skills and attitudes so that employees are more skilled and able to carry out their responsibilities better, according to standards. Good education and training will improve employee performance so that it has an impact on improving performance. Teacher education is professional education, which consists of the categories of pre-service education, in-service education, continuing education, advanced education, and staff development. Teacher education is integrated in the procurement, development, and management process system. Training is a process that includes a series of actions (efforts) that are carried out deliberately in the form of providing assistance to the workforce carried out by coaching professionals in time that aims to improve the employability of participants in certain fields of work in order to increase effectiveness and productivity in an organization.

The education and training attended by teachers of Madrasah Aliyah Negeri Sinjai Regency are also far from expectations. Most of the existing training programs are general and do not target the specific needs faced by teachers in the field. Training is often more theoretical and rarely touches on practical problems faced by teachers in daily teaching and learning activities. As a result, after participating in the training, many teachers find it difficult to apply the material they get into the learning process.

Another aspect that needs to be considered is that human resource management also affects teacher performance. Human resource management is a part of the science of management that focuses its attention on the management of human resources in organizational activities. Human resource management is activities that are carried out so that human resources in the organization can be used effectively to achieve various goals.

Human resources have a major role in every organizational activity. Even though it is supported by facilities and infrastructure as well as excessive sources of funds, but without the support of reliable human resources, organizational activities will not be completed properly. The demands of organizations to acquire, develop and maintain quality human resources are increasingly urgent in accordance with the dynamics of the ever-changing environment, Change needs to be supported by top leadership as an important first step to be taken in achieving organizational goals. Human resource development supports the task of utilizing the human resources owned by an institution optimally, so that human resources can work optimally to jointly achieve goals according to the organization's vision and mission. Human resources (HR) have a central position in realizing development performance, which puts humans in their function as development resources. In this context, price and human value are determined by the relevance of their construction to the product process. Human quality is programmed in such a way that it can be in accordance with the demands of development or the demands of society. The existence of the Indonesian nation in the midst of the current global era will be influenced by the ability of Indonesian human resources, especially those characterized by the ability to master science and technology and strengthen faith and piety towards God Almighty.

The nature of human resources in every organization or company, especially in educational institutions, requires human resources as a workforce. Therefore, what is meant by human resources is the workforce in an organization, so it is clear that human resources are workers who occupy a position or people who have the responsibility to carry out tasks or work in a certain organization. From an Islamic perspective, education plays an important role in the effort to produce reliable human beings who can answer the challenges of the times. Human resources are a human investment movement. Human investment is a long-term educational effort to produce human resources. Human resource management (HR) in the education sector faces a number of significant challenges in practice. First, the recruitment and selection process of teachers is often not optimal. Many schools, especially in remote areas, struggle to attract qualified educators. Factors such as social networks and political considerations sometimes influence hiring decisions, resulting in educators who do not always meet the expected standards.

Good HR management is the foundation for the creation of a conducive and productive work environment. In the context of education, optimal human resource management includes the recruitment process, career development, awarding, and teacher welfare management. Good management can increase work motivation, loyalty, and teacher performance, which ultimately has an impact on the quality of student learning in madrasas. This research is important to explore the influence of human resource management on teacher performance in madrasas. By understanding the relationship between effective human resource management and teacher performance, this research is expected to provide practical solutions for madrasah managers in developing better human resource management strategies.

The teacher performance evaluation system is often not carried out objectively. Performance appraisals that are influenced by personal relationships, rather than clear performance indicators, can create a sense of injustice among teachers. This often makes them feel unappreciated and doubt the reliability of the evaluation process. Leadership in schools is also a key factor in educational HR management. Many principals do not have sufficient managerial skills to effectively lead and manage educators. Less inspirational leadership can result in a lack of motivation among teachers, which is essential for creating a productive learning environment.

In addition, internal communication in many educational institutions is often less effective. Lack of good communication channels can lead to confusion and conflict among educators. Ambiguity in roles and responsibilities, as well as a lack of teacher participation in decision-making, can reduce their sense of involvement and commitment to the school's goals. Conflict management in the educational environment is also often not handled properly. Conflicts that arise between teachers or between teachers and management are often protracted, creating tension and an unproductive work atmosphere. Many schools do not have clear procedures in place to resolve these conflicts, which further exacerbates the situation. Finally, the application of technology in education faces many obstacles. Although technology can improve efficiency in teaching, many teachers are not yet skilled in utilizing the latest technology. Inadequate technological infrastructure in some schools is also a barrier to innovation in teaching methods.

Overall, the analysis of the actual condition of HR management in education shows that many educational institutions are still far from ideal conditions. Low quality

of recruitment, inadequate training, low teacher well-being, subjective performance evaluation, and weak leadership are some of the important issues that need to be addressed. To improve educational performance, comprehensive improvement measures are needed in all aspects of HR management, creating an environment that supports professional development and better teaching quality. This happens because it is likely that the teacher's performance has not fully met the actual requirements, the root cause is: 1) the leadership role of the principal as a direct supervisor or supervisor holding the key to leadership has not been able to arouse the work spirit of his subordinates at school, 2) there are still many teachers who are not competent, and 3) the teacher's lack of motivation to work in learning. Thus, this study will later try to analyze the various indicators that have been described above, to find the right solution and determine which is the most dominant for improving teacher performance, especially teachers at Madrasah Aliyah Negeri (MAN) Sinjai Regency. The number of teachers at the State Aliyah Madrasah in Sinjai Regency is as follows:

**Table 1**

*Number of Teachers at State Aliyah Madrasah in Sinjai Regency*

Yes	Name of Madrasah	Number of ASN Teachers	Number of Non-ASN Teachers
1	MAN 1 Sinjai	47	20
2	MAN 2 Sinjai	39	8
<b>Sum</b>		<b>86</b>	<b>28</b>
<b>Total</b>		<b>114</b>	

Source: MAN 1 Sinjai and MAN 2 Sinjai Teacher Data in 2024

Based on the description above, teacher performance is one of the important issues that need to be studied. Therefore, the researcher is interested in taking the title "The Influence of Academic Supervision, Education and Training, and Human Resource Management on Teacher Performance at State Aliyah Madrasah in Sinjai Regency".

## 2 RESEARCH METHODS

### 2.1 Research approach

The approach used is quantitative descriptive. This study is descriptive in nature which aims to obtain a description of the characteristics of variables, academic supervision, education and training and human resource competencies on teacher performance at Madrasah Aliyah Negeri Sinjai Regency. The nature of verifiable research basically wants to test the truth of a hypothesis carried out through data collection in the field. In this study, it will be tested whether there is a significant influence between academic supervision, education and training and human resource competence factors on teacher performance at Madrasah Aliyah Negeri Sinjai Regency. Thus, the research methods used are the descriptive survey and explanatory survey methods. Information from the population and samples was collected directly at the scene empirically, with the aim of finding out the opinion of a part of the population (sample) on the object being studied. In accordance with the formulation of the problem and the purpose of the research that has been formulated previously, this study uses an explanatory pattern (level of explanation), which is research that aims to explain the position of the variables being studied and the relationship between variables and other variables.

### 2.2 Data types and sources

The data used in this study include:

1. **Primary Data.** The primary data in this study is questionnaire data obtained from teachers at Madrasah Aliyah Negeri (MAN) Sinjai Regency related to academic supervision, education and training and human resource management on teacher performance at Madrasah Aliyah Negeri Sinjai Regency.
2. **Secondary Data.** Secondary data is presented in the form of data, documents, tables on research topics, among others. This data is data that is directly related to the research carried out and sourced from each State Aliyah Madrasah (MAN) of Sinjai Regency as the location of the research.

### **2.3 Data collection techniques**

Data collection in this study was carried out by interviews with a list of questions and using observation techniques, questionnaires/questionnaires and documentation. Data collection will be carried out through questionnaires by sending a questionnaire link to each respondent. As for the personal interview, the researcher can be in direct contact with the respondent and can provide explanations as necessary, and can be concluded immediately after the respondent has finished answering. Regarding the measurement scale in the preparation of the questionnaire, the researcher used the Likert scale, which is a closed question that measures attitudes from a negative state to a positive level. It was used to obtain data on the dimensions of the variables analyzed in this study, with 5 (five) alternative numbers to measure respondents' attitudes. The questions in this section are created using a Scale of 1-5 to obtain data that is interval and scored or graded.

### **2.4 Population and sample**

1. Population. According to Sugiyono, population is a generalized area consisting of objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and drawn conclusions. In this study, the population is some teachers, both ASN and Non-ASN in Madrasah Aliyah Negeri (MAN) Sinjai, which totals 120 people. The following is a description of ASN and Non-ASN teachers at Madrasah Aliyah Negeri Sinjai Regency:
2. Sample. A sample is a part of the number and characteristics possessed by a population. A sample is a part of the population, based on the considerations of the concept. So the sampling technique used in the study is Random Sampling where samples are taken using random. Based on these considerations, the sample taken in this study is 89 samples.

### **2.5 Data analysis techniques**

In quantitative research, data analysis activities are divided into two, namely the activity of describing data and conducting statistical tests (inference). The activity of

describing data can be carried out by descriptive statistical measurements. The data analysis technique used in this study is using SPSS software Version 27.0.

### 3 RESULTS OF RESEARCH AND DISCUSSION

The results of this study are the results of data analysis conducted to test the influence of academic supervision (X1), education and training (X2), human resource management (X3) and teacher performance (Y). The respondents in this study were teachers at the State Aliyah Madrasah in Sinjai Regency, namely MAN 1 Sinjai and MAN 2 Sinjai. The following is presented in the form of data processing based on the results of the research of each variable that has been processed using SPSS 27.0 software.

#### 3.1 The influence of academic supervision on teacher performance in Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai

Based on the results of the research that has been processed using SPSS 27.0 software, the following results are obtained:

**Table 2**

*The results of the academic supervision regression analysis on teacher performance in MAN 1 Sinjai and MAN 2 Sinjai teachers*

VARIABLE	t	F	Constant	Coefficients	P	$\alpha$
Academic Supervision of Teacher Performance	2.275	5.177	14.212	0.226	0.025	0.05

#### 3.2 Regression test

From the Coefficients table, the regression linear equation can be obtained as follows:  $Y_1 = 14.212 + 0.226 X$  The results of the analysis of the above equation are as follows: 1). Constant of 14.212. 2). The coefficient of academic supervision is 0.226 coefficients with a positive value means that there is a positive influence between academic supervision on teacher performance in teachers of Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai

### 3.3 Annova

From the table above, it can be seen that the  $F_{cal}$  value is 5,177. The magnitude of the  $F_{table}$  coefficient can be obtained by the formula  $F_{table} = F(k:n-k)$  so that the value of  $F_{table}$  is 2,711  $F_{calculate} 5,177 \geq F_{table} 2,711$ , then  $H_0$  is rejected and  $H_1$  is accepted. This means that there is an influence of academic supervision on teacher performance in teachers of Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai.

### 3.4 Coefficient

From the table above, it is known that the  $t_{count}$  value is 2,275. The magnitude of the  $t_{table}$  coefficient can be obtained by the formula  $t_{table} = t(a/2:n-k-1)$  so that the value of the  $t_{table}$  is 1.988. If the calculation is  $2,275 >$  from the table 1,988, then  $H_0$  is rejected,  $H_1$  is accepted, meaning that there is an influence of supervise akade/mik on the performance of teachers in teachers of Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai. The rules for testing the significance of the SPSS (Statistic Product and Service Solution) program version 27 are: 1). If the probability value of 0.05 is less than or equal to the probability value of Sig or  $(0.05 \leq Sig)$ , then  $H_0$  is accepted and  $H_a$  is rejected, meaning it is insignificant. 2). If the probability value of 0.05 is greater than or equal to the probability value of Sig or  $(0.05 \geq Sig)$ , then  $H_0$  is rejected and  $H_a$  is accepted, meaning significant. In the table above the hypothesis test with the Coefficient, it can be assessed as  $0.025 < 0.05$ , then  $H_1$  is accepted and  $H_0$  is rejected meaning the coefficient of influence. From the description that has been stated in the results of the above research, it can be seen that there is an influence of academic supervision on teacher performance in teachers of Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai.

### 3.5 The effect of education and training on teacher performance in teachers of Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai

Based on the results of the research that has been processed using SPSS 27.0 software, the following results are obtained:

**Table 3**

*The results of the regression analysis of education and training on teacher performance in teachers of MAN 1 Sinjai and MAN 2 Sinjai*

VARIABLE	t	F	Constant	Coefficients	P	$\alpha$
Education and Training on Teacher Performance	2.721	7.405	46.521	0.280	0.008	0.05

### 3.6 Regression test

From the Coefficients table, the regression linear equation can be obtained as follows:  $Y_1 = 46.521 + 0.280 X$  The results of the analysis of the above equation are as follows: 1). The constant is 46.521. 2). The coefficient of academic supervision is 0.280. A positive coefficient means that there is a positive influence between education and training on teacher performance in teachers of Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai.

### 3.7 Annova

From the table above, it can be seen that the value of  $F_{cal}$  is 7,405. The magnitude of the  $F_{table}$  coefficient can be obtained by the formula  $F_{table} = F(k:n-k)$  so that the value of  $F_{table}$  is 2,711  $F_{calculate} 7,405 \geq F_{table} 2,711$ , then  $H_0$  is rejected and  $H_1$  is accepted. This means that there is an influence of education and training on teacher performance in teachers of Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai.

### 3.8 Coefficient

In the table above the hypothesis test with Coefficient, it can be assessed as  $0.008 < 0.05$ , then  $H_1$  is accepted and  $H_0$  is rejected meaning the coefficient of influence. From the description that has been stated in the results of the above research, it can be seen that there is an influence of education and training on teacher performance in teachers of Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai.

### 3.9 Human resource management affects teacher performance in teachers of Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai

Based on the results of the research that has been processed using SPSS 27.0 software, the following results are obtained:

**Table 4**

*The results of the human resource (HR) regression analysis on teacher performance in MAN 1 Sinjai and MAN 2 Sinjai teachers*

VARIABLE	t	F	Constant	Coefficients	P	$\alpha$
Human Resources (HR) on Teacher Performance	2.719	7.395	39.500	0.265	0.008	0.05

### 3.10 Regression test

From the Coefficients table, the regression linear equation can be obtained as follows:  $Y_1 = 39,500 + 0.265 X$  The results of the analysis of the above equation are as follows: 1\_. The constant is 39,500. 2). The coefficient of academic supervision was 0.265. A positive value coefficient means that there is a positive influence between human resources (HR) on teacher performance in Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai.

### 3.11 Annova

From the table above, it can be seen that the  $F_{cal}$  value is 7,395. The magnitude of the  $F_{table}$  coefficient can be obtained by the formula  $F_{table} = F(k:n-k)$  so that the value of  $F_{table}$  is 2.711  $F_{calculate} 7.395 \geq F_{table} 2.711$ , then  $H_0$  is rejected and  $H_1$  is accepted. This means that there is an influence of human resources (HR) on teacher performance in teachers of Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai.

### 3.12 Coefficient

In the table above the hypothesis test with Coefficient, it can be assessed as  $0.008 < 0.05$ , then  $H_1$  is accepted and  $H_0$  is rejected meaning the coefficient of influence. From the description that has been stated in the results of the research above, it can be seen that there is an influence of human resources (HR) on teacher performance in Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai.

## 4 DISCUSSION

### 4.1 The effect of academic supervision on the performance of Madrasah Aliyah Negeri teachers in Sinjai Regency

The results of the hypothesis test showed that the academic supervision variable had a positive and significant effect on the performance of teachers of Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai Regency. Therefore, the implementation of academic supervision with a more transparent, efficient and accurate system, teachers will find it easier to carry out their obligations which in turn can improve the quality of education at Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai Regency.

Variable academic supervision has a significant influence and has positive values. From these two analyses, it can be interpreted that the regression coefficient between the academic supervision variables states a positive influence on teacher performance. The academic supervision variable had a positive influence on teacher performance with a coefficient value of 0.226. This shows that the regression coefficient between the academic supervision variables is in line with the performance of teachers in Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai Regency. One of the forms that is promoted in the education system is the improvement of teacher performance through academic supervision. Of course, with academic supervision we can get more optimal results. Teacher performance can be identified by looking at the motivation and learning outcomes of students in participating in learning.

Sagala stated that academic supervision is assistance and services provided to teachers so that they want to continue learning, improve the quality of their learning,

foster teachers' creativity, improve together by selecting and revising educational objectives, teaching materials, teaching models and methods, and teaching evaluation to improve the quality of learning, education, and curriculum in the development of teaching and learning well in order to obtain good results better. One form of supervision follow-up is teacher development. According to Ahmad Susanto, teacher development is a series of activities to serve and assist teachers carried out by school principals in an effort to improve the quality of abilities and skills. One form of supervision follow-up is teacher coaching. Teacher development is a series of activities to serve and assist teachers carried out by school principals in an effort to improve the quality of the abilities and skills of the teachers they lead, to be able to improve their performance in carrying out their duties to manage the learning process better and optimally. Teacher development becomes a mandatory program after supervision to maximize the initial goal, which is to improve teacher performance. Academic supervision is an assistance service provided by the principal to teachers. The services carried out are in the form of assistance for school principals to overcome problems faced by teachers in the implementation of learning. Referring to the definition of academic supervision, we can know that the purpose of academic supervision is emphasized on improving the teaching and learning process by improving the quality of teachers as teachers. This means that the implementation of academic supervision has a great influence on teacher performance. With a focus on good teacher performance, it is hoped that a more efficient learning environment can be created.

Thus, the findings of this study are in line with previous theories and research that emphasize the importance of academic supervision as one of the main strategies in improving the quality of teacher performance. This positive influence confirms that the head of the madrasah has a crucial role in fostering teachers, and the quality of supervision provided can be an indicator of the success of human resource development in educational institutions

#### **4.2 The influence of education and training on the performance of Madrasah Aliyah Negeri teachers in Sinjai Regency**

Based on the results of the research, education and training have a significant influence on the performance of state aliyah madrasah teachers in Sinjai Regency. This

is shown through the improvement of teachers' pedagogical, professional, social, and personality competencies after participating in certain education and training programs. Teachers involved in training tend to show a better understanding of the curriculum, innovative learning methods, and classroom managerial abilities. The variables of education and training have a significant influence and have positive values. From these two analyses, it can be interpreted that the regression coefficient between the education and training variables states that there is a positive and significant influence on teacher performance. The variables of education and training have a positive influence on teacher performance with a coefficient value of 0.280. This shows that the regression coefficient between the education and training variables is in line with the performance of teachers of Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai Regency. Systematically designed training provides teachers with the opportunity to hone skills and deepen knowledge in their field. For example, the training needed by teachers, especially teachers at Madrasah Aliyah Negeri 1 and Madrasah Aliyah Negeri 2 Sinjai, is training or training for subject teachers that aim to improve teachers' ability to teach certain subjects. In addition, technical training or training aims to improve teachers' competence in developing teaching materials, as well as improving their ability to use learning technology.

The results of this study are consistent with the theory of human capital which states that improving the quality of human resources through education and training will increase productivity. Teachers as human capital need investment in the form of training to improve their skills and knowledge. In addition, the theory of behaviorism in education also supports these findings. Practice-based training allows teachers to learn new skills through repetition and positive reinforcement, thereby improving their performance. This theory is especially relevant in simulation-based training and hands-on practice.

It can be concluded that the results of the study show that education and training have a positive and significant effect on the performance of teachers in Madrasah Aliyah Negeri. This indicates that teachers who follow education and training in a structured and relevant manner tend to have better competence in carrying out their professional duties. Training that is designed according to the needs of teachers, is continuous, and focuses on pedagogic, professional, social, and personality development, encouraging the improvement of teachers' ability to plan, implement, and evaluate learning.

These findings are in line with research conducted by Faudiah (2023), which shows that training and development have a significant influence on teacher performance. The research indicates that effective training programs can improve teachers' performance through increasing their competence and motivation in carrying out their professional duties.

From a human resource management perspective, education and training are important investments in teacher competency development. Strategically designed training programs not only enhance the individual abilities of teachers, but also impact the overall quality of learning. Thus, the findings of this study confirm that education and training are one of the key factors in improving teacher performance in Madrasah Aliyah Negeri, and in line with previous research that emphasizes the importance of training as a teacher professional development strategy.

Thus, the results of this study confirm that education and training are one of the important strategies in developing teacher competencies. The implementation of relevant and continuous training programs is indispensable to ensure that teachers have optimal capacity in carrying out their professional duties.

#### **4.3 Human resource management affects the performance of teachers of Madrasah Aliyah Negeri Sinjai Regency**

Human resource management (HRM) plays an important role in improving teacher performance. Based on the results of the study, various aspects of MSDM, such as recruitment, training, career development, and performance evaluation, have a significant influence on the quality of teachers' work in schools. A selective recruitment process ensures that the teachers recruited have qualifications that are appropriate to the needs of educational institutions. Furthermore, career development through continuous training and internal promotion provides additional motivation for teachers to continue to improve their competencies. Transparent, meritocracy-based performance evaluations also help teachers understand their strengths and weaknesses, ultimately driving continuous improvement. The variable human resources (HR) has a significant influence and has positive values. From this analysis, it can be interpreted that the regression coefficient between the human resource (HR) variables states that there is a positive

influence on teacher performance. The human resource (HR) variable has a positive influence on teacher performance with a coefficient value of 0.237. This shows that the regression coefficient between the human resources (HR) variables is in line with the performance of teachers in MAN 1 Sinjai and MAN 2 Sinjai teachers.

The results of this study are also in line with Herzberg's theory of motivation, which states that motivating factors (such as recognition, achievement, and development opportunities) contribute to improved work performance. Good implementation of MSDM also supports the theory of human capital, where investment in the development of individual capabilities will result in increased productivity. It can be concluded that the results of the study show that human resource management has a positive and significant influence on teacher performance in Madrasah Aliyah Negeri. This indicates that the better the HR management that is implemented, the higher the performance of teachers in carrying out their professional duties. Aspects of HR management such as planning, recruitment, career development, evaluation, and compensation contribute directly to increasing teacher motivation, competence, and job satisfaction.

These findings are in line with research conducted by Mahriza (2023), which shows that there is a positive influence between HR management on teacher performance at MTs Al-Fath Gebang Islamic Boarding School. The research emphasizes the importance of intellectual quality, field understanding, and teachers' ability to improve performance through effective HR management. From the perspective of human resource management, the implementation of the right strategy in the management of educators not only improves the individual competence of teachers, but also creates a conducive work environment for quality learning. Thus, effective HR management is one of the key factors in improving teacher performance in Madrasah Aliyah Negeri, and is in line with previous research that emphasizes the importance of the role of HR management in the development of teacher professionalism.

## **5 CONCLUSION**

Academic supervision has a positive and significant effect on teacher performance at MAN 1 Sinjai and MAN 2 Sinjai. This effect shows that the better the implementation of academic supervision which includes planning, implementation, analysis, evaluation,

and follow-up, the higher the quality of teacher performance. Supervision carried out in a directed and continuous manner is able to help teachers improve learning strategies, identify weaknesses in the teaching process, and increase their professional responsibilities. Thus, the academic supervision approach is not only a coaching tool, but also an effective motivational driver to build teacher confidence and strengthen the positive image of educational institutions in the eyes of the public. Education and training have a positive and significant effect on teacher performance. This shows that relevant, planned, and sustainable training activities have a real impact on improving teacher competence, both in terms of knowledge, pedagogic skills, and professional attitudes. Teachers who frequently attend training tend to be more adaptive to curriculum changes, innovative in applying learning technology, and more confident in facing dynamic classroom challenges. Thus, investment in teacher education and training programs is a strategic step that can improve individual performance while strengthening the overall quality of education. Human resource management (HR) has a positive and significant effect on teacher performance. Good human resource management includes a selective recruitment process, continuous career orientation and development, objective performance evaluation, and a fair compensation system that is able to create a conducive work environment and motivate teachers to work optimally. The implementation of effective HR management not only supports the improvement of individual teacher productivity, but also strengthens the school's professional, collaborative, and results-oriented organizational culture. Thus, HR management is a strategic factor that supports the achievement of educational goals and the overall improvement of teacher performance.

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**Authors' Contribution**

All authors contributed equally to the development of this article.

**Data availability**

All datasets relevant to this study's findings are fully available within the article.

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