

Influence of Public Elementary School Academic Supervision and Teacher Working Group Activities on Student Learning Results within the Makarti Mulya Work Area

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ABSTRACT

The purpose of this research is to describe in a straightforward manner the effect of academic supervision and teacher work group activities on student learning outcomes, either partially or simultaneously. To obtain optimal results, the quantitative descriptive method is used. Sources of research data obtained through questionnaires, documentation and observation. The results obtained through the research that has been conducted state that academic supervision has a positive and significant effect on student learning outcomes. Likewise with partial testing which states that teacher work group activities have a positive and significant impact on learning outcomes. Simultaneously, the variable of academic supervision and teacher work group activities had a positive and significant effect on student learning outcomes in SD Negeri in the Makarti Mulya cluster. The resulting effect was 46.0% and included in the category of quite high influence.

Keywords: academic supervision, teacher working group activities, learning outcomes.

1. INTRODUCTION

Education has an important role that is felt by society until now, especially in order to improve the quality of human resources. Indonesian society in general states that one of the most effective ways to optimize human resources is through education. Therefore, it is important to pay attention to the quality of education so that it can be improved from time to time. Education is believed by the community to be able to create or develop a person's competence or skills, as well as optimize the values prevailing in society.

The expectations of the community regarding the role of education have been stated in the 1945 Constitution of the Unitary State of the Republic of Indonesia. The Constitution clearly states that education is held in the framework of educating the nation's life. In order to achieve this goal, another regulation was created that specifically regulates education, namely in Law Number 20 of 2003 concerning the National Education System.

Regarding the National Education System, it has been clearly described through this law, especially in Article 3 regarding the purpose of education which is held nationally, which is to develop one's abilities and shape the character or character and civilization of a nation that has the dignity to create an intelligent national life, education as well. carried out to optimize all the potential possessed by students so that they are able and willing to become a complete human being, by believing in God, the implication is that the student or someone will have a noble character, have physical and psychological health, have the ability or knowledge, are capable and creative in solving all problems, able to be independent, which in the end will become a citizen who is responsible for all his actions even though he is in a democratic system.

Widodo stated that the quality of education in Indonesia is still in the low category because there are factors that cause it. Among these factors are the quality of physical facilities that are not yet optimal, the quality of teachers who still do not have equal standards, the welfare of teachers that is still low, student achievement

is not optimal, opportunities for educational equality that have not occurred properly, the relevance of education with needs is not in line, and the high cost of education [1].

Basically, these factors can be anticipated through policies that facilitate the delivery of education. It's just that, sometimes the implementation of these rules is not done properly by the technical implementer. In order to prevent and evaluate the implementation of the rules, strict supervision by the competent authority is required. In the world of education such supervision is often known as academic supervision. Academic supervision is an effort that can be made in order to optimize the quality of teacher teaching, the presence of a leader in the education unit is expected to be able to assist teachers in carrying out their duties professionally and be able to overcome problems that occur and the expected implication is that the quality of education is better or increased (2014).

The implementation of academic supervision can be carried out by authorized officials, one of which is the principal. According to Darmawanti, Akhmad & Goris the principal must have managerial abilities so that he can direct and mobilize all available resources to achieve organizational goals, namely to achieve learning efficiency and effectiveness so it is imperative that one of the principal's duties is supervisor, namely supervising the work performed by educational personnel [2].

It is important for the principal to act and have the ability to conduct supervision, because through a supervisor, accurate information will be obtained so that it can be used as a guide for implementing strategies in order to improve teacher professionalism by optimizing the competencies that must be possessed. Supervision can be used as a tool to coordinate and lead a number of teachers/staff who each have their own responsibilities. Supervisors must ensure that each teacher can carry out their duties properly in a cooperative work situation. According to Kompri supervision is an evaluation, which is carried out by a school principal in order to obtain accurate information about the competencies possessed by educators [3].

A leader of an education unit, including the principal, should and in principle be required to have the ability or sufficient skills to carry out supervision, especially in the academic field, in order to implement it in accordance with the concept of academic supervision.

If the understanding of academic supervision has been carried out correctly, the expected implication is an increase in the quality of learning and will end in an increase in the quality of education as a whole. Especially at this time, teacher competency development already has a large enough space. One

forum that can be used is the formation of a Teacher Working Group.

Through such space, it is believed that the implementation of learning by teachers in the classroom will be better. However, it still has to be supervised by the leadership, in this case the principal, to carry out academic supervision on an ongoing basis. The Teacher Working Group has many benefits in terms of learning including as a place to accommodate and solve problems faced by teachers in learning activities, discussions, teaching examples, demonstrations of the use and manufacture of teaching aids. However, this activity should also be of concern about its impact on student learning outcomes [4].

Teachers as educators are an important part of the educational process who have a big responsibility in guiding students towards educational goals. For this reason, student learning outcomes will be greatly influenced by learning carried out by teachers in the classroom. Although this is not the only determining factor for the learning success of students [5].

When viewed from these aspects, it is believed that academic supervision is needed to improve and optimize learning through evaluating the competencies of educators in schools. As the purpose of supervision is to provide encouragement to every educator to have competitiveness, form a comfortable learning atmosphere, create effective learning, so that educators will feel satisfaction with what they have done. If this can be realized, the education system that is built will run properly and the objectives of national education can be achieved optimally [6].

Supervision carried out in schools, especially those carried out by the principal of the academic aspect, is a form of the responsibility of a leader in order to improve the quality of learning. Academic supervision must also go hand in hand with the activities carried out by teachers, including following the Teacher Working Group [7].

In general, researchers observe in the framework of a preliminary study to conduct this research. Researchers obtained preliminary information and data that in some schools, the implementation of supervision was limited to school administration but was not implemented properly.

Likewise, with the implementation of the Teacher Working Group, it is known that there are still teachers who just follow the Teacher Working Group to boast about themselves but not to develop their potential. So it is known that some students even only meet the minimum criteria in learning outcomes. This is an indication that the completeness of learning held in schools is not optimal [8].

This research was conducted to describe the effect of academic supervision and teacher working group

activities on the learning outcomes of public elementary school students in the Makarti Mulya cluster.

2. METHODS

This research was conducted at Public Elementary Schools that are members of the Makarti Mulya Cluster, Ogan Komering Ilir Regency. The research was started from July to October 2020. To achieve the research objectives, quantitative research methods were used. This is done because this study tests the research hypothesis.

As stated by Sugiyono that quantitative research is a study that obtains data in the form of numbers or it can also be considered qualitative data. A quantitative approach is used to measure the variables in this study, namely the variables X1, X2 and Y and then look for the relationship between these variables [9].

The study population was 1,301 people, the sample was determined by purposive sampling technique so that 143 people were obtained. Data were collected through questionnaires, documentation and observation. Then analyzed through parametric statistics [10].

3. RESULTS AND DISCUSSION

3.1. Hypothesis Testing 1

The research data obtained has been carried out by prerequisite analysis, which states that the data is normally distributed and there are no symptoms of heteroscedasticity so that it can be analyzed through parametric statistics.

Table 1. Test Results "t test"

Model		Unstandardized Coefficients ^a		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52,405	2,718		19,277	,000
	Supervisi Akademik	,345	,034	,649	10,138	,000

a. Dependent Variable: Hasil Belajar

Source: processed data (October, 2020)

The t value for the academic supervision variable is 10.138 > t_{table}, namely 1.977, which means that the alternative hypothesis (H_a) for testing hypothesis 1 is accepted. Therefore, it is stated that academic supervision has a positive and significant effect on student learning outcomes in SD Negeri in the Makarti Mulya cluster, Ogan Komering Ilir Regency.

Table 2. Determinant Coefficient (H1)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,649 ^a	,422	,418	1,13263

a. Predictors: (Constant), Supervisi Akademik

Source: processed data (October, 2020)

The correlation coefficient or the magnitude of the relationship between academic supervision and learning outcomes is 64.9%, and is included in the category of a fairly strong relationship. The determinant coefficient or the magnitude of the influence of the academic supervision variable on learning outcomes is 42.2%, which means it has a high enough influence.

3.2 Hypothesis Testing 2

The results obtained from testing the hypothesis are as follows.

Table 3. Test Results "t test"

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	53,209	3,194		16,662	,000
	Kegiatan Kelompok Kerja Guru	,335	,040	,576	8,377	,000

a. Dependent Variable: Hasil Belajar

Source: processed data (October, 2020)

The t-count value for the teacher work group activity variable is interpreted at the t-table value of 1.977 which means t_{count} > t_{table}; 8,377 > 1,977. Based on this, it is concluded that the alternative hypothesis is accepted, which means that the teacher's work group activities have a positive and significant effect on student learning outcomes in SD Negeri in the Makarti Mulya cluster.

Table 4. Determinant Coefficient (H2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,576 ^a	,332	,328	1,21693

a. Predictors: (Constant), Kegiatan Kelompok Kerja Guru

Source: processed data (October, 2020)

The correlation coefficient or the magnitude of the relationship between teacher work group activities and student learning outcomes is 57.6%. The magnitude of the relationship is in a fairly close category. The determinant coefficient or the magnitude of the influence of the variable teacher work group activities on student learning outcomes in SD Negeri in the Makarti Mulya cluster is 33.2% and is included in the low influence category.

3.3. Hypothesis Testing 3

The results obtained from testing the prepared hypotheses are as follows.

Table 5. Test Results "F test"

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	143,756	2	71,878	59,553	,000 ^b
	Residual	168,975	140	1,207		
	Total	312,732	142			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Supervisi Akademik, Kegiatan Kelompok Kerja Guru

Source: processed data (October, 2020)

F_{count} of 59.553 > F_{Table} of 3.061, which means that there is a positive and significant effect of academic supervision and teacher working group activities simultaneously on the learning outcomes of SD Negeri students in the Makarti Mulya Cluster.

Table 6. Determinant Coefficient (H3)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.678 ^a	.460	.452	1,09862

a. Predictors: (Constant), Supervisi Akademik, Kegiatan Kelompok Kerja Guru

Source: processed data (October, 2020)

As much as 67.8% collectively academic supervision and teacher working group activities affect student learning outcomes in SD Negeri in the Makarti Mulya cluster, thus belonging to the category of close relationships. Simultaneous academic supervision and teacher working group activities on the learning outcomes of SD Negeri students in the Makarti Mulya cluster were 46.0% and included in the category of high enough influence.

3.4. The effect of academic supervision on learning outcomes

Academic supervision has a positive and significant effect on student learning outcomes in SD Negeri in the Makarti Mulya cluster, Ogan Komering Ilir Regency. The correlation coefficient or the magnitude of the relationship between academic supervision and learning outcomes is 64.9%, and is included in the category of a fairly strong relationship. The determinant coefficient or the magnitude of the influence of the academic supervision variable on learning outcomes is 42.2%, which means it has a high enough influence.

The results achieved in this study also support previous research conducted by Jumiatur (2018), with a research focus on the effect of PAI supervisors' academic supervision and teacher working group (KKG) activities on the competence of SD PAI teachers in Region I Rejang Lebong Regency. Previous research has clearly stated that there is an effect, as are the results achieved in this study [11].

Another study was conducted by Purbasari (2015), which states that academic supervision has an influence on the teaching performance of teachers in elementary schools. This is clearly confirmed by current research, because academic supervision is able to optimize teacher performance which means better learning. Another study by Amanda, Salam & Saggaf (2016), which states the effect of principal supervision on teacher performance [12].

3.5. The effect of teacher work group activities on learning outcomes

When classified based on the sample group, the highest score is SD Negeri 1 Makarti Mulya at 80.40 and the lowest score is at SD Negeri 1 Jaya Bhakti at 79.47. The difference in value is not that far away, and is still included in the same category, namely the implementation of teacher working group activities has been going well.

The correlation coefficient or the magnitude of the relationship between teacher work group activities

and student learning outcomes is 57.6%. The magnitude of the relationship is in a fairly close category. The determinant coefficient or the magnitude of the influence of the variable teacher work group activities on student learning outcomes in SD Negeri in the Makarti Mulya cluster is 33.2% and is included in the low influence category.

This research also confirms several previous studies, such as that conducted by Jumiatur (2018), that teacher working group activities are able to optimize teacher performance, which implicates in the end will provide good learning achievement for students. Another research conducted by Hasanah (2014) states that teacher working group activities can have a positive and significant impact on teacher teaching performance which also affects student learning outcomes [13].

The same thing is also for research conducted by Darmawan (2018), that teacher working group (KKG) activities are able to increase innovation in the implementation of learning in the classroom, which is why learning becomes more interesting until finally it can optimize the learning outcomes of students who take part in learning [14].

3.6. The effect of academic supervision and teacher work group activities on learning outcomes

The significance value obtained is 0.000 <0.05, which means that the alternative hypothesis (Ha) is accepted and the statistical hypothesis (H0) is rejected. This research is certainly a follow-up research that has been done previously by other researchers [15]. As was done by Jumiatur in 2018, the variable of academic supervision and the variable of the active role of teachers in participating in teacher work group activities was able to increase their competencies. Until finally able to improve student learning outcomes. Therefore, this research is important to present in order to provide information and consideration for stakeholders in order to optimize every potential that exists in schools in order to achieve quality education goals. These results are a form of the responsibility of the researcher for the research that has been carried out by applying clear scientific principles and according to applicable procedures [16].

4. CONCLUSION

The conclusions of the research conducted were 1) academic supervision had a positive and significant effect on student learning outcomes in SD Negeri in the Makarti Mulya cluster; 2) teacher working group activities have a positive and significant effect on student learning outcomes in SD Negeri in the Makarti Mulya cluster; 3) jointly academic supervision and teacher working group activities together have a positive and significant effect on student learning outcomes in SD Negeri in the Makarti Mulya cluster.

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