

Teachers' Professionalism and its Triggers: Academic Supervision and Principals' Achievements and Motivation

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Abstract—This study aimed to find out the contribution of the implementation of academic supervision by the principal and achievement motivation towards teacher's professional competency in elementary schools Prayoga Padang foundation, both partially and simultaneously. This study belonged to ex-post facto approach. The population in this study were 101 teachers in elementary schools Prayoga Padang foundation. Sampling technique utilized stratified proportional random sampling were 58 teachers. Analysis data conducted by using partial correlation and multiple linear regression. The results of this study showed that: (1) there is a contribution of the implementation of academic supervision by principals towards teacher's professional competency with the value 28.9% (2) there is a contribution of achievement motivation towards teacher's professional competency with the value 30.4% (3) there is a contribution of the implementation of academic supervision by principals and achievement motivation towards teacher's professional competency with the value 34.3%. Based on the findings it could be concluded that there is a contribution to the implementation of academic supervision by principals and achievement motivation towards teacher's professional competencies in elementary schools Prayoga Padang foundation.

Keywords—*academic supervision; principals and teacher's professional competencies*

I. INTRODUCTION

The teacher is one of the most important components of education in the school, because the teacher is an educator who manages learning to help students to the expected set of competencies. It means that the teacher is the determining factor in achieving educational goals. A good teacher is a teacher who has a high personality, namely a teacher who views education as a tool to improve human welfare and serve enthusiastically and responsibly to his work [1].

Based on observations and interviews of researchers at the initial observations in April 2018 in one of the elementary schools Prayoga Padang Foundation, its name Budi Setia Elementary School, several problems were found which according to researchers related to the professional competence of teachers. These problems include: (1) some teachers don't understand how to implement the new curriculum (curriculum 2013), especially those related to thematic, (2) during the teaching and learning process, teachers still dominate learning, (3) during the teaching and learning process, there are still

teachers who leave class and leave assignments to students, (4) some teachers have not been able to use the media and learning tools to support the learning process to be more fun, and (5) the teacher lacks the ability to make scientific works such as class action materials to find out and analyze weaknesses while teaching and (6) there is still little interest from teachers to make their own modules and worksheets [2].

Based on the interviews of researchers, it was alleged that the principal had not carried out academic supervision which was right on target and the achievement motivation was still low from the teachers. This can be seen from the following phenomena: (1) the busyness of the school principal with other administrative matters which results in the lack of familiar working relationships with the teacher, making it difficult for the teacher to consult directly with the principal regarding the learning problems he faces, (2) not all stages of academic supervision are carried out properly by the principal, such as inadequate planning and lack of feedback on supervision carried out, (3) academic supervision is principally based on teacher needs and is professional in nature, where principals listen more, and answer teacher questions than provide guidance. However, from the results of interviews that the author has done, the implementation of academic supervision by the principal seems to give more direction and instructions to the teacher, (4) the principal does not provide motivation to his teachers to make a work, whether it is a work in a group or a personal work, (5) teachers do not develop their competence due to lack of guidance and solicitation from the principal [3].

The problem of this research is the contribution of the implementation of academic supervision by the principal and teacher achievement motivation towards teacher's professional competency in elementary schools Prayoga Padang Foundation. The purpose of this study was to determine the contribution of the implementation of academic supervision by the principal and teacher achievement motivation towards teacher's professional competency in elementary schools Prayoga Padang Foundation [4].

II. LITERATURE REVIEW

According to Law No. 14 of 2005 concerning teachers and lecturers, professional competence is the ability to master subject matter widely and deeply. The meaning of mastery of material broadly and deeply in this matter includes the ability

to guide students to meet the competency standards set out in the National Education Standards [5].

Professional competence is a variety of abilities needed to be able to realize themselves as professional teachers [6]. Professional competencies include expertise or expertise in their fields, namely mastery of material that must be taught along with its methods, a sense of responsibility for their duties and a sense of togetherness with other peer colleagues.

Based on Minister of Education Regulation No. 16 of 2007 explained the standard of academic qualifications and teacher competencies to support teacher professional competence. "Professional competencies include: 1) Mastering the material, structure, concepts, and scientific mindset that supports the subjects taught, 2) mastering the standards of competence and basic competencies of the subjects taught, 3) developing learning materials that are creatively taught, 4) develop professionalism on an ongoing basis by taking reflective actions, 5) utilizing information and communication technology to develop the profession" [7].

One part of supervising education that focuses on the learning process is academic supervision. Supervision that helps teachers develop their ability to manage the learning process in order to achieve learning goals is referred to as academic supervision [8].

Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals according to Glickman, Gordon and Ross-Gordon [9]. Academic supervision is supervision which focuses on observing academic problems, which are directly within the scope of the learning activities carried out by the teacher to help students while in the learning process.

Based on some of the opinions above, it can be affirmed that academic supervision is a series of professional assistance activities in the form of encouragement, guidance, and direction from the principal to the teacher in order to improve their ability to carry out the learning process in order to achieve learning goals. With the academic supervision the teacher will feel more helped to overcome the problems faced while carrying out the learning process.

The purpose of academic supervision is assistance and services in the form of guidance and direction to teachers and other school staff to increase their professionalism, for teachers, of course, to improve the quality of teaching in the classroom and in turn improve student achievement [10].

So, it can be emphasized that the purpose of academic supervision is to improve the teaching and learning process in order to achieve school goals and also achieve national education goals. The main objective of academic supervision is the ability of the teacher to carry out the learning process which includes planning learning activities, carrying out learning activities, and evaluating or evaluating learning [11]. Thus it is expected that academic supervision can improve and assist teachers in overcoming problems related to learning management [12].

Academic supervision of the principal is a series of professional assistance activities in the form of encouragement,

guidance, and direction from the principal to the teacher in carrying out the learning process. Professional assistance from the principal in the learning process is needed by the teacher so that the learning objectives can be achieved. Academic supervision by the principal in the learning process, including academic supervision on learning planning, academic supervision on the implementation of learning, and academic supervision on learning evaluation [13].

Achievement motivation is an encouragement from within people to overcome challenges and obstacles in achieving goals. In line with that, achievement motivation is the motive for success in carrying out a task or job to get better results. That is, people who have achievement motivation tend to display behavior that likes challenges in work [14].

Furthermore, referring to the description of the opinions outlined above, it can be interpreted that achievement motivation is an impetus in the individual to be able to carry out the work as well as possible so that optimal results are obtained. The indicators of achievement motivation are: 1) liking challenging jobs, 2) doing something right / in accordance with standards, 3) needing immediate feedback, and 4) having high responsibility for the work [15].

III. METHODS

This research uses quantitative methods with ex post facto research types. This study places research variables on two groups of variables, namely the independent variable and the dependent variable. As the independent variable is the implementation of supervision by the principal (X1) and achievement motivation (X2), while the teacher's professional competence (Y) as the dependent variable. Through a correlational approach, the results of this study reveal the contribution of each independent variable to the dependent variable, both individually and collectively [16].

The study population amounted to 101 classroom teachers spread across the Prayoga Padang Elementary School Elementary School. The number of study samples was 58 class teachers, where samples were randomly selected at each strata. This is done so that each individual gets the same opportunity to become a research sample [17].

IV. RESULTS AND DISCUSSION

There are three hypotheses tested in this study, namely, (1) there is a contribution of the implementation of academic supervision by the principal to the professional competencies of teachers at the Prayoga Padang Elementary School, (2) there is a contribution of achievement motivation to the professional competence of teachers at SD Prayoga Padang Foundation, (3) There is a contribution to the implementation of academic supervision by the principal and teacher achievement motivation on the professional competence of teachers at the Prayoga Padang Elementary School Elementary School [18].

The first hypothesis tested in this study is the implementation of academic supervision by the principal of the teacher's professional competence. To find out the contribution of the implementation of academic supervision by the principal to the professional competence of the teacher. The results of

the calculation of the correlation coefficient for the implementation of academic supervision by the principal of the teacher's professional competence are 0.537, a summary of the results of the analysis can be seen in table I.

TABLE I. SUMMARY OF RESULTS OF CORRELATION ANALYSIS OF THE IMPLEMENTATION OF ACADEMIC SUPERVISION BY PRINCIPALS (X1) AND TEACHER'S PROFESSIONAL COMPETENCY (Y)

Correlation	(r)	(r ²)	Contribution	P
r _{x₁y}	0,537	0,289	28,9 %	0.001

The regression equation explains that $\hat{Y} = 61.601 + 0.656 X_1$ each increase in 1 scale of the implementation of academic supervision by the principal will contribute to the implementation of academic supervision by the principal of 0, 656 scale. While the teacher's professional competency score is 61, 601 scale without the implementation of academic supervision by the principal [19].

The second hypothesis tested in this study was achievement motivation towards teacher professional competence. To find out the contribution of achievement motivation to teacher professional competencies, simple correlation analysis is used. The results of the calculation of the correlation coefficient of achievement motivation on teacher professional competence are 0, 552. Summary of analysis results can be seen in table II.

TABLE II. SUMMARY OF RESULTS OF CORRELATION ANALYSIS OF THE IMPLEMENTATION OF ACHIEVEMENT MOTIVATION (X2) AND TEACHER'S PROFESSIONAL COMPETENCY (Y)

Correlation	(r)	(r ²)	Contribution	P
r _{x₂y}	0,552	0,304	30,4 %	0.001

Regression equation $\hat{Y} = 53,007 + 0,701 X_2$ explains that teacher achievement motivation of 1 scale will contribute to teacher achievement motivation of 0, 701 scale. While the teacher's professional competency score already exists at 53,007 scales without teacher achievement motivation [20].

The third hypothesis tested in this study is the contribution of the implementation of academic supervision by principals and teacher achievement motivation towards teacher professional competence. To test this hypothesis is done by a double correlation of the implementation of academic supervision by the principal and teacher achievement motivation together with teacher professional competence of 0.586 the calculation results can be seen in table III.

TABLE III. SUMMARY OF RESULTS OF CORRELATION ANALYSIS OF THE IMPLEMENTATION OF ACADEMIC SUPERVISION BY PRINCIPALS (X1) DAN ACHIEVEMENT MOTIVATION (X2) AND TEACHER'S PROFESSIONAL COMPETENCY (Y)

Correlation	(r)	(r ²)	Contribution	P
r _{x₁ x₂y}	0,586	0,343	34,3 %	0.001

Regression equation model $\hat{Y} = 61.601 + 53,007 + 43,331$, explains that the direction coefficient X_1 is 61.601 and the X_2 coefficient is 53.007. This means that any increase in the implementation of academic supervision (X_1) of 1 scale will contribute to teacher professional competence (Y) of 53, 007 scale, and teacher achievement motivation (X_2) of 1 scale will contribute to teacher professional competence (Y) of 43, 331.

Previously the value of teacher professional competence was equal to constants namely 61, 601 scales without the influence of both predictors that is [21].

Based on the results of the above tests it can be concluded that the third hypothesis which reads "there is a contribution of the implementation of academic supervision by the principal and teacher achievement motivation towards teacher professional competence" can be accepted at the 95% level of confidence. Furthermore, it can be stated that there is a significant relationship between the contribution of the implementation of academic supervision by the principal and teacher achievement motivation towards the professional competence of teachers at the Prayoga Padang Foundation Elementary School at 34.3% [22].

V. CONCLUSION

The implementation of academic supervision by the school principal contributed to the professional competence of teachers at the Prayoga Padang Elementary School at 28.9%. This means that the implementation of academic supervision by the principal gives a very significant contribution to the professional competence of teachers in the school, the higher the implementation of academic supervision by the principal, the better the professional competence of teachers in the school. If seen descriptively, the implementation of academic supervision by the principal in this study belongs to the good category. For this reason, the implementation of academic supervision by school principals needs to be further improved, so that professional competence of teachers increases [23].

The implementation of academic supervision by school principals and teacher achievement motivation equally contributed significantly in increasing the professional competence of teachers in schools by 34.3%. This means that the better the implementation of academic supervision by the school principal and teacher achievement motivation in carrying out tasks in the school will increase professional competence in school [24].

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