

The Influence of Academic Supervision Implementation of Principal on Teacher Creativity

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ABSTRACT

The purpose of this study is to know the influence between the implementation of academic supervision by the school principal on the creativity of teaching teachers in Senior High School (SMA) Blitar City, Indonesia. The method used in this study is quantitative with a population of teachers totaling 150 respondents. Samples were selected using proportional random sampling and data were analyzed using simple linear regression analysis. The results showed that the implementation of academic supervision by the principal was in the medium category and the teacher's teaching creativity was in the high category, there was an influence between the implementation of academic supervision on teacher teaching creativity with the results of a correlation of 0.765 which means a significant correlation, and a significance result of $0.000 < 0,05$.

Keywords: academic supervision, school principal, teacher creativity

1. INTRODUCTION

Academic supervision by the principal is the provision of assistance by the principal to teachers in managing learning in order to improve their abilities so that learning objectives can be achieved. According to Glickman in (Fathurrohman & Suryana, 2011) a series of activities in academic supervision is providing assistance to teachers to increase their knowledge and ability in managing teaching and learning activities so that teaching goals are achieved.

One of the duties of the principal is to carry out academic supervision. Coaching is carried out starting from planning, implementation, assessment, analysis of learning outcomes assessment to follow-up (Kompri, 2017). Principals in carrying out academic supervision require academic supervision competencies which include: (1) planning an academic supervision program, (2) implementing an academic supervision program, and (3) following up on the academic supervision program.

The ability to teach professors affects the level of achievement of the quality of student learning outcomes, with the ability to teach good teachers, it has an impact on improving a good teaching and learning climate (Wiyono & Maisyaroh, 2016). Then, Oktiani (2017) also states that creative teachers are teachers who are able to use all their resources so that interactions and teaching

and learning activities can be created pleasantly. Teachers who are able to utilize all available resources can create interesting interactions in learning, so that teaching and learning activities can run pleasantly and students are motivated and interested in participating in learning.

Furthermore, Wiyono & Maisyaroh (2016) also said that increasing the ability of teachers in teaching must be improved, one way is through teacher supervision or coaching. In increasing the creativity of teachers in teaching, supervision and guidance through supervision is required by the principal. Juharyanto, et al (2018) stated that a school principal must be able to manage resources in his school so that his school can develop forward, therefore, all available resources must be maximally utilized so that the school can run effectively, the principal needs to mobilize teachers effectively, and good relations between them are fostered so as to create a positive, pleasant and productive work atmosphere.

Aslamiah (2011) from research that has been conducted, obtained data on the implementation of academic supervision by the principal (X) on teacher performance (Y), a positive relationship between variable X and variable Y is obtained with a correlation value of 0.596. Rismawan (2015) in his research on the supervision of the results show that the principal's supervision and teacher achievement motivation have an

effect on teaching creativity teacher with a regression coefficient of 0.28 and a t value of 1.96, so that the t value > 1.96 and the value of the regression coefficient is positive. Pentury (2017) shows that creative teachers are teachers who can develop pedagogic abilities and develop life skills, build and increase professional values and attitudes through the development of creative learning activities that can be created pedagogically and professionally according to the era of globalization.

Based on the above study, the research hypothesis is formulated as follows: (1) there is no influence between the implementation of academic supervision by the principal on the teaching creativity of teachers; and (2) there is an influence between the implementation of academic supervision by the principal of the teaching creativity of teachers.

2. METHOD

This research uses a correlational approach (correlational research) to measure the influence or relationship between the variables of the implementation of academic supervision by the principal (X) and teacher creativity in learning (Y). The study population was 238 teachers at SMA Blitar and 150 people as the sample were selected using a proportional random sampling technique. The research data were collected using a Likert scale questionnaire with five alternative answers: strongly agree, agree, disagree, and strongly disagree.

The instrument for the variable implementation of academic supervision by the principal (X) was developed from Glickman’s theory, while the instrument for the teacher’s teaching creativity variable (Y) was developed from some literature related to variable Y. The instrument was tested for its validity to measure the accuracy of existing data with what actually happened, then Reliability test is a measure of whether or not the instrument is able to measure something consistently (Sugiyono, 2012).

The validity test uses Pearson Product Moment and reliability tests by comparing the numbers alpha Cronbach with the SPSS program. The questionnaire criteria are reliable if the price of $r_{\alpha} > r_{table}$ (SANTOSO, 2016). Data analysis used descriptive techniques and simple linear regression. The stages in conducting the analysis are: (1) descriptive data analysis, (2) normality test and linearity test, (3) correlation analysis Pearson product moment, and (4) simple linear regression analysis.

3. RESULT

Variable level of implementation of academic supervision by the principal (X). Based on the value of the interval of the implementation of academic supervision by the principal (X). From the data it can be seen that 14 respondents chose the implementation of

academic supervision by the principal very high, 38 respondents chose high, 49 respondents chose medium, 41 respondents chose low and 8 respondents chose very low. Then the mean value obtained by the school principal’s variable implementation of academic supervision is 180.01, in the range of values 174.64 - 185.39. This means that the implementation of academic supervision by the principal is in the medium category.

Level of Teacher Teaching Creativity Variable (Y). From the data it can be seen that 3 respondents have very high teacher creativity, 54 respondents choose high, 42 respondents choose medium, 38 respondents chose low and 13 respondents chose very low. Then the mean value obtained by the teacher teaching creativity variable is 163.50, in the range of values 169.06 - 180.18. This means that the teacher’s teaching creativity is in the high category.

This research uses the normality test to determine whether the research data is normally distributed / not with the Kolmogorov-Smirnov Z, which compares the significant level used in the study with a significant value or Asymp. Sig, the calculation result is > 0.05, so the data is not normally distributed.

Table 1 Calculation of the Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		150
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.15498564
Most Extreme Differences	Absolute	.042
	Positive	.031
	Negative	-.042
Test Statistic		.042
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the results of the normality test Kolmogorov-Smirnov (KS) at the significance level ($\alpha = 0.05$), it shows that Asymp. Sig (2-tailed) Kolmogorov Smirnov (KS) is 0.200, the data is normal because the Asymp. Sig (2- tailed) 0.200 > 0.05 so that the data is declared to be normally distributed and meets one of the prerequisite tests for conducting hypothesis testing using the simple linear regression method (Table 1).

The next test is the linearity test which aims to determine the effect between the variables of the implementation of academic supervision by the Principal (X) and the creativity of pursuing teachers (Y) has been significantly linear or vice versa. Linearity test by comparing the significance value (sig) with 0.05. If the deviation from linearity value > 0.05, there is a significant linear relationship between the independent variable and the dependent variable.

This hypothesis testing is carried out to prove the truth of the research hypothesis because basically the hypothesis is a presumptive statement that is still

temporary so there needs to be a test to prove its truth. The testing of the research hypothesis was carried out using a simple linear regression method which is useful for knowing the effect of the independent variable on the implementation of academic supervision by the principal (X) and the dependent variable on teacher teaching creativity (Y) (Table 2).

Table 2 Results of Simple Linear Regression Calculations Data on the Implementation of Academic Supervision by the Principal (X) and Bound Variables Teacher Teaching Creativity (Y)

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	20.994	9.866		2.128	.035
	Academic Supervision	.792	.055	.765	14.470	.000

The value of the constant (β_0) is 20,994 and the coefficient value of variable X (β_1) is 0.792. So, the regression equation is $\hat{Y} = 20.994 + 0.792 X$. The teacher's teaching creativity score (Y) is 20.994. The implementation of academic supervision by the Principal (X) is 0.792, then 0 (zero) the implementation of academic supervision by the Principal (X) has a positive coefficient value of 0.792. Each increase of one score of the implementation of academic supervision by the Principal (X) will give an increase or influence of 0.792 on the teacher's teaching creativity score (Y).

4. DISCUSSION

4.1. The Level of Implementation of Academic Supervision by the Principal (X)

The results showed that based on the results of the research that had been done, the implementation of academic supervision by principals in public high schools throughout Blitar City was moderate. The questionnaire filled out by 150 high school teachers in Blitar City as respondents, obtained a mean value of 180.01 and is in the range of 174.64-185.39 intervals with an average (mean) on variable X of 180.01. Also shows that the implementation of academic supervision in SMA throughout the city Blitar has been running quite well with principals who have sufficient knowledge of the competencies of academic supervision, which include: (a) planning for academic supervision programs; (b) implementation of the academic supervision program; (c) and the follow-up of the academic supervision program. Basically, all Heads of Public High Schools in Blitar City have implemented academic supervision in order to provide assistance so that teachers are able to improve their ability to manage learning and make teaching and learning situations better.

As stated by Kompri (2017) the principal in carrying out academic supervision requires academic supervision competence which includes: (a) planning an academic

supervision program; (b) implementation of the academic supervision program; (c) and following up the academic supervision program (Kompri, 2017). Academic supervision planning is a very important stage because with good planning, the goals of academic supervision can be achieved and it is easy to measure its achievement.

The success of the implementation of academic supervision is reviewed through eight indicators, namely the goals and objectives of the academic supervision program are clearly planned, the resources involved in achieving the goals, use SWOT analysis in planning academic supervision programs, apply academic supervision principles, apply methods and techniques of academic supervision that are in accordance with The goals and problems faced, analyze and evaluate academic supervision activities, report academic supervision activities, and follow up on academic supervision activities (Prasojo, 2011).

The target indicators and objectives of the academic supervision program are clearly planned, the resources involved in achieving goals, application of methods and Academic supervision techniques are in accordance with the objectives and problems faced, analyzing and evaluating academic supervision activities in all State Senior High Schools in Blitar City have been running well, even indicators apply the principle of supervision academicians get high scores based on a questionnaire that has been filled in by respondents in SMA Blitar City. Although the implementation of academic supervision by school principals in SMA Blitar is moderate, there are even indicators that score high, but there are also indicators that are classified as low, namely following up on academic supervision activities.

The low follow-up process for academic supervision activities needs to be addressed in order to have an impact on teacher professionalism. Based on the existing literature, follow-up academic supervision in the form of evaluating the implementation of academic supervision and reporting useful academic supervision for teachers and headmaster. As stated by Karsiyem (2015), the benefits of follow-up in the form of evaluation of the implementation of academic supervision for school principals are knowing the achievement of targets that have been achieved in the implementation of increasing teacher skills, while the direction and input given by the principal can develop teacher abilities, so that the follow-up of supervision activities academic needs to be done.

All existing findings are then followed up by the principal by analyzing and evaluating all findings based on learning implementation activities, both concerning the completeness of learning and the course of implementing learning in class (Zulfikar, et al, 2017). In simple terms, the findings found by researchers in the field in the form of follow-up carried out by the principal were providing reinforcement and rewards for teachers who had met standards, awards were usually given with

praise, while teachers who had not met the standards would be given warnings and training so that they could meet the standards set.

The low follow-up of academic supervision can also be improved starting from the principal himself as a supervisor, namely reviewing the summary of the research results, if the results of academic supervision do not meet the learning standards, a re-assessment of the knowledge, skills and attitudes of the teacher which is the goal of coaching is carried out. If the goal has not been achieved, the academic supervision program is redesigned for the next period as stated by Mulyadi (2018).

Research on the implementation of academic supervision has previously been conducted by (Hijriah, 2011) in elementary schools in Bantul District which are in the good category (95.7%), academic supervision planning is in the fairly good category (59.9%), and evaluation and follow-up of academic supervision were also quite good (58.9%), however the development program through workshops was still in the poor category (48.2%).

4.2. Teacher Creativity Level

Measuring the level of teaching creativity of teachers in SMA Blitar City using a research instrument in the form of a questionnaire. In the teacher teaching creativity variable (Y) is translated into three sub-variables which are then developed into eight indicators represented by 38 question items. Each question in the questionnaire is measured based on five levels of interval class, namely: (1) very high, (2) high, (3) moderate, (4) low, and (5) very low. The sample used in this study were 150 high school teachers in Blitar City who were civil servants or honorary status.

Kurniawan (2016) that the figure of a creative teacher can be represented through the creativity of the teacher in preparing and planning learning activities, designing and implementing learning activities and finally applying assessment practices in learning. Three sub-variables of teacher teaching creativity are then elaborated through eight indicators, namely: (1) learning objectives have been formulated, (2) planning companion books, (3) use of good teaching methods, (4) interesting media, (5) learning activities fun, (6) providing guidance and mentoring to students, (7) teachers conducting creative assessments, and (8) teachers conducting fun assessments.

Learning that is planned in advance, the purpose of these activities will be more focused so that the success rate of the activity will be higher as stated by Djamarah & Zain (2013). Monawati (2018) adds that teacher creativity in preparing for this learning is realized by formulating learning objectives well in planning the teaching and learning process because this is the most

important element, so that teacher creativity in determining goals is considered very important. The use of good teaching methods in the high category, the methods used by teachers in teaching will affect the smoothness of the teaching and learning process and the smooth achievement of educational goals. This is as stated by Sudjana (2014) that in choosing a teaching method it is influenced by several factors, namely the learning objectives to be achieved, condition of students, materials/teaching materials, teaching and learning situations, facilities, and teachers.

Based on the results of the research that has been done, the teaching creativity of teachers which is filled by 150 teachers as respondents, obtained a mean value of 163.50 and is in the interval range 157.94-169.06. From the mean and interval ranges obtained, it can be concluded that the teaching creativity of teachers is in the high category. The level of teaching creativity achieved by teachers falls into the medium category. It can be interpreted that the average school has fulfilled all aspects of teaching creativity specified in this study. The teacher teaching creativity variable (Y) has three sub-variables with eight indicators used to measure the level of teaching creativity of teachers.

4.3. The Effect of Principal Academic Supervision (X) on Teacher Teaching Creativity (Y)

The results of the calculation of the hypothesis using Pearson Product Moment analysis to determine the effect of implementing academic supervision (X) on teacher teaching creativity (Y) obtained the calculation results. In this study, the results obtained were correlation 0.765, meaning that the correlation was significant, and the results obtained were $0.000 < 0.05$, so the research hypothesis was that H_0 was rejected and H_1 was accepted. It can be interpreted that there is a significant influence between the implementation of academic supervision by the principal on the teaching creativity of teachers.

There is a significant influence between the implementation of academic supervision by the principal on the teaching creativity of teachers. The implementation of academic supervision by principals which is included in the medium category has been able to develop teacher teaching creativity. So that teaching and learning activities can run well in school and can help in achieving goals in an educational institution. This means that the principal has carried out his duties in carrying out academic supervision quite well in terms of planning, academic supervision, implementation of supervision academic, and follow-up academic supervision.

The implementation of good academic supervision by the principal will increase the teaching creativity of teachers. Teachers' teaching creativity includes creativity

in planning and preparing learning activities, creativity in carrying out learning activities, and creativity in conducting learning assessments. Basically, academic supervision is professional supervision carried out by the principal by providing assistance to teachers to be able to improve their professional abilities. In line with Glickman in (Fathurrohman & Suryana, 2011) academic supervision is a series of activities to provide assistance to teachers to develop their abilities in managing the teaching and learning process so that teaching goals are achieved. Academic supervision plays an important role in developing a better teaching and learning situation. In line with the objectives of academic supervision, namely developing learning and teaching situations to be better (Amatembun, (2012).

The implementation of good academic supervision by the principal can support the smooth achievement of the goals of educational institutions through teacher teaching creativity. This study is in line with Rismawan (2015) research entitled *The Effect of Principal Supervision and Teacher Achievement Motivation on Teacher Teaching Creativity* and the results show that principal supervision and teacher achievement motivation affect teacher teaching creativity with a regression coefficient of 0.28 and a t value of 1.96, so the t value > 1.96 and the regression coefficient value is positive.

5. CONCLUSION

Based on the results of the study, it can be concluded that: (1) the level of implementation of academic supervision by school principals is in the medium category; (2) high level of teacher creativity; (3) there is a significant influence between the implementation of academic supervision by the principal on the teaching creativity of teachers.

The results of this study indicate that in the high teacher teaching creativity variable there are indicators that are still low, namely the use of attractive media and conducting creative assessments. In addition, the implementation of academic supervision by the principal is moderate, but the indicators of following up academic supervision activities are in the low category. The cause of this low indicator is not yet known, so this problem can be reviewed or re-examined by other researchers in the future with a qualitative approach in order to uncover the root of the existing problem, with the known cause of the problem it will be easier to formulate alternative solutions to problems and determine alternative solutions correctly selected problem (X).

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