

# Influence of School Supervisor of Academic Supervision to the Professionalism of Teachers in States of Elementary Schools District of Medan Amplas

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## ABSTRACT

This study aims to analyze and determine the influence of academic supervision of school supervisors on the professionalism of teachers at SDN Medan Amplas Subdistrict. The population in this study is the entire technical service unit (TSU) Of Medan Amplas Subdistrict Elementary School which amounts to 22 schools, with the number of teachers as many as 323 teachers. Sample withdrawal in this study using proportional procedures and random sampling, so that a sample of 116 teachers as respondents was obtained. The design of this study uses variables consisting of independent variable, namely academic supervision of school supervisors (X), and dependent variable namely teacher professionalism (Y). Data collection techniques using questionnaires. The data analysis techniques used in this study are descriptive analysis and inference analysis. The calculation of analysis test in this study was conducted using the help of Statistical Package for Social Science (SPSS) program. Based on the results of research that has been conducted that academic supervision has a significant effect on the Professionalism of Teachers in (TSU) State Elementary School Medan Amplas Subdistrict. This is evidenced by the significant value ( $0.000 < 0.05$ ). Similarly, the results of the variable determination coefficient of teacher professionalism accounted for 57.7% of academic supervision while the remaining 42.3% was influenced by other variables.

**Keywords:** Academic Supervision, School Supervisor, Teacher Professionalism.

## 1. INTRODUCTION

Academic supervision has an important role in determining the quality of school graduates, based on Government Regulation No. 19 of 2005 concerning National Standards of Education that one of the standards assessed directly related to the quality of graduates indicated by the competence of graduates is the standard of education and education personnel. This means that one of the components that plays a very important role in learning is educators or teachers. Teachers have responsibilities and are directly involved in learning activities. This activity is related to the efforts to develop students through civility, creating conducive circumstances in an effort to guide, teach and train participants to produce qualified graduates.

The quality of graduates is strongly influenced by the quality of teachers and education personnel. In this case the education staff who can make a big

contribution and related to the implementation of the teacher's duties is the school superintendent. One of the competencies of school supervisors directly related to teachers is the implementation of academic supervision.

According to Fathurrohman (2015) supervision is one of the duties of the principal and school superintendent. Supervision is defined as an activity that determines the condition of education [1]. It is similarly stated by Raga (2013) that educational supervision is all assistance from supervisors and or principals to improve school management and improve the performance of staff / teachers in carrying out their duties, functions and obligations so that educational objectives can be achieved optimally, by providing assistance, encouragement, coaching, guidance and providing opportunities for school managers and teachers to improve and develop their performance [2]. Dadang (2014) stated that academic supervision is supervision of academic activities in the form of teaching and

learning process, supervision of teachers in teaching, supervision of learners who learn and supervision of the situation that causes it [3].

Academic supervision has a function so that every work done is a result of work in accordance with the rules and norms that have been set. The central function of supervision is supervision towards improving and improving the situation of education and teaching in general, especially the improvement and improvement of the quality of learning of learners through the help of guidance or guidance to teachers to carry out their duties and obligations properly.

On improving the quality of learning in schools, mentoring or coaching teachers by supervisors is one of the important things. But no matter how well supervised by the school superintendent, it will not be meaningful without the professionalism of teachers in managing learning. Zahroh (2015) stated that the professionalism of teachers is the quality of teachers who have special abilities and expertise in the field of teacher training so that he is able to perform his duties and functions as a good teacher supported by maximum ability [4].

In Law No. 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph 4 is explained that professional is a job or activity performed by a person and becomes a source of income for life that requires skills, skills or skills that meet certain quality standards or norms and require professional education. Continued in paragraph 7 that there are nine principles of teacher professionalism, namely: 1. Have talents, interests, soul calls and idealism; 2. Have a commitment to improve the quality of education, faith, piety and noble morals; 3. Academic qualifications and educational background in accordance with the field of duty; 4. Have the necessary competencies in accordance with the task area; 5. Have responsibility for the implementation of professional duties; 6. Earn income determined in accordance with work performance; 7. Have the opportunity to develop professionally sustainably by learning throughout life 8. Have guaranteed legal protection in carrying out professional duties; and 9. Have an organization that has the authority to regulate matters related to the professional duties of teachers.

The problem that occurs related to the optimal professionalism of teachers according to research conducted by Djohar (2004) is that teachers have not shown professional behavior. This indication according to Djohar can be interpreted that the main duties and functions of teachers and professional development, need to get attention from various parties so that the

teacher profession obtains recognition from the public as well as other professional positions such as doctors, notaries, pharmacists, lawyers, accountants and so on [5].

Another thing related to the supervisory function by the principal and school superintendent according to Bahlol et,al (2011) stated that the academic supervision carried out by the principal and supervisor was not up to visiting the classroom, undemocratic in conducting supervision and competence of supervisors is still lacking [6]. Meanwhile, according to Saputra (2008) that the school supervisor in carrying out supervision is nothing but checking the learning device [7]. This is different from the concept of academic supervision which states that educational supervision or supervision is nothing but an effort to provide services to educational stakeholders, especially to teachers, both individually and in groups in an effort to improve the quality of learning processes and outcomes.

## **2. THEORETICAL FRAMEWORK**

### ***2.1. Academic Supervision***

In the Oxford dictionary (2008), the word supervision has the equivalent of the word supervise which means to be in charge of and make sure everything is done correctly [8]. According to Sahertian (2010), the concept of supervision was first applied to traditional supervision, namely inspection work, supervising in the sense of finding errors and finding errors with the aim of being corrected. This traditional supervision behavior is called snooper vision, which is the task of spying to find fault [9].

According to Sudjana (2011) that supervision or supervision of education is a professional assistance of the office conducted through dialogue on education issues to find solutions in improving the professional abilities of principals, teachers and other school staff to improve the performance of the school towards achieving the quality of education [10]. According to Pidarta (2009) supervision is all assistance from school leaders, which is aimed at the development of leadership of teachers, other school personnel in achieving educational goals [11]. Furthermore Satori (2009) stated that supervision is coaching given to all school staff so that they can improve their ability to develop better teaching and learning situations [12]. Meanwhile, according to Sagala (2012) supervision is an effort to improve the teaching and learning situation,

namely as an aid for teachers in improving the quality of teaching to help students to be better at learning [13].

According to Sergiovanni in Sahertian (2010) there are three objectives of academic supervision, namely: [9]



**Figure 1.** Three Academic Supervision Objectives

- a) Academic supervision is conducted with the intention of helping teachers develop their professional skills in understanding academic, classroom life, developing their teaching skills and using their abilities through certain techniques.
- b) Academic supervision is conducted to monitor the activities of the teaching and learning process in schools. This monitoring activity can be done through the headmaster's visit to the classrooms while the teacher is teaching, private conversations with teachers, colleagues, and with some students.
- c) Academic supervision is conducted to encourage teachers to apply their skills in carrying out their teaching duties, encourage teachers to develop their own abilities, and encourage teachers to have a serious commitment to their duties and responsibilities.

According to Ministry of education and culture (2010) academic supervision variables can be described with three main indicators, namely indicators: 1) planning, 2) implementation, 3) evaluation, and 4) follow-up academic supervision by school supervisors [14].

## 2.2. Teacher Professionalism

To achieve the national educational goals, professional teachers are required because the professionalism of teachers occupies a central and strategic position. Professional teachers not only master the material to be taught but master many things related to their duties. Sanaky (2005) revealed that professional teachers must master the curriculum, learning materials, the ability to manage classes, commit to tasks, be able to maintain a professional code of conduct, in school he

must be a human model that will emulate his students, in the community to be an example [15].

Bafadal (2009) asserts that teacher professionalism is related to the teacher's ability to manage himself in carrying out his daily tasks [16]. Riadi (2015) considers teacher professionalism to be related to authority in education and teaching related to one's work that becomes a livelihood that includes the condition, direction, value, purpose, and quality of a skill [17]. Furthermore, Riadi (2015) concluded that the teacher who is considered professional is a teacher who has special skills and skills in the field of teaching so that he is able to perform his duties and functions as a teacher with maximum ability.

According to Kunandar (2009) The measurement of teacher professionalism variables in this study includes 4 (four) indicators as follows: 1) Professional Competency; 2) Pedagogic Competence; 3) Social Competence; 4) Personality Competency [18].

## 3. METHOD

This research includes quantitative research explanatory, which is research that aims to analyze the relationships between one variable with another or how one affects another variable. The population of this study is all teachers in (TSU) state elementary school Medan Amplas subdistrict. Sampling using proportional and random sampling procedures. The sample in this study was 116 teachers as respondents. The design of this study uses variables consisting of independent variable, namely academic supervision of school supervisors (X), and dependent variable namely teacher professionalism (Y). Data collection techniques using questionnaires. The data analysis techniques used in this study are descriptive analysis and inference analysis.

## 4. RESULT AND DISCUSSION

### 4.1. Instrument Test Results

#### a. Validity test

To test whether the measuring instrument (instrument) used meets the requirements of a good measuring instrument, so as to produce data that corresponds to what is measured, before the data analysis is done based on the results of the data collected first conducted data testing through validity tests and data reliability test.

**Table 1.** Validity Test

Variable	$r_{hitung}$	$r_{tabel}$	Description
Academic Supervision	0,486	0,325	Valid
Teacher of professionalism	0,696	0,325	Valid

#### b. Reality Test

Reliability tests are used to see if the measuring instruments used (questionnaires) show consistency in measuring the same symptoms. The item of the criteria question as follows: if the value (Cronbach's Alpha) above 0.6 means that the questionnaire has been declared valid in the validity test, determined its reliability reliably and can be disseminated to respondents to be used as a research instrument.

**Table 2.** Reliability Test Results

No.	Variable	Cronbach's Alpha	Description
1.	Academic Supervision	0,770	Reliable
2.	Teacher of professionalism	0,661	Reliable

### 4.2. Simple Linear Regression Statistics

$$Y = a + bX$$

$$Y = 5.725 + 0.727X$$

From the results of the study, we can see that the value of a (constant) in this study has a positive value of 5.725. Meanwhile, the Academic Supervision Variable (X) has a positive effect on Teacher Professionalism (Y) with a coefficient value of 0.727. This causes that academic supervision carried out by good school supervisors will increase teacher professionalism at the (TSU) of the State Elementary School, Medan Amplas District.

### 4.3. Hypothesis Test

#### a. Partial Test (t)

Based on SPSS data, it can be concluded that the value of  $t_{count} > t_{table}$  ( $7.104 > 2.035$ ) then  $H_0$  is rejected. So it can be concluded that Academic Supervision has a significant effect on Teacher Professionalism. A positive t-count means that the effect is positive, i.e. if the Academic Supervision is good, the level of Teacher

Professionalism at the (TSU) State Elementary School, Medan Amplas District will also be good.

Based on the significance, if the significance  $< 0.05$   $H_0$  is rejected, and if the significance is  $> 0.05$  then  $H_a$  is accepted. Because it is significant ( $0.000 < 0.05$ ) then  $H_0$  is rejected. It means "Academic Supervision has a significant effect on Teacher Professionalism at the State Elementary School (TSU), Medan Amplas District."

#### b. Coefficient of Determination (R<sup>2</sup>)

- $R = 0.760$  Means that the relationship between Academic Supervision and Teacher Professionalism at the State Elementary School, Medan Amplas District is tight.
- R Square, 0.577 means that 57.7% of the variable of teacher professionalism is influenced by the Academic Supervision Variable, while the remaining 42.3% is influenced by other variables.
- Standard error of the estimate (Standard Deviation) is measuring the variation in the predicted value. The results showed that the standard error of the estimate was 1.40938.

## 4. DISCUSSION

Based on the results of research, Academic Supervision has a significant effect on Teacher Professionalism at the State Elementary School, Medan Amplas District. This is evidenced by the significance value ( $0.000 < 0.05$ ). Likewise, the coefficient of determination of the teacher professionalism variable contributed 57.7% to academic supervision while the remaining 42.3% was influenced by other variables. This is also in line with research conducted by Mirawaty which states that there is a relationship between the implementation of academic supervision of school supervisors and teacher professionalism with the quality of learning at State Vocational Schools in Soppeng Regency. [19]

## 5. CONCLUSION

Based on the results of research that has been done that there is a relationship and influence of academic supervision on Teacher Professionalism at the State Elementary School (TSU) Medan Amplas District, this is evidenced by the value of  $t_{count} > t_{table}$  ( $7.104 > 2.035$ ). Teacher professionalism contributed 57.7% to academic supervision while the remaining 42.3% was influenced by other variables.

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