

An Academic Supervision of School Principals and Teacher Performance and Its Implementation of Education Quality at State Junior High School in Cengal District

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ABSTRACT

This research was conducted with the aim of describing the effect of the principal's academic supervision and teacher performance partially and simultaneously on the quality of education, especially at State Junior High Schools in Cengal District. The method used in this research was descriptive quantitative. The result of the research was a positive and significant effect of the principal's academic supervision on the quality of education, as well as the teacher's performance that has a positive and significant impact on the quality of education in simultaneous testing. It was also stated that the principal's academic supervision and teacher performance together had a positive and significant effect on the quality of education at SMP Negeri in Cengal District.

Keywords: Academic Supervision, Teacher Performance, Quality of Education

1. INTRODUCTION

In current condition, communication and information technology is experiencing very rapid development. As part of the process of transforming human life, this development is a necessity so that human activities can be helped. However, it is also a concern that the development of communication and information technology is a form of quality educational outcomes.

Quality education will have an impact on all activities in everyday life. Through education, human characters will be formed in accordance with civilization and the times. As stated in the constitution of the Republic of Indonesia, especially in Law Number 20 of 2003 which states explicitly that "education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by him, society, nation and state" [1].

To achieve educational goals that have been regulated in legislation, it is necessary to pay attention to the components that must be met. These components are the presence of school leaders or principals who have the capacity and capability to lead. The next component is a teacher or educator who has the competencies as expected.

The school principal as defined in the Regulation of the Minister of Education and Culture Number 6 of 2018 is a teacher who is assigned the task of leading and managing an education unit [2].

Therefore, it is very important for a leader in a school to have the appropriate competence so that the education can run well. One of the competencies that must be had by a school leader or principal is the competence of supervision. Supervision competence is an ability that must be possessed by a leader to be able to supervise and provide assessment and evaluate the work that has been programmed by the school community. One of important things for supervision is the performance of the teachers who teach at the school. Measuring teacher performance can be done in various ways, including through the performance appraisal by the principal as well as part of the implementation of the principal's academic supervision.

Teachers are defined as professional educators with the main task of educating, teaching, guiding, directing, training, and assessing and evaluating students in early childhood education through formal education, basic education, and secondary education [2]. It is affirmed in Law Number 20 of 2003 that educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, instructors, facilitators, and other designations who are in accordance with their specialties, and participate in implementing education [1].

If these components have been fulfilled, then the quality education is a necessity to be achieved. According to Drake, quoted through the Directorate General of Quality Improvement of Educators and Education Personnel, supervision is a sophisticated term, because this has a broad meaning, which is synonymous with management, administration, evaluation and accountability processes or various related activities and creativity with institutional management at the school level institutional environment [3].

Hanief states that supervision is a coaching activity planned to help teachers and other school staff to be able to do work effectively [4]. It is clear that academic supervision is important for school principals in order to supervise and provide guidance for educational services provided by the school community.

Regarding the research to be carried out, Supriyati researched about academic supervision and teacher performance on the quality of learning [5]. The results of the research was the effect of academic supervision and teacher performance was quite large on the quality of learning, especially in Islamic Religious Education subjects at the senior secondary level. In addition to the previous research that became the reference, the researcher also made preliminary observations at the location that would be the object of research. From these preliminary observations, the researcher found several things that were important for further research. Whereas in some schools, the academic supervision process has not been carried out optimally because they feel reluctant and reluctant to teachers. Likewise, the performance appraisal is carried out subjectively by the principal. Thus, it cannot be stated objectively that these two things have an influence on the quality of education held in schools.

The preliminary findings of researchers from the preliminary study, there is still an implementation of academic supervision that prioritizes subjectivity over objectivity, as evidenced by the results of the researchers' initial observations through question and answer with several teachers. There were teachers who have not carried out their duties professionally, including by not collecting learning tools according to a predetermined schedule. Another identified phenomenon is lack of discipline in the presence of teachers, which is indicated by weak teacher performance, as evidenced by the recapitulation of teacher attendance in schools as a whole $< 90\%$. So that there is a system of work accumulation not finished at the specified time. It is proven that when the completeness of learning is collected there are still many who are not on time.

Those descriptions provide an explanation that this research was conducted to analyze and describe the effect of principal academic supervision and teacher performance on the quality of education at SMP Negeri Cengal District. To support the

implementation of this research, other theories are used by researchers such as theories about academic supervision and teacher performance and the quality of education.

2. METHODS

This research was conducted at the State Junior High School in Cengal District, Ogan Komering Ilir Regency. The research implementation starts from July to October 2020. The research method used in the implementation of research should have a specific research design that describes the procedures or steps that must be taken, the time of the research, the types and sources of research data as well as other things. other things deemed necessary in order to optimize the research results obtained.

So, it is concluded that the research method is the method used in conducting research to obtain information which is then processed as needed so that certain objectives and uses can be met. Therefore, in the implementation of research, quantitative research method is appropriate to be used. As defined by Sugiyono that "quantitative research method is defined as research methods based on the philosophy of positivism, used to research on certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis quantitative / statistical in nature with the aim of testing the predetermined hypothesis " [6]. Therefore, in this study the method used is quantitative research methods. The population of this study was 68 people and the sample used was 53 people.

The research data were obtained through questionnaires and documentation. The data obtained were then analyzed through parametric statistics through simple linear regression testing and multiple regression or t test and F test.

3. RESULTS AND DISCUSSION

The data obtained from the implementation of this study were tested first on classical assumptions, and it was stated that the data were normally distributed and there were no symptoms of heteroscedasticity. For this reason, testing can be continued with parametric statistical analysis.

The test for the first hypothesis, obtained the t-count value for the principal's academic supervision variable of $7.494 > t_{table}$, namely 2.007, which means that the principal's academic supervision has a positive and significant effect on the quality of education at SMP Negeri Cengal District.

The correlation coefficient or the magnitude of the relationship between the principal's academic supervision and the quality of education is 72.4%, and is included in the strong relationship category. The determinant coefficient or the magnitude of the influence of the principal's academic supervision

variable on the quality of education is 52.4% which means it has a high effect.

For the second test, it is known that the t_{count} for the teacher performance variable is $4,922 > t_{\text{table}}$, which is 2,007, which means that teacher performance has a positive and significant effect on the quality of education at SMP Negeri Cengal District.

The correlation coefficient or the amount of the relationship between teacher performance and the quality of education at SMP Negeri Cengal District is 56.7%. The magnitude of the relationship is in a fairly close category. The determinant coefficient or the magnitude of the influence of teacher performance variables on the quality of education at SMP Negeri Cengal District is 32.2% which is included in the low category.

The results achieved in testing the third hypothesis, namely the F_{count} value of $27.885 > F_{\text{Table}}$ of 3.183, which means that there is a positive and significant influence on the principal's academic supervision and teacher performance together on the quality of education in SMP Negeri Cengal District.

There is a relationship of 72.6% of the principal's academic supervision variable and teachers performance together with the quality of education at SMP Negeri Cengal District. It is included in the category of a close relationship. Principal's academic supervision and teacher performance together have a positive and significant effect on the quality of education at SMP Negeri Cengal District by 52.7% and are included in the category of high enough influence.

The Effect of Principal's Academic Supervision on the Quality of Education

The research achievements that prove the supervision of the principal is able to make a positive and significant contribution to the quality of education, also confirms the results achieved by Islahudin that the implementation of the principal's academic supervision can improve teacher performance which means it also supports improving the quality of education in general [7]. Therefore, it is fitting that the results of this study become a reference for policy makers to optimize the implementation of academic supervision organized by the principal.

Also research that have done by Firmansyah, et. al., that the principal's academic supervision and teacher professionalism were able to have a positive impact on the quality of education services at Madrasah Tsanawiyah [8]. Therefore, every principal must have awareness of the implementation of good academic supervision so that they can optimize the process of implementing education in the community so that they can improve the standard of living for the better.

The Effect of Teacher Performance on the Quality of Education

This research clearly confirms that it is important for teachers to have good performance. Because of this, it is clearly stated in this study that it can affect the quality of education. The results of this study also reinforce the results obtained through the study of Irfan that clearly the academic supervision of school principals is closely related to teacher performance as a form of part of the quality of education [9]. Therefore, teacher performance is also a variable that has an impact on the quality of education as a whole.

The Effect of Principal Academic Supervision and Teacher Performance on the Quality of Education

The achievement of proof that simultaneously, academic supervision organized by the principal with the performance of the teacher is able to make a positive contribution to the quality of education. The results of the research provide reinforcement of several previous studies. As done by Supriyati, there was a positive and significant effect of academic supervision on the quality of learning [5]. It is clear that the results of this study support the results of previous studies. Also with Suwartini's research which states that there is a positive and significant effect of the principal's academic supervision on the quality of education [10]. This implies that the better the academic supervision of the principal, the better the quality of education. It needs to be inventoried so that they can be used as references and scientific rebuttals to negative assumptions regarding the implementation of school principal academic supervision.

However, it is also clear that the principal's academic supervision does not stand alone, but there are other supporting factors. As for these factors, they were not examined in this study. There is also research by Ndapaloka et.al. who found that there is a direct effect of academic supervision on teacher performance [11]. This indicates that the teacher performance as the dependent variable is also influenced by the principal's academic supervision. That way, between one variable and another have inseparable attachments and interactions. Then, the research conducted by Khasanah et. al. which states that academic supervision can optimize teacher performance [12]. As well as research conducted by Leniwati and Arafat, this research is also given confirmation through the results obtained from current research [13].

These studies are used as material to examine the weaknesses and strengths of each of the studies that have been carried out. A comparative analysis can also be carried out on certain values contained in previous studies. If further discussion is carried out, the research of Nurpuspitasari et.al. have previously stated that learning becomes more effective with the implementation of continuous academic supervision by the principal [14]. This is also in accordance with

the opinion expressed by Zaimina that increasing teacher professionalism can be done through the implementation of academic supervision [15].

4. CONCLUSION

Based on the results of the analysis and discussion and testing in the implementation of this study, it is concluded that the principals academic supervision has a positive and significant effect on the quality of education; Teacher performance variables have a positive and significant effect on the quality of education; The variables of principal academic supervision and teacher performance together have a positive and significant effect on the quality of education at SMP Negeri Cengal Distric process.

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