

The Effect of Academic Supervision and Work Environment on the Performance of Teacher

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ABSTRACT

The aim of this research is to evaluate and explain the effect of educational supervision and work environment on the performance of high school teachers in IlirTimur II Palembang. The way used is the quantitative descriptive way used to procedure the characteristics of the information related to the common number, look for percentages, and present attention-grabbing, easy-to-read data. Data within the form of a questionnaire is classed as quantitative data. The methodology of amassing data in this analysis is through a questionnaire. (1) There is a positive and important effect of educational supervision on the performance of highschool lecturers in IlirTimur II Palembang, according to the findings. This is also shown by the tcount of five.489, (2) There is a positive and important influence of the painting environment on the success of high school academics in IlirTimur II Palembang. This will also be shown from the tcount worth of 4.246, with a significance worth of zero.000 and a regression coefficient (b2) of zero.486, (3) There is a favorable and demanding effect of academic supervision and paintings atmosphere at the performance of highschool lecturers in IlirTimur II Palembang. This is shown by the Fcount value of 9,207 and the significance worth of F of 0.000.

Keywords: Academic Supervision, Work Environment, Teacher Performance

1. INTRODUCTION

This study centered on the discovery that by effectively supervising instruction, administrators can reinforce and enhance teaching practices that contribute to improved student learning [1]. Using developmental supervision to improve teachers' teaching, according to the results of a study Wu [2] conducted in Taiwan, will contribute to school success.

The following result of Marey, et al [3] is a key strategy in the proposed model since it provides teachers with a range of professional development tools, training materials, and online courses or conferences from which they can select what best suits their professional needs.

It is important to incorporate these findings in order to strengthen, Chasmiaji [4] state that Indonesian education holds a number of final positions at the international level. Indonesia has a ranking of 62 out of 70 countries for the International Student Assessment Program.

PISA or the International Student Assessment Program. For students aged 15 years, PISA tests math, science and reading skills. The international rankings

for mathematics and science evaluation or Patterns in International Mathematics and Science Research (TIMSS) rank 40 out of 42 nations. According to a study in World Literacy by Central Connecticut State University, a report by the UN Education, Science and Culture Agency, UNESCO, said that only one out of 1,000 Indonesians interested in serious reading resulted in the Indonesian national literacy level, which was ranked 60 out of 61 countries. For higher education (PT), the ranking of a university is no better than that of basic education. In 39 out of 50 countries, QS World University Ranking data puts PT Tanah Air.

One of the ways this can be improved is on the shoulders of educational workers. Supervision is conducted in order to discourage education workers from committing irregularities and to be more vigilant in carrying out their work. Supervision is carried out for teachers by the principal so that it is understood what things a teacher wants to help and strengthen. According to Prasojo and Sudiyono [5] this is a continuing relationship between teachers and supervisors in this process.

Principals must at least be able to act as educators, assistants, administrators, superiors, leaders, innovators,

and motivators in the modern model of education management [6]. School managers and principals must have multiple competencies, one of which is supervisory ability, based on the details above. So, there are responsibilities for school administrators and principals to be supervisors.

According to the Directorate-General for Teachers and Education Staff [18], academic supervision practices are directed at teachers with the intention of providing professional assistance, and academic supervision is also aimed at improving professional competence and pedagogical competence, which would have an effect on teacher performance in schools.

In addition, the output of teachers is often affected by other things, one of which is the working environment. This was revealed by Enny [7], that generating work excitement is the advantage of the work community, so that productivity and work output improve.

The next view of Sari [8], the teacher's work environment is a scope or field for the growth of skills and expertise, as well as the experiences they need to better execute work activities. In the end, it will raise the efficiency of the instructor.

This study was performed in the Ilir Timur II sub-district of public and private high schools. Ilir Timur II District is one of the districts in the city of Palembang with an area of 10.82 km² / 1.082 ha, according to the Central Bureau of Statistics of Palembang City [19]. Six villages, namely 1 Ilir, 2 Ilir, 3 Ilir, 5 Ilir, Lawang Kidul and Sungai Buah, make up this sub-district. This study was, however, confined to A and B-accredited colleges, namely SMA Negeri 5, SMA Muhammadiyah 05, SMA Pembina and SMA Nurul Qomar.

These four schools are interesting to be used as research sites with many considerations: 1) the number of teachers is suitable enough to be used as research samples; 2) the four schools in Palembang City have strong accreditation; 3) SMA Negeri 5 represents research in public schools, 4) SMA Pembina represents research in private schools, 5) SMA Muhammadiyah 05 and 6) SMA Nurul Qomar represents boarding schools.

It was noticed that the teacher's output was not satisfactory from the preliminary observations made on schools in the sub-district of Ilir Timur II Palembang, there were still teachers who came to school late and were not disciplined. There are still teachers in administration who only copy and paste teaching methods, and they are still not adapted to the situation of learners or schools.

Academic monitoring at the school in the subdistrict of Ilir Timur II Palembang is carried out once or twice a year. The Administrators and Principals are supervisors. The principal may also nominate senior teachers to assist supervision whose talents have been considered. However, the academic supervision of not all teachers is

followed up, meaning that many teachers do not gain optimal input from the academic supervision activities.

The four schools are situated in an easy-to-reach area, with road conditions and good transport routes making it easy for students and teachers to come to school. These schools have a strong working atmosphere, physically and non-physically, but based on preliminary results that not all teachers have high performance to provide students in schools with learning.

The effect of Academic Supervision on Teacher Success at SMA Negeri 3 Martapura, [9]. The value of t count is 3.102 and t table is 1.706 where t count > t table indicates that H_a is approved, in other words, there is an influence on teacher success of academic supervision.

Zulfakar, et al [10] also discovered that 40 percent of the teachers were in the very good category and 60 percent of the teachers were in the good enough category after receiving feedback and the findings of the follow-up evaluation of teacher academic supervision carried out by the principal. It can also be argued that teacher efficiency at SD Negeri 16 Gelumbang can be improved by the effects of academic supervision.

The findings on the impact of the work environment on teacher performance, the magnitude of the impact of each factor from the impact of the work environment on teacher performance by 31.6 percent, the effect of work motivation on teacher performance by 28.8 percent, and the impact of the work environment. 32.4 percent together and job motivation on teacher results [11].

In addition, Suharto [20] calculated a tcount value of 5,174, a significance value of 0,000, and a regression coefficient (b₂) of 1,139. Since the significance value (p) 0.05 and the regression coefficient are both positive, it is reasonable to conclude that the working environment has a positive and significant impact on the performance of Bengkulu City's SMK mathematics teachers.

On this basis, teachers will aim to improve their work conduct with the introduction of good academic supervision and assisted by a favorable working environment. Effective job behavior or success is distinguished by good mastery of teaching materials, the management of attractive teaching and learning services, tidy class management, the use of sufficient media/learning tools, high mastery of educational foundations, perfect teaching and learning interaction management, full learners' achievement evaluation. Teachers will also be familiar with the guidance and counseling services roles and systems, understand and conduct school management, comprehend values and interpret the findings of educational study for teaching purposes.

2. METHODS

This analysis is a form of research that is quantitative. This research is intended to determine, in terms of the approach to be used, whether there is an effect on teacher success between academic supervision and the work environment and how high the degree of influence is.

Teachers who taught at SMA Negeri 5 Palembang, SMA Muhammadiyah 05 Palembang, SMA Pembina Palembang and SMA Nurul Qomar Palembang were among the population in this report. This study was carried out in public and private high schools in the sub-district of Ilir Timur II, namely SMA Negeri 5 in Sungai Buah Village, SMA Muhammadiyah 05 in 2 Ilir Village, SMA Pembina in Kelurahan 5 Ilir and SMA Nurul Qomar in Lawang Kidul Village.

This type of study is a type of survey research. Siyoto and Sodik [12] argue in their book that the survey approach is a method of research that employs a questionnaire as the primary data collection tool.

In this analysis, the data collection technique used was a questionnaire. A questionnaire or questionnaire, according to Raihan [13] Collecting data by providing individuals with a list of questions that will provide answers or answer questions provided in the study of the person called respondents.

The questionnaire used is a questionnaire that slows down a closed model with a choice of quantitative responses that have been given to expose respondents'

perceptions of variables: academic supervision (X_1), job environment (X_2), and teacher output (Y). Instrument testing, including two phases of validity tests and reliability tests, was performed.

An instrument is said to be valid if it can measure what is needed for the function and view data from the variables under analysis accordingly [14]. Reliability is the accuracy or degree of accuracy of a measurement or measuring system [15].

Expert opinion is the first stage of the validity test [16]. The first instrument (not the exam) is an internal test of the instrument carried out in accordance with its field by a specialist with a doctorate or a professorship title.

Then continue with the test for reliability. According to Arikunto [17], the trial can only be conducted once and evaluated using the Alpha formula for instruments that can be assigned a score and the score is not 1 and 0. Since the degree of reliability is > 0.6 , the three variables have been said to be extremely accurate. The researcher used a computer with the IBM SPSS Statistics 26 program for the purposes of the calculation, provided the study time and resources.

3. RESULTS AND DISCUSSION

Multiple regression analysis is hypothesis testing used in this research. The following is a description of the multiple regression analysis outcomes.

Table 1. Multiple Linear Regression Analysis Findings

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	3.968	6.594			0.593	
Academic Supervision	0.499	0.096			5.489	0.000
Work Environment	0.486	0.115	0.411		0.000	

a. Dependent Variable: Teacher Performance

The multiple regression equation is shown as follows in table 1:

$$Y = 3.968 + 0.499 X_1 + 0.486 X_2$$

The t-test is a test to illustrate the individual impact of the independent variables on the dependent variable in the model. This is intended to assess the degree to which one independent variable's effect on the dependent variable is described. The Effect of Academic Supervision on Teacher Performance The regression coefficient (b1) is 0.499 based on the partial estimation of the effect of the principal's academic

supervision on the performance of senior high school teachers in Palembang. "There is an effect of academic supervision on the performance of high school teachers in the District. IlirTimur II Palembang "There is an effect of academic supervision on the performance of high school teachers in the District. Approved by IlirTimur II Palembang. That is, in IlirTimur II Palembang, the higher the academic supervision, the higher the performance of high school teachers.

The impact of the working environment on the output of teachers. The coefficient of regression (b2) is 0.486 based on the partial estimation of the effect of the

work environment on the output of high school teachers in Ilir Timur II Palembang. It can be seen at the 5 percent significance level that the count is 4.246 with a significance value of 0.0, because the regression coefficient has a positive value and a significance value (p) <0.05, the second hypothesis that "There is an influence of the work environment on the performance of high school teachers in Ilir Timur II Palembang sub-district " This implies that in Ilir Timur II Palembang

District, the better the job environment, the better the performance of high school teachers.

Simultaneous monitoring is used to assess whether the independent variable, namely the academic supervision of the principal and the working environment, jointly influences the dependent variable, namely the output of teachers

Table 2. F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2391.027	2	1195.513	108.517	.000 ^b
	Residual	627.957	57	11.017		
	Total	3018.983	59			

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant), Academic Supervision
Work Environment

Table 2. demonstrates the simultaneous estimation of the effects on teacher output of principal academic supervision and the work climate. The third hypothesis, which notes that there is an effect of academic supervision and work climate on the output of high school teachers in Ilir Timur II Palembang, is

acknowledged because of the significance value of $F < 0.05$. This means that academic supervision and work climate variables have a major effect on the success of Ilir Timur II Palembang high school teachers.

The determination coefficient is used to indicate the percentage of independent variables by how much (academic supervision and work environment)

Table 3. The coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.890 ^a	0.792	0.785	3.319

a. Predictors: (Constant), Academic Supervision
Work Environment

The results of multiple regression tests indicate that 0.792 or 79.2 percent is the coefficient of determination (R²). This importance suggests that academic supervision and the work environment affect 79.2 percent of teacher results. Although other factors not analyzed in this analysis are affected by the remaining 20.8 percent.

4. CONCLUSION

The following conclusions can be drawn on the basis of the data obtained from the results of the study carried out: (1) There is a positive and important impact of academic supervision on the performance of high school teachers in Ilir Timur II Palembang. Since the significance value (p) is <0.05 and the regression coefficient has a positive value, it can be concluded that academic supervision has a positive and important impact on the performance of high school teachers in the district of Ilir Timur II Palembang. (2) The

performance of high school teachers in Ilir Timur II Palembang is positively and significantly affected by the working environment. Because the value of significance (p) <0.00 and the coefficient of regression have a positive value, it can be assumed that the working climate has a positive and important effect on the performance of Palembang City high school teachers. (3) Academic supervision and the working environment have had a positive and important impact on the success of high school teachers in Ilir Timur II Palembang. Because the significance value of $F < 0.05$, there is an effect on teacher success of the principal's instructional supervision and the working environment together. The determination coefficient indicates that the academic supervision and work environment variable can explain 79.2 percent of teacher results, while other variables not analyzed in this study explain the remaining 20.8 percent.

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