

The Effects of School Academic Course Inspections and Teacher Compensation on Teacher Performance

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Abstract - The purpose of this study was to analyze the impact of academic supervision by a principal and compensation for the teacher to the teachers' performance at Private Junior High School (Secondary School) in Kalideres, West Jakarta. Descriptive survey method was used in this research with 40 (forty) private schools in Kalideres, West Jakarta as a sample. The Data were collected using questionnaires, documentation, and literature. The study shown the significant impact of academic supervision by the school principal and compensation for the teacher to teaching performance of private junior high schools' teachers in West Jakarta. It can be seen from the correlation-test analysis, R-values = 0658 with F = 10.709 (Fisher Correlation Test). As a Recommendations, schools should provide regular and systematical supervision to encourage teachers to be more empowered, willing to create a better teaching atmosphere, more effective, and more passionate in doing Reviews their performance.

Index Terms - academic supervision, principal, compensation, performance, teaching

I. INTRODUCTION

National Education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, is aimed at developing students' potentials in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible (UU No. 20, 2003 pasal 3).

In the regulation of the Minister of National Education of Indonesia Number 16 Year 2007 concerning the standard of academic competence and the competence of teachers explained that: "the academic qualifications of teachers SD / MI, SMP / MTs, and SMA / MA minimum diploma four (D-4) or Bachelor (S-1). In this PMPN also mentioned that: "Teachers must master the four key competencies, namely pedagogical, personality, social, and professional. Fourth integrated competence in the performance of teachers." (BSNP 2007, hlm.8).

"idza wussidalamru ila ghairi ahlihi fantadzirissa'ah, when a case (job) is not left to experts, so watch its destruction."

From the above Hadith explained that if a job if left to the not experts, the results are unsatisfactory. For example,

a teacher who taught mathematics discipline sport sains certainly less than the maximum.

In general, the quality of teachers and the competency of teachers in Indonesia are still not as expected. Expectations of teachers by education 90% should be educated S1 and S2 rest. With minimal teacher education S1 will improve the quality of teachers. In terms of educational qualifications, to this day, from 2.92 million teachers, 51 percent of highly educated new S-1 or more, while the rest have not educated the S-1. Once any of the requirements of the certification, only 2.06 million, or about 70.5 percent of teachers qualified teacher certification. As for the other teachers 861.67 is not eligible for certification, the certificate indicating the teacher professional. (Kompas: 2012).

The primary mission of education supervision is to give service to the teachers to develop the quality of learning, facilitate teachers to teach effectively. Cooperating with the teacher or staff to improve the quality of learning, develop curriculum and enhance the growth of professionalism of member.

School is a place of learning that passed both human. School is a place reserved for service learning ("appliance for better learning"). In contrast to the study of the environment, the learning process in the school has its own educational level, adjusted for age and capabilities. Each level of education has its own purpose. As well as the primary school level education which has the goal of providing basic knowledge and skills for students in developing life as private, community members, citizens and prepare students to continue their education at secondary school.

Improving the condition of education should be in line with the increase in welfare. Empirically honorarium received by educators cannot meet the minimum basic needs. According to Abraham Maslow, there are five individual needs; (1) *physiological needs*, (2) the need for security / safety, (3) the needs of the group, (4) the need for self-esteem / respect, (5) the need for recognition and self-development

Based on the survey FGII (Indonesian Independent Teachers Federation) by mid-2005, which was published in Republika (07/13/2005) ideally a teacher receives a monthly salary of Rp 3 million. Now, the average income per month civil service teachers Rp 1.5 million. Auxiliary teacher Rp 460 thousand, and a temporary teacher in a private school an

average of Rp 10 thousand per hour. With revenues like that, frankly, many teachers are forced to do a side job. There is teaching again at another school, tutor in the afternoon, motorcycle taxis, traders boiled noodles, booksellers / LKS, the mobile phone merchants and so on (<http://www.cybermq.com>.)

The first is as a cooperative ties, with compensation effect cooperative ties between teachers and leaders, where teachers carry out their duties properly and leaders concerned with the welfare of teachers [14]. But sometimes teachers do not carry out their duties properly and leadership continue to provide benefits in accordance with the established. *The second objective* is job satisfaction, with compensation provided school teachers can meet the physical needs, social status and selfish to gain satisfaction from his work. *The third objective* is the provision of an effective, if the compensation program is set large enough, procurement employees who qualify for the school will be easier. *The fourth purpose* is motivation, if compensation is large enough, the head will be easy to motivate teachers. *The fifth purpose* is the stability of the employees, by granting compensation for fair and decent feeling the stability of the employees is guaranteed. *Sixth goal* is discipline, with the compensation that is big enough then the better the teacher discipline, they will be aware of and comply with the applicable regulations.

Increased professionalism of teachers be an important element in finding local excellence in school institutions. To find it necessary excellence the creativity of teachers and educators must be balanced eligibility compensation received by educators. Meanwhile, many found the low compensation received by teachers away from UMR set. Compensation for public school environment restricted the applicable rules of employment. However, there are few public schools that use the services of temporary employees because of a shortage of educators fields of study that have not been put in place by the government or could be due to retirement, death, or moved.

The compensation payments for teachers in public schools honorary paid every month and nominal received far from the standards of eligibility. Payment of compensation of private schools in general is still far from being too low and does not meet the eligibility standards of living for the educators. In some educational institutions can provide adequate compensation, ie in schools that attract high enough tuition money. Especially for madrassa run by the private sector compared to the private public schools is very alarming because of the low compensation is not scheduled properly. It can last as most educators consider this as a charity fields for days later.

This phenomenon reflects the low compensation so that educators at personel cornered dilemma, on one hand, teachers should be able to improve the quality of education, on the other hand teachers are required to meet daily needs. Meanwhile, compensation is far from decent living standards. Educators are fundamental factors for educators directly involved with learners in the learning process in the classroom.

Kalideres school teachers in the district of West Jakarta consisting of public and private teachers in charge of schools with different accreditation. Accreditation status starting from A, B, and C and there is a new school yet accreditation. The national standard schools, or regular public schools. Any private environment, there are schools that rely National, a regular private school. Basically, school teacher educators alike. However, the characteristics of educational institutions of different certainly give a different effect. Teacher's teaching performance is different, the compensation system in force is also different and academic supervision principals who have done too different, and the perception given by the teachers in each school of the compensation system and the academic supervision of different principals.

II. METHOD

The method used in this research is *analytical descriptive survey* method. Method *survey* Descriptive research method that takes a sample from a population and using questionnaires as a data collection tool. Once the data is obtained and the results are presented descriptively and at the end of the study will be analyzed to test the hypothesis proposed in this study. With a sample of 40 schools, sampling with technique *random sampling* with a population of 488 schools.

III. RESULT AND DISCUSSION

Based on the test results were explained earlier that the academic supervision of school principals and compensation have a significant influence on the performance of teachers to teach, while discussion as follows:

Overview of the condition of academic supervision principals are categorized as "good" means that the implementation of the academic supervision conducted principals of start program planning, implementation supervision until further measures results have been implemented with good supervision with an average value of 3.43 to support the teachers' teaching performance enhancement circuitry refers to the unit of the institution in this case the principal.

The amount of each picture of the indicators of academic supervision of the school head shown in the following chart;

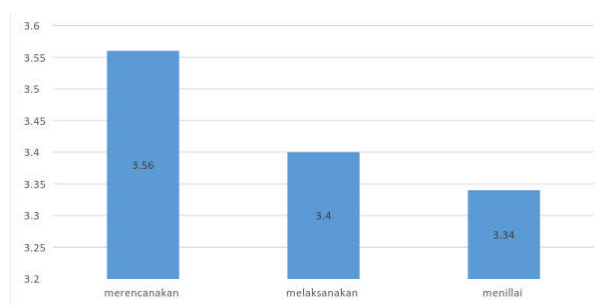


Figure 1. Academic Supervision

Picture of the data concerning the provision of compensation in the schools under study include compensation aspects of direct and indirect compensation has been implemented very well with an average value of 3.77 support in improving teachers' teaching performance with reference to the unit of the institution in this case the teacher.

The amount of each picture of the condition of granting compensation indicator shown in the graph below;

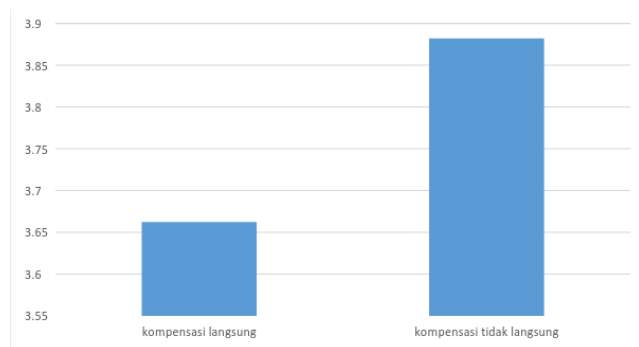


Figure 2. Compensation

Picture of teachers' performance conditions are categorized as "good", meaning that the teacher's teaching performance indicators lesson planning, learning to follow up the implementation of the learning outcomes have been implemented well in Private SMP environment in West Jakarta. The amount of each picture of the indicators of academic supervision of the school head shown in the following chart;

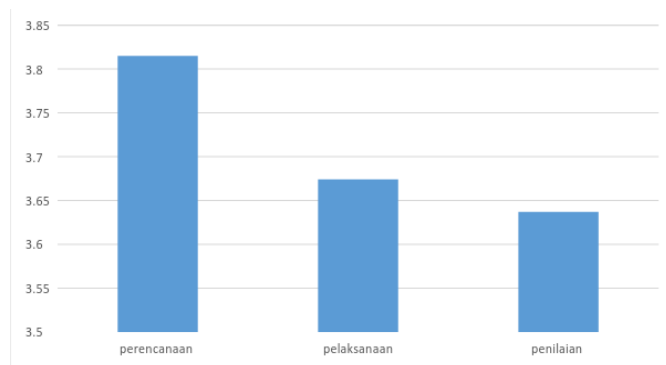


Figure 3. Academic Supervision And Compensation

There is a positive and significant influence on the academic supervision of the performance of the school head teacher teaching in Private Junior High West Jakarta city. This is evident from the correlation between the academic supervision of the school head with the performance of teachers to teach 0,504.

There is a positive and significant influence of giving compensation to the performance of private school teachers teach West Jakarta. This is evident from the correlation between academic supervision by the school head teacher teaching performance of 0.563.

Academic supervision of the school head and compensating a significant contribution to the performance of private school teachers teaching in West Jakarta. This is evident from the results of the analysis showed correlation r value of 0.658 with the value of Fisher (F) = 10.709.

IV. CONCLUSION

Based on our research we can conclude that in the academic supervision of the principal and the compensation has a significant influence on the performance of teachers teaching in private junior high school in Kalideres Sub-district, West Jakarta.

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