

Principal Managerial Competence and Academic Supervision on Junior High School Teachers' Performance

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ABSTRACT

This study aims to determine the principal's managerial competence and academic supervision of the teaching performance of teachers of the Talang Kelapa District Middle School teachers. The research was conducted at SMP Negeri Talang Kelapa District. This type of research is quantitative. The population in the study was 226 respondents, and the sample was 136 respondents. The data collection technique was a questionnaire. The results show that: 1) there is an effect of principal managerial competence on teachers' performance, 2) there is an effect of academic supervision on teachers' performance, and 3) there is an influence between the influence of principal managerial competence and academic supervision on teachers' performance.

Keywords: Principal Managerial Competence, Academic Supervision, Teachers' Performance

1. INTRODUCTION

In the success of education, several things that must be considered are government policies, the progress of education, a budget, curriculum, a clear vision, mission, objectives of education, teacher professionalism, and infrastructure [1]. In line with this opinion, each region is given authority and is required to increase regional independence both in terms of finance and quality of apparatus resources in all fields because the role of human resources is expected to improve organizational performance and productivity in providing excellent service to the community.

The regulation of the Minister of Education and Culture Number 67 of 2013 concerning the Basic Framework and Structure of the Primary School/Madrasah Ibtidaiyah Curriculum states that the purpose of education according to the 2013 Curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization [2]. Conceptually, it can be concluded that the 2013 Curriculum is one of the ideal solutions in shaping productive age people in Indonesia to become quality human resources. However, in reality, the implementation of the 2013 Curriculum faces various problems and challenges, because teachers have had a teaching style and mindset in educating that tends not to

change such as the content and material completion that never changes.

Furthermore, talking about the implementation of human resource management to improve the quality of education is a very important issue is needed to be explored [3] because the success or failure of educational institutions is much influenced by human resource management factors. In this context, it is explained that the human resources of educators and educational personnel are the spearheads of an educational institution [4]. Teachers' less-than-optimal performance in schools is not entirely due to a lack of ability on their part [5] [6]. Many factors, both external and internal, influence teacher performance.

Responding to this in particular, SD Negeri 1 Rantau Sialang, Sungai Keruh District, Musi Banyuasin Regency, made an observation at school. It is found that there were still many difficulties in implementing the 2013 Curriculum. The implementation of the curriculum is one of the elements of education that has contributed to the improvement of the quality of students [7]. However, in the preparation and implementation of the curriculum, various problems arise which greatly affect the optimal educational goals to be achieved. This can be seen in the process of Teaching and Learning Activities (KBM) that the teachers are accustomed to the old style, which is content-oriented to complete the material. Meanwhile, in the 2013 Curriculum, teacher

orientation is to direct students to think critically and analytically.

Besides, the limited textbook is another obstacle that all teachers are not ready to implement the new curriculum. According to the Principal of SD Negeri 1 Rantau Sialang, some teachers still had difficulty finding books to use in the 2013 Curriculum, because they only relied on the syllabus provided by the government, while they had not received all the textbooks.

The government's effort to renew the School-based Curriculum into curriculum 2013 is expected to provide direction to realize the process of developing the potential quality of students. Therefore, the curriculum is compiled and developed to be used as a guide in directing students to become (1) Quality human beings who are capable and proactive in responding to the challenges of the ever-changing times; (2) Educated humans who have faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent; and (3) Citizens who are democratic and responsible [8].

Implementation of Curriculum 13 is the responsibility of the central government, provincial governments, and district/city governments. The division of tasks in implementing the 2013 curriculum is (1) the central government is responsible for preparing teachers and principals to implement the curriculum; (2) the central government is responsible for evaluating the implementation of the curriculum nationally; (3) the provincial government is responsible for supervising and evaluation of curriculum implementation in related provinces; (4) district/city governments are responsible for providing professional assistance to teachers and school principals in implementing curricula in related districts/cities.

Based on the background of the problem and research formulation, the research objectives to be achieved are (1) what is the role of the teacher in implementing the 2013 Curriculum SMP Negeri Talang Kelapa District; (2) what are the determinants of the implementation of the 2013 Curriculum at SMP Negeri Talang Kelapa District, and (3) whether the implementation of the 2013 Curriculum can optimize the role of teachers SMP Negeri Talang Kelapa District.

2. METHODS

The method in this study was quantitative research to see the effect partially between the existing variables. The purpose of quantitative research is to show the relationship between variables. Variables in this research are the principal's managerial competence (X_1), academic supervision (X_2), and teachers' performance (Y). principal's managerial competence (X_1) and academic supervision (X_2) are independent variables. While teachers' performance (Y) is the dependent variable.

Data collection techniques through questionnaires. The questionnaire had previously been tested for validity and reliability. Then, the hypothesis testing

simultaneously is the managerial competence of the principal (X_1) and academic supervision (X_2) give effect on teachers' performance (Y), as well as to test the formulated hypothesis, then all the data obtained will be processed and processed with quantitative analysis.

3. RESULTS AND DISCUSSION

The Research on the managerial competence of principals and academic supervision on teachers' performance was carried out at SMP Negeri Talang Kelapa District with a population of 226 educators. Then, the sample was 136 educators. The data description that will be presented from the results of this study is to provide a general description of the distribution of data obtained from the field.

Data descriptions are used in SPSS version 22 to describe the distribution of data by frequency, to explain intermediate trends, and to explain the distribution pattern. Also, to test the descriptive analysis of the data. The principal managerial competence variable in this study consisted of 4 (four) indicator dimensions, namely planning, organizing, directing, and monitoring.

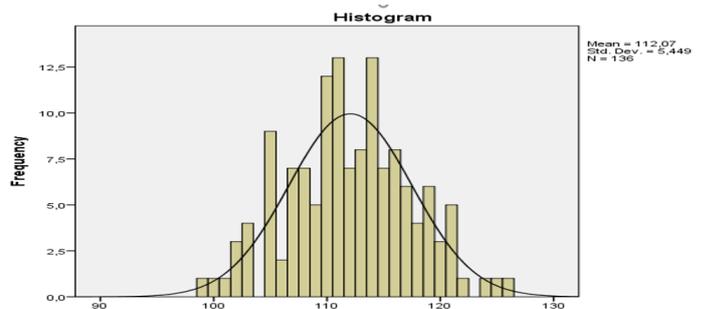


Figure 1. Histogram of Principal Managerial Competency

Based on figure 1, it can be seen that the mean value is 112.07, the standard deviation value is 5.449, the minimum value is 99 and the maximum value is 126. The data frequency distribution is then calculated by using the category measurement technique which consists of very good, good, enough, less, very poor. So it is known that the principal managerial competence has a very good category of 12 or 8.7%, either 31 or 22.7% categories, 58 or 42.7% sufficient categories, 25 or 18.3% less categories, and very poor category amounting to 10 or 7.2%. The results of the analysis indicate that the principal's managerial competence is in the sufficient category.

Then, related to the teacher's performance, Sumiati and Asra argued that professional teacher performance must include a primary task, such as planning learning, implementing learning, evaluating learning, and providing feedback on learning outcomes [9]. Moreover, Suprehiningrum agreed that the factor that most determines the quality of learning is teachers' performance [10].

3. CONCLUSION

Based on findings, it can be concluded that academic supervision can be done in two ways, namely individual techniques and group techniques with providing direction and guidance to teachers in carrying out their duties and responsibilities as a teacher, educator, mentor, and others. In other words, high levels of teacher well-being, so high levels of teaching quality will be.

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