

THE INFLUENCE OF ENTREPRENEURIAL COMPETENCE AND PRINCIPAL SUPERVISION ON TEACHER PERFORMANCE AT SD

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ARTICLE INFO	ABSTRACT
Article History : Received :2024-11-19 Accepted : 2024-12-20	<i>During initial observations in June 2024 at UPT SPF SD Inpres Kera-kera, teacher performance was well identified from planning, implementation to learning evaluation. However, there are still gaps that make implementation less than optimal, such as the lack of innovation and new ideas for educational development. Ineffective principal supervision and poor communication also hamper teacher performance. The results of the study indicate that: 1) the influence of entrepreneurial competence of the principal on teacher performance with both aspects playing an important role in improving education in schools. 2) the influence of principal supervision on teacher performance is interrelated, this can be seen from the principal's supervision which includes planning academic supervision programs, implementing academic supervision, and following up on the results of academic supervision effectively playing a direct role in implementing teacher performance at school. 3). Knowing the influence between entrepreneurial competence and principal supervision has a positive and significant influence on teacher performance at UPT SPF SD Inpres Kera-Kera, with the results of the multiple linear regression hypothesis test obtained with a significance value of 0.003</i>
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1. INTRODUCTION

Competence refers to the effective actions taken to achieve specific goals while considering the expected conditions. In this sense, competence is demonstrated through actions or performance that can be measured (effectively) in efforts to reach objectives. (Hasnawati, 2020, p. 69).

To determine the success (outcome) of schools with character and quality, one factor is the responsibilities or roles and abilities of the school's leadership. The principal plays a crucial role in organizing the long-term success of education within each school unit. (Kadarsih et al., 2020, p. 195). Being a principal is not easy, and their role is very different from that of a teacher. Becoming a principal also comes with certain requirements that must be followed or adhered to. Principals must possess and master the competencies that have been established. This is essential, as the principal is

expected to fulfill their role in planning, guiding, influencing, and motivating teachers to perform effectively and create a conducive learning environment. This ensures that strong and engaging learning interactions take place, which in turn strengthens and nurtures students' enthusiasm, motivation, and dedication to learning. Over time, this helps instill a sense of character and discipline in students. A principal's full involvement and dedication will support their colleagues, particularly teachers, in carrying out their roles and responsibilities as educators.

In an educational setting, the principal is fully responsible for managing and empowering teachers to continuously improve their performance. Therefore, the principal must understand the condition of the teachers, as they are key partners in building a strong team and working collaboratively. These teachers will not be easily swayed by challenges, changes, or developments. This mental preparation and motivation are a result of the principal's leadership influence. Teachers are among the most crucial elements in the success of a school. They play a significant role in educational development and must carry out their duties and responsibilities with professionalism. (Sabandi, 2023, p. 1541).

One aspect of education that plays a crucial role in improving the quality of instruction is teachers. This is because of their direct involvement in the learning process at school. Teachers must possess strong skills and performance to ensure the learning process is of high quality. Effective teachers are those who can demonstrate educational, professional, personal, and social competencies both inside and outside the classroom to support student learning.

According to the Teacher and Lecturer Law No. 14/2005, educators must possess four competencies: pedagogical competence, personality competence, social competence, and professional competence. Teachers play an essential role in shaping culture within the school system, particularly in organizing how students engage with learning resources to achieve the desired objectives. (M. Nur & Fatonah, 2022, p. 12).

Instructors are experts who have a uncommon assignment to teach and educate understudies at school. In this manner, instructors are required to continuously attempt to move forward their capacities and information, since instruction is something energetic, everything creates agreeing to the times. Subsequently, instructors must proceed to memorize and act as human learners with the guideline of long lasting learning (Rohman, 2020, p. 94).

Whereas entrepreneurial competence could be a collection of states of mind, information, and aptitudes that are related to each other, entrepreneurial competence can be portrayed as difficult work, soul of cooperation, innovativeness, want to advance, and crave to memorize.

Entrepreneurship is an important aspect of a principal's competence. In this context, entrepreneurship is pursued for the benefit of educational advancement, not for personal gain. Educational entrepreneurship is a characteristic that involves having an entrepreneurial instinct, innovation, hard work, strong motivation, perseverance, and a constant search for the best solutions to problems. These skills help principals transform schools into places where students can thrive. Principals with entrepreneurial skills can apply entrepreneurial strategies to build and improve their schools. Since entrepreneurship has the potential to create innovative solutions that shape enduring and high-quality educational practices, it aligns with the view that "principals who possess entrepreneurial skills are those who demonstrate creative and innovative attitudes and practices in leading and managing school organizations effectively, efficiently, profitably, and responsibly." (Mulyasa 2011, 197) in (Sasqia et al., 2022) Subsequently, it is exceptionally characteristic that principals obtain entrepreneurial aptitudes to lead and control school associations successfully, effectively, profitably, and accountably.

In creating the entrepreneurial soul in schools, principals, instruction staff, instructors and other school individuals have to be prepared and acclimated to entrepreneurial conduct. The central, as the pioneer of the school association, must be able to direct school individuals and create an entrepreneurial demeanor in understanding with the obligations and capacities of each school part. Entrepreneurial principals are anticipated to be able to sort out and synergise sources of exertion to set up businesses or programs to development the school. (Winario & Irawati, 2018, p. 22).

As stipulated within the Control of the Serve of National Instruction of the Republic of Indonesia No. 13/2007 on the measures of school/madrasah principals, the reason of usually to move forward their polished skill in carrying out the obligations and obligations doled out to them. There are five capacities, to be specific administrative capacity, entrepreneurial capacity, supervisory capacity, identity capacity, and social capacity (Dolong, 2019, p. 318).

The supervision conducted by the principal aims to improve teachers' competence in teaching and learning activities, ensuring they fulfill their teaching mission and contribute to the broader goals of national education. As we know, challenges in the teaching profession related to the execution of teaching and learning activities will persist over time, and the support from school principals is crucial in enhancing teachers' professionalism in carrying out their responsibilities effectively. Principals need to provide continuous support to teachers, ensuring consistent development in their teaching practices at school. (Imah, 2018, pp. 67-68).

Foremost supervision incorporates a noteworthy impact on educator execution. As a pioneer, the vital is basically a individual who gets it and aces viable administrative and supervision. Effective supervision is demonstrated by the principal's capacity to carry out viable learning, shape great administration hones, carry out staff advancement, oversee educating staff, be able to make responsive and expectant demeanors in school personnel, be able to bring schools towards changes for the superior, be able to make a secure and efficient school environment. The central in his supervision must too be able to be open in driving, can too persuade school staff to exceed expectations. In expansion to the above, which is exceptionally essential in supervision, the principal's capacity to move forward the quality of devout life moreover has to be upheld by positive extracurricular exercises. (Raberi et al., 2020, p. 15).

Juliantoro (2017) in (Muspawi, 2020, p. 407) said that as a best pioneer the foremost has the control, specialist, and competence to create and oversee representatives professionally. In this manner, principals ought to have school competencies as directors, as pioneers, as teachers, as chairmen, as makers of work climate, and as administrators.

The connection between entrepreneurial competence and supervision within the school environment is crucial for creating a dynamic and effective educational setting. When educational development is enhanced by entrepreneurial skills, it involves the ability to innovate, take risks, and manage resources efficiently. Principals with entrepreneurial competence typically encourage advancements in curriculum, teaching methods, and the use of technology. Effective school supervision ensures that these innovations are introduced appropriately and in line with educational standards. Furthermore, resource management, where entrepreneurial competence is key, plays a critical role in managing assets. Principals skilled in entrepreneurship are able to allocate budgets, time, and energy wisely to achieve educational goals.

In school supervision, the use of resources can be monitored and evaluated. Supervision helps ensure that resources are utilized optimally and that there is no waste. Additionally, human resource development in entrepreneurial competence within the school setting focuses on training and capacity building for staff and teachers. This fosters a culture of continuous learning and enhances the quality of teaching. Effective school supervision supports and coordinates teachers' professional development, identifying training needs and providing the necessary support to improve professionally.

In initial observations conducted in June 2024 at UPT SPF SD Inpres Kera-kera, teacher performance was generally well-recognized, from planning and implementation to learning assessment. However, there were still some gaps that led to less-than-optimal implementation. These included a lack of innovation in achieving new approaches for school improvement and fresh ideas to enhance the quality of education. Ineffective supervision, where principals fail to provide continuous and effective oversight, can result in a lack of guidance and support for teachers to improve their performance. Additionally, poor communication between principals and teachers can hinder the supervision process and the integration of entrepreneurial competencies in daily school activities.

To abridge the over clarification of the relationship between entrepreneurial competence and school supervision, the relationship is complementary. Entrepreneurial competence advances advancement, productivity and human asset advancement, whereas school supervision guarantees that these activities are actualized legitimately and agreeing to set benchmarks. Both together contribute to moving forward the quality of instruction and by and large school execution.

Based on the portrayal over, the analyst is inquisitive about inquiring about the subject â "The impact of entrepreneurial competence and central supervision on educator execution at UPT SPF SD Inpres Kera-Kera".

2. METHODS

The research approach used in this study is a quantitative research design with an ex-post facto method, as the researchers do not administer any treatment to the participants. Instead, the researchers directly investigate independent variables and their effects on dependent variables.

Ex-post facto research is a commonly used method in many educational studies. It remains a valuable approach that can provide significant insights for educational decision-making. (Sappaile, 2010, p. 2)

Within the information collection strategy, the analyst dispersed surveys to 11 respondents by coordinating the instructor to pay consideration to the clarification of the informational recorded on the survey sheet that had been disseminated at that point the educator replied the questions by crossing the questions from the entrepreneurial competency survey sheet, with a add up to of 35 questions, a central supervision survey, with a add up to of 32 questions, and a instructor execution survey with a add up to of 48 questions, with alternative answers accessible employing a Likert scale with 5 alternatives.

In this consider, analysts utilized documentation to form solid concrete prove that analysts really conducted investigate at UPT SPF SD Inpres Kera-Kera. Documentation conducted by analysts is the dissemination of surveys to instructors, and pictures of the school yard and the front of the school.

3. RESULT AND DISCUSSION

RESEARCH RESULTS

The center of this inquire about is how the impact of entrepreneurial competence and foremost supervision on educator execution at UPT SPF SD Inpres Kera-Kera. The factors of this think about are instructor execution (Y), entrepreneurial competence (X1), and vital supervision competence (X2). The investigate strategy utilized is quantitative inquire about strategy, utilizing rebellious, to be specific surveys or surveys, documentation within the frame of information on school character, vision, mission, and so on, to evaluate how critical the impact of entrepreneurial competence and foremost supervision on instructor execution at UPT SPF SD Inpres Kera-Kera. Respondents in this ponder measured to 11 instructors. The instrument connected to degree the impact of entrepreneurial competence and foremost supervision on instructor execution is an entrepreneurial competency survey totaling 29 things, and 27 things of school central supervision and 33 things of educator execution survey. Each address has 5 reply alternatives with a score run of 1-5. Where 5 (exceptionally fitting), 4 (fitting), 3 (impartial), 2 (less fitting), 1 (not suitable). Some time recently being dispersed to inquire about respondents, the survey has been tried for legitimacy and unwavering quality. The inquire about comes about are clarified as takes after:

1. Entrepreneurial competencies

a) Descriptive Analysis Test of Entrepreneurial Competence

Based on the information from the expressive investigation of the principal's entrepreneurial competence, it is known as takes after:

Table 4.1 Percentage results of the principal's entrepreneurial competence

SOALS	Number of	max score	percentage	criteria
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	question scores			
1	55	55	100%	very good
2	44	55	80%	Good
3	45	55	82%	very good
4	44	55	80%	Good
5	47	55	85%	very good
6	46	55	84%	Good
7	44	55	80%	Good
8	47	55	85%	very good
9	45	55	82%	very good
10	43	55	78%	Good
11	33	55	60%	fair
12	45	55	82%	very good
13	45	55	81,8%	very good
14	45	55	81,8%	very good
15	48	55	87,3%	very good
16	48	55	87,3%	very good
17	50	55	90,9%	very good
18	48	55	87,3%	very good
19	51	55	93%	very good
20	50	55	91%	very good
21	49	55	89%	very good
22	45	55	82%	very good
23	48	55	87%	very good
24	45	55	82%	very good
25	51	55	93%	very good
26	47	55	85%	very good
27	47	55	85%	very good
28	47	55	85,5%	very good
29	47	55	85,5%	very good
sum of scores	1349			
average value	84,6%			very good

Based on table 4.1 over, it can be clarified that the entrepreneurial competence of the vital at UPT SPF SD Inpres Kera-Kera, specifically: there are 24 questions replied by respondents with exceptionally great criteria, at that point 2 address things replied by respondents with great criteria, and 1 address thing replied with adequate criteria. With an normal respondent score of 84.6% with exceptionally great criteria.

Table 4.2 Descriptive analysis results of the questionnaire of the principal's entrepreneurial competence

Statistik	Skor
N	11
Mean	123
Median	121
Modus	114
Standar Deviasi	8,786353055

Variasi	77,2
Skor Minimum	114
Skor Maksimum	137
Range	23
Sum	1353

From the comes about of the over calculations, the esteem of N is 11, the cruel is 123, the middle is 121, the mode is 114, the standard deviation is 8.786353055, the variety is 77.2, the least score is 114, the greatest score is 137, the extend is 23, the entirety is 1353.

b) The results of the validity test of the entrepreneurial competence questionnaire

The validity test is used to assess the quality of the survey employed in the entrepreneurial competence survey. A total of 35 questions were tested on 15 respondents. At a significance level of 5%, the critical value (r table) was 0.514. The validity test results showed that if the calculated r value is greater than the r table value, the question is considered valid, while if the calculated r value is less than the r table value, the question is considered invalid. The validity test was conducted using the SPSS 22.0 for Windows program, and it was found that 29 questions related to entrepreneurial competence were valid, while 6 questions were deemed invalid.

After getting data that there were invalid questions, the analyst did not utilize invalid things once more. This choice was taken since the remaining substantial address things were adequate to speak to each viewpoint of the marker of the entrepreneurial competence variable.

c) Reliability test results of entrepreneurial competence questionnaire

The unwavering quality test of the principal's entrepreneurial competence survey points to assess the degree to which the survey gives steady and dependable comes about in measuring how critical the impact of the principal's entrepreneurial competence is. The unwavering quality test prepare includes collecting information from respondents who reply the survey with the same questions. The information is at that point analyzed utilizing the Cornbach Alphah ($\hat{I} \pm$) measurable strategy. A address is rialible on the off chance that the Cornbach Alphah esteem is > 0.6. The comes about of testing the unwavering quality of the principal's entrepreneurial competence survey, with the taking after table:

Table 4.3. Reliability test of entrepreneurial competence Reliability Statistics

Alpha Value	Number of questions
0.964	29

In the reliability test, it was found that the Cronbach's Alpha value reached 0.964. This indicates that the test results are a reliable and robust data collection instrument for the research.

d) Normality test of entrepreneurial competence, principal supervision, and teacher performance.

The normality test is conducted to determine whether the data follows a normal distribution. In this study, the normality test used the one-sample Kolmogorov-Smirnov Test. The results of the normality test are shown below:

Table 4.4 Normality Test Results Entrepreneurial Competence, principal supervision and teacher performance

Number of	Level. Sig	Description
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respondents		
11	0.163	Normal

Based on the comes about of the ordinariness test over, the importance esteem of the entrepreneurial competence variable, vital supervision, and instructor execution is 0.163. The centrality esteem of both factors is more than 0.05, it can be concluded that the information of all factors are ordinarily dispersed.

e) Linearity Test of Entrepreneurship Competency and Teacher Performance

The linearity test is utilized to decide the relationship between factors, whether it encompasses a inclination to take after a straight line (straight) or not. The taking after are the comes about of the linearity test:

Table 4.5 Linearity Test Results X1 and Y

	F count	Sig	Description
Teacher performance	3.209	0.092	Linear
Principal's entrepreneurial competence	9.495	0.018	Linear
Total	0.066	0.937	

Based on the linearity results, it can be seen that the significance value at Deviation from Linearity is 0.937, it can be concluded that there is a linear relationship between variable (X1) entrepreneurial competence and variable (Y) teacher performance because the Deviation from Linearity value of 0.937 is greater than the significance level of 0.05.

f) Simple Linear Regression Analysis (Entrepreneurial Competence and Teacher Performance)

Straightforward straight relapse examination is utilized to decide the causal relationship between the autonomous variable and the subordinate variable whether positive or negative. To discover out whether the relapse esteem is critical or not by comparing the t table esteem with t check. The taking after are the comes about of the basic direct relapse test with SPSS ver 22.0, specifically

Table 4.6 Simple Linear Regression Analysis Test Results X1 and Y

Models	Unstandardized Coefficients		
	B	t	Sig
Constant	93.385	6.839	0.000
Entrepreneurship Competency	0.383	3.462	0.007

Based on the comes about over, it can be seen that: 1) The consistent unstandardized number is 93.385 which suggests that in the event that there's no entrepreneurial competence (X1), at that point the consistency esteem of educator execution (Y) is 93.385.

2) The coming about relapse coefficient number is 0.383. This figure implies that each 1% expansion of entrepreneurial competence (X1), at that point educator execution (Y) will increment by 0.383%. Since the coefficient esteem is positive (+), it can be seen that the relapse condition

from $Y' = a + bX$ gets to be $Y = 93.385 + 0.383$, thus it can be said that entrepreneurial competence contains a positive impact on educator execution. 3) Based on the esteem at noteworthiness, on entrepreneurial competence is $0.007 < 0.05$ at that point H_0 is rejected. In this way that entrepreneurial competence influences instructor execution. 4) The T test points to decide whether the relapse esteem is significant or not, specifically by comparing the esteem of t table with t tally and by employing a critical esteem. The test steps are as takes after:

a) Assurance of t number with t table

The t esteem gotten from the comes about of the straightforward direct relapse test within the table is 3.462. t table can be seen within the factual table with the arrangements of $\hat{1} \pm /2$ (two-sided test table) $= 0.05/2 = 0.025$, at that point it is known that the t table with a level of 0.025 $df = 11 - 2 = 9$ is 2.262. So that the calculation comes about gotten the esteem of t tally 3.462 and the esteem of t table 2.262. At that point the test criteria are: on the off chance that $t \text{ tally} < t \text{ table}$, at that point H_0 is acknowledged. In the event that $t \text{ tally} > t \text{ table}$, at that point H_0 is rejected. Based on the calculation comes about, it is known that t check (3.462) $> t$ table (2.262), at that point H_0 is rejected. So it can be concluded that there's a noteworthy impact between entrepreneurial competence on instructor execution.

2. Principal Supervisio

a) Principal Supervision Descriptive Analysis Test

The comes about of the graphic examination of central supervision are as takes after:

Table 4.7 Percentage results of principal supervision

Soals	Number of question scores	Max Score	percentage	criteria
1	55	55	100%	very good
2	55	55	100%	very good
3	41	55	75%	Good
4	42	55	76%	Goog
5	41	55	75%	Good
6	39	55	71%	Good
7	41	55	75%	Good
8	55	55	100%	very good
9	43	55	78%	Good
10	41	55	75%	Good
11	40	55	73%	Good
12	41	55	75%	Good
13	42	55	76,4%	Good
14	39	55	89,1%	very good
15	45	55	81,8%	very good
16	44	55	80%	Good
17	47	55	85,5%	very good
18	48	55	87,3%	very good
19	46	55	84%	very good
20	49	55	89%	very good
21	50	55	91%	very good
22	49	55	89%	very good
23	50	55	91%	very good
24	54	55	98%	very good

25	53	55	96%	very good
26	52	55	95%	very good
27	53	55	96%	very good
sum of scores	1258			
average value	85,2			very good

In table 4.7, data is gotten that the rate of central supervision at UPT SPF SD Inpres Kera-Kera, where there are 16 address things replied by respondents with exceptionally great criteria, at that point there are 11 address things replied with great criteria, with that the normal esteem of each respondent is 85.2% with exceptionally great criteria.

Table 4.8 Descriptive Analysis Results of Principal Supervision Questionnaire

Statistik	Skor
N	11
Mean	114,36
Median	112
Modus	112
Standar Deviasi	4.610265226
Variasi	21,2545
Skor Minimum	109
Skor Maksimum	120
Range	11
Sum	1258

From the comes about of the over calculations, the esteem of N is 11, the cruel is 114.36, the middle is 112, the mode is 112, the standard deviation is, 4.610265226, the variety is 21.2545, the least score is 109, the greatest score is 120, the run is 11, the entirety is 1258.

b) Principal supervision questionnaire validity test results

This consider conducted a legitimacy test with the point of measuring the quality of the survey utilized within the principal's supervision investigate, there were 32 address things, which had been tried on 15 respondents. On the survey address of foremost supervision appears that 27 address things are substantial, and there are 5 questions considered invalid, it can be seen in reference section 6 the comes about of the survey legitimacy test.

c) Principal supervision questionnaire reliability test results

Table 4.9 Reliability Test of Principal Supervision

Alpha Value	Number of questions
0.963	27

Within the unwavering quality test, the comes about of the Cornbach Alph esteem come to 0.963. So it can be expressed that the test comes about are a dependable or dependable information collection apparatus in inquire about.

d) Linearity Test of Principal Supervision and Teacher Performance

Table 4.10 Linearity Test Results X2 and Y

	F count	Sig	Description
teacher performance	10.069	0.007	Linear
principal supervision	19.896	0.002	linear
Total	0.242	0.636	

From the linearity comes about, it can be seen that the centrality esteem in Deviation from Linearity is 0.636, it can be concluded that there's a straight relationship between variable (X2) foremost supervision and variable (Y) instructor execution since the Deviation from Linearity esteem of 0. 636 is more noteworthy than the noteworthiness level of 0.05.

- e) Simple Linear Regression Analysis (Principal Supervision and Teacher Performance).

Table 4.11: Test Results of Simple Linear Regression Analysis of X2 and Y

Model	Unstandardized Coefficients		
	B	t	Sig
Constant	47.558	2.382	0.041
principal supervision	0.813	4.661	0.001

Based on the results above, the following observations can be made:

- 1) The constant unstandardized value of 47.558 indicates that if there is no principal supervision (X2), the baseline value of teacher performance (Y) is 47.558.
 - 2) The resulting regression coefficient of 0.813 means that for every 1% increase in principal supervision (X2), teacher performance (Y) will increase by 0.813%. Since the coefficient is positive (+), it suggests that the regression equation $Y' = a + bX$ becomes $Y = 47.558 + 0.813$. This shows that principal supervision has a positive impact on teacher performance.
 - 3) Based on the significance value, principal supervision has a value of $0.001 < 0.05$, which means that H_0 is rejected. Therefore, principal supervision does have an impact on teacher performance.
 - 4) The T-test is used to determine whether the regression value is significant or not by comparing the t-value with the t-table value and using the critical value. The steps for testing are as follows:
 - a). Assurance of t tally with t table The t esteem gotten from the comes about of the straightforward direct relapse test within the table is 4.661. t table can be seen within the factual table with the arrangements of $\hat{t} \pm \frac{1}{2}$ (two-sided test table) = $0.05 / 2 = 0.025$, at that point it is known that the t table with a level of 0.025 df = $11 - 2 = 9$ is 2.262. So that the calculation comes about gotten the esteem of t number 4.661 and the esteem of t table 2.262. At that point the test criteria are: in case t check < t table, at that point H_0 is acknowledged. On the off chance that t number < t table, at that point H_0 is rejected. Based on the calculation comes about, it is known that t tally (4.661) > t table (2.262), at that point H_0 is rejected. So it can be concluded that there's a critical impact between vital supervision on instructor execution.
3. teacher performance

a) Descriptive analysis test of teacher performance

The rate comes about of the instructor execution survey examination can be seen within the taking after table:

Table 4.12 Percentage results of teacher performance

Soals	Number of question scores	Max Score	Percentage	Criteria
1	55	55	100%	Very good
2	44	55	80%	Good
3	41	55	75%	Good
4	44	55	80%	Good
5	40	55	73%	Good
6	50	55	91%	Very good
7	49	55	89%	Very good
8	55	55	100%	Very good
9	51	55	93%	Very good
10	54	55	98%	Very good
11	42	55	76%	Good
12	50	55	91%	Very good
13	42	55	76,4%	Good
14	40	55	72,7%	Good
15	51	55	92,7%	Very good
16	44	55	80%	Good
17	40	55	72,7%	Good
18	41	55	74,5%	Good
19	45	55	82%	Very good
20	54	55	98%	Very good
21	43	55	78%	Good
22	52	55	95%	Very Good
23	41	55	75%	Good
24	42	55	76%	Goog
25	42	55	76%	Good
26	51	55	93%	Very good
27	48	55	87%	Very good
28	44	55	80%	Good
29	45	55	81,8%	Good
30	55	55	100%	Very good
31	53	55	96%	Very good
32	43	55	78%	Good
33	55	55	100%	Very good
Sum of scores	1546			
Average value	85,2%			Very good

From table 4.12 that there's data, to be specific, there are 17 address things replied by respondents with exceptionally great criteria, at that point there are 16 address things with great criteria, where the normal esteem of each respondent is 85.2%. Based on the calculation comes about, it is known that $t_{\text{check}} (4.661) > t_{\text{table}} (2.262)$, at that point H_0 is rejected. So it can be concluded that there's a noteworthy impact between central supervision on educator execution.

Table 4.13. Descriptive Analysis Results of Teacher Performance Questionnaire

Statistik	Skor
N	11
Mean	140,54
Median	141
Modus	143
Standar Deviasi	4,4578
Variasi	19,87
Skor Minimum	134
Skor Maksimum	148
Range	14
Sum	1546

From the comes about of the over calculations, the esteem of N is 11, the cruel is 140.54, the middle is 141, the mode is 143, the standard deviation is 4.4578, the variety is 19.87, the least score is 134, the most extreme score is 148, the extend is 14, the whole is 1546.

- b) The validity of the teacher performance questionnaire has been verified.

He objective of this consider is to test the legitimacy of the instructor execution survey, comprising 48 things, by measuring its quality. The survey has been tried on 15 respondents at the 5% level of centrality, coming about in a t-table esteem of 0.514. The comes about of the legitimacy test demonstrate that in the event that the calculated r-value is more prominent than the basic r-value, the address is regarded substantial. On the other hand, in case the calculated r-value is less than the basic r-value, the address is considered invalid. The legitimacy test was conducted utilizing the SPSS 22.0 for Windows program. The comes about shown that 33 things were substantial, whereas 15 things were invalid for the execution of the instructors.

After deciding that a few of the questions were invalid, the analyst evacuated them from the overview. The choice was made in light of the truth that the remaining substantial things as of now satisfactorily speak to each viewpoint of the entrepreneurial competence, school foremost supervision, and instructor execution markers. As point by point within the over introduction, the comes about of the survey legitimacy test are accessible in Reference section 6.

- c) The reliability of the teacher performance questionnaire has been tested.

The reason of testing the unwavering quality of the instructor execution survey is to assess the degree to which it gives reliable and solid comes about in measuring instructor execution forecasts with exactness. The unwavering quality test comes about for the instructor performance questionnaire are displayed within the table underneath.

Table 4.14: Test for Reliability of Teacher Performance

Alpha Value	Number of questions
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0.965	33
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In analyzing the unwavering quality of the variable execution pointers, the coefficient alpha was found to be 0.965. A address is regarded dependable in the event that the coefficient alpha surpasses 0.6. Thus, the comes about of the unwavering quality test affirm that the information collection instrument utilized in this ponder is tried and true and dependable.

- d) Direct Numerous Relapse Investigation (Entrepreneurial Competence, School Supervision, and Instructor Execution).

Table 4.15 presents the results of the linear multiple regression analysis, which includes the variables (X1), (X2), and (Y).

F count	Sig
13.585	0.003

- 1) ased on the comparison between F-calculated and F-tabulated, on the off chance that F-calculated is less than F-tabulated, at that point Ho is acknowledged. In case the calculated F-value is more noteworthy than the organized F-value, at that point the invalid theory is rejected. Subsequently, based on the gotten esteem of: The F-ratio (13.585) is more noteworthy than the F-table esteem (2.82), which implies that the null hypothesis is rejected. We are able hence conclude that entrepreneurial competence and school foremost supervision influence instructor execution.

- 2) Based on the comparison, on the off chance that sig > 0.05, H0 is acknowledged. In the event that the sig esteem is less than 0.05, at that point the null theory is rejected. Subsequently, the esteem of 0.003 is less than 0.05. We will subsequently conclude that that entrepreneurial competence and school foremost supervision influence instructor execution.

The results of the descriptive analysis show that the principal of UPT SPF SD Inpres Kera-Kera has an entrepreneurial competence of 84.6%. This value indicates that the principal possesses strong entrepreneurial skills, demonstrating innovation and creativity by generating new ideas and initiatives for school plans and programs to improve teacher performance. The principal consistently shows hard work in leading the school, achieving success in school management. The principal also sets clear goals and efficiently addresses challenges, displaying strong motivational leadership to fulfill their primary responsibilities. By eliminating delays and maintaining a determined attitude, the principal adheres to sound principles and strives toward achieving the best outcomes for the school.



Distribution Of Questionnaires



Working On The Questionnaire

4. CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the investigate comes about, clear factual investigation, and talk of the investigate comes about that:

1. From the comes about of the expressive measurable investigation of the principal's entrepreneurial competence, there's a positive impact with an normal esteem of each respondent of 84.6% with an awfully good category at UPT SPF SD Inpres Kera-Kera. Typically appeared in how the principal's entrepreneurial competence can give development and creatively listen to thoughts / thoughts from instructors at school, at that point the foremost works difficult to realize brief targets in fathoming the errands and issues confronted.
2. There's a positive and critical impact of vital supervision on instructor execution with a noteworthiness of $0.001 < 0.05$. So there's a positive impact which implies that in the event that the principal's supervision is exceptionally good, the teacher's execution will make strides. Karean The principal conducts supervision which implies that the vital is able to supply viable heading, direction, and supervision to instructors, so that it can contribute to making strides instructor execution.
3. Based on the comes about of different straight relapse examination tests on the F test, to be specific $F_{tally} > F_{table}$, at that point H_0 is rejected. Gotten F esteem of 13.585 with F table of 2.82. It can be concluded that at the same time, the principal's entrepreneurial competence and vital supervision together have a critical impact on educator execution. This implies that both components, foremost entrepreneurial competence and central supervision, play an imperative part in moving forward educator execution with the part of supervision and expanding association in foremost entrepreneurial exercises

Suggestion

Based on the comes about of the discourse and conclusions, the analyst gives proposals and proposals that

1. Principals ought to proceed to progress their entrepreneurial competencies through preparing and self-development. This capacity can have a more critical affect on moving forward educator execution and by and large school administration
2. It is recommended that principals' supervision ought to increment the recurrence and quality of more successful supervision and give valuable criticism.
3. Instructors ought to proceed to extend their information and abilities in line with educational programs advancements and instructive innovation to move forward their execution.

4. Future analysts may consider growing the investigate region by including more schools from distinctive locales, both country and urban, to see in case there are contrasts in affect based on geological and social settings.

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