

The Influence of Academic Supervision Towards Teacher's Work Disciplines at MTs. Negeri in Musi Banyuasin

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Abstract

One of the implementations of learning that requires discipline is academic supervision. The goal of academic supervision is creating conducive and better learning through coaching and enhancing the teaching profession so that there is an assumption that academic supervision affects teacher work discipline. The study aimed to determine and describe whether there was an effect of academic surveillance on teacher work discipline, especially in MTs Negeri in Musi Banyuasin . The hypothesis in this study was that there was an effect of academic supervision towards teachers' work discipline at MTs Negeri in Musi Banyuasin. The data collection method was obtained by using a questionnaire or questionnaire and documentation. The results of the questionnaire or questionnaire data analysis were strengthened by documents proving the effect of academic supervision on teacher work discipline at MTs Negeri in Musi Banyuasin.

Keywords: *academic supervision, teacher, work discipline*

INTRODUCTION

A teacher is a profession, so it requires everyone who becomes a teacher to be able to realize professionalism in carrying out their duties. One of teacher professionalism is high discipline. This attitude is related to compliance or obedience to the prevailing rules and regulations. In reality, there are still many teachers who show a low tendency in terms of work discipline, because there are still teachers who do not enter class on time except when being supervised, and there are even teachers who do not complete the learning objectives for teaching. Researchers chose MTs Negeri in Musi Banyuasin because the locations are still affordable, the number of public MTs is limited, there are only four, and all of them are accredited A. As in the Research Journal Burhan, et al.[2] The Principal's Work Motivation jointly with the SD teacher's work discipline. The research method was a quantitative correlation approach. The random sample in this study was the teacher. The result showed that there was an effect of academic supervision and work motivation of the principal together on the work discipline of elementary school teachers. Both studies examine academic supervision, and teacher work discipline then used a quantitative approach. While the difference is in the focus of the research, namely SD. The focus of research in this study is MTs throughout the region.

The research journal by Panatagama, et al. (2017) aimed to determine the effect of the leadership style of the principal and the academic supervision of the principal on the work motivation of teachers both separately and together [5]. The results of this study indicate that the effect of leadership style and academic supervision on teacher work motivation showed a positive and significant regression coefficient. From these studies, there were similarities, namely both researching academic supervision and using quantitative methods. While the difference is in the dependent variable and research focus, namely in previous studies the dependent variable of teacher work motivation and the focus of research is private MTs. While

in this study the dependent variable is teacher work discipline and the focus of research is MTs Negeri throughout the .

In this study, the authors identified that the problem was teachers were less aware to be on time. The teaching quality of teachers is largely determined by the discipline of the teachers, so teachers are required to be able to use their teaching time on time. Teacher's discipline in teaching is influenced by the implementation of academic supervision. Academic supervision as a form of assessment of teachers during learning activities greatly affects a teacher's work discipline in teaching. So that the question arises, is the discipline of a teacher influenced by academic supervision? Based on this, the researcher conducted a study on the effect of academic supervision on teacher work discipline at MTs throughout MusiBanyuasin . The research question is: Is there an effect of academic supervision towards teacher's work discipline at MTs Negeri in Musi Banyuasin? The purpose of this study was to determine and describe whether academic supervision affects a teacher's work discipline.

Discipline is a person's mental attitude in reflecting adherence to rules based on a sense of responsibility [2]. The statement illustrates that discipline emphasizes self-awareness, in other words, discipline must be born and grow because of self-awareness without coercion. Meanwhile, Nurlasmi (2018: 3) states that discipline is an attitude, behavior, and/or action that is by the regulations, whether written or not [4]. This condition needs to be understood by all teachers, that work discipline does not only comply with the formal description that is written in a law or government regulation but more than that, there must be extra measures that exceed the description of the role specified in the law. Teacher work discipline is very important to be developed because it is not only beneficial for the school but the teachers themselves. With the discipline of teacher work, school activities can be carried out orderly and smoothly. Learning can be carried out on time so that the targeted curriculum can be achieved. Discipline indicators have characteristics, namely : honesty, punctuality, assertiveness, and responsibility [4].

The principal of the school will conduct academic supervision of the teacher through class visits, if he receives reports of poor teacher performance, or is different from his peers, even often found, a school principal supervises teaching and learning activities carried out by the teacher by peeking from behind a door or window, so that it is not known, academic supervision is planned coaching by providing technical assistance to teachers in carrying out the learning process to increase the ability of teachers to improve the quality of learning effectively [1]. Supervision is almost the same as supervision, but supervision is more about coaching [3]. Academic supervision is professional assistance to teachers in improving the quality of learning or guidance to enhance student learning outcomes. Academic supervision is very important as a supervisor, a guide that leads to the quality of teacher teaching so that the results achieved by students are in line with expectations. So it can be formulated that academic supervision is a series of activities to assist teachers in developing their ability to manage the learning process to achieve learning goals. Academic supervision cannot be separated from the use of learning methods [9].

METHODOLOGY

This research was located at MTs Negeri in Musi Banyuasin i.e MTs Negeri 1 Musi Banyuasin at Jalan Merdeka Sekayu, MTs Negeri 2 Musi Banyuasin at Lumpatan village, MTs Negeri 3 Musi Banyuasin at Bumiayu village, and MTs Negeri 4 at Sukarami which are in the Musi Banyuasin. The locations were chosen because it has all the supporting aspects so that the research could run well. The type of research used in this research was quantitative research methods. Quantitative research is a type of research that use a deductive-inductive approach. The population in this study were all teachers at MTs in MusiBanyuasin Regency, totaling 92 people. [6].

RESULTS AND DISCUSSION

From a total sample of 92 teachers, there were seven teachers absent when the research was taking place and a teacher who changed assignments so that the number of

samples studied were 84 people. Sugiyono, said that The sample is part of all population with its characteristics [8]. Respondents also answered the academic supervision variable with the same five options to determine the percentage of respondents' answers. The following table is a statistical description of the Academic Supervision variable (X).

Table 1. Data Description Statistical Variable Academic Supervision (X)

Statistics Variable Academic Supervision (X)		
N	Valid	84
	Missing	0
Mean		86.60
Std. Error of Mean		.729
Median		86.00
Mode		80
Std. Deviation		6.677
Variance		44.581
Kurtosis		-.907
Std. Error of Kurtosis		.520
Range		27
Minimum		72
Maximum		99
Sum		7274
Percentiles	25	80.25
	50	86.00
	75	91.75

Based on the statistical data description of the academic supervision variable, it shows that the average score is 86.60, the standard deviation is 6.677, with a total value of 7274 with a minimum value of 72 and a maximum of 99. Following is the histogram of the frequency of the academic supervision variable scores.

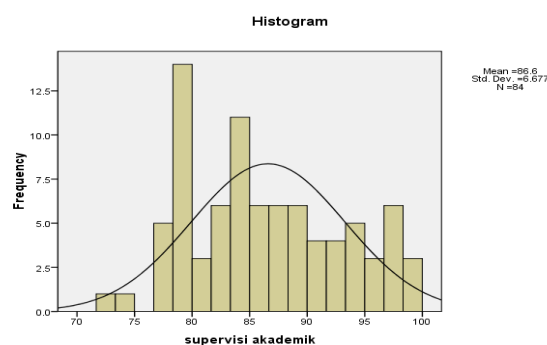


Figure 1 Histogram Data Statistical description of Academic Supervision Variables (X)

Based on Figure 1, it shows that the distribution of the academic supervision variable is normal because the curve is symmetrical. This indicates that academic supervision is in a good category. It can be seen from the distribution in the middle of the histogram with a fairly

good average value. Another indication is that the academic supervision scores between low and high are relatively balanced.

The frequency distribution of the teacher work discipline variable (Y) is an explanation of the respondents' answers based on the items for each indicator of teacher work discipline (Y).

Table 2. Data Description Statistics Variable Teacher Work Discipline (Y)

Statistics		
disiplinkerja guru		
N	Valid	84
	Missing	0
Mean		87.17
Std. Error of Mean		.695
Median		87.00
Mode		87
Std. Deviation		6.366
Variance		40.526
Kurtosis		-.925
Std. Error of Kurtosis		.520
Range		27
Minimum		72
Maximum		99
Sum		7322
Percentiles	25	81.25
	50	87.00
	75	92.75

Based on the statistical data of the description of the teacher work discipline variable, it can be seen that the average score is 87.17, the standard deviation is 6.366, with a total value of 7322 with a minimum value of 72 and a maximum of 99. The following is a histogram of the frequency of teacher work discipline variable scores.

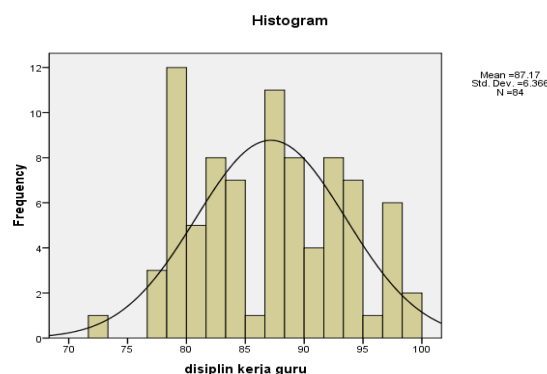


Figure 2 Histogram Data Statistical description of teacher work discipline variables (Y)

Figure 2 shows a normal distribution of teacher work discipline variables because the curve is symmetrical. This indicates that the teacher's work discipline is categorized as moderate or good enough, seen from the distribution in the middle of the histogram with an

excellent average value. Another indication is that the score of teacher work discipline between low and high is relatively balanced. To find out the magnitude of the influence of the independent variables on the dependent variable, it can be seen in the following table,

Table 3 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.689 ^a	.475	.462	4.668

a. Predictors: (Constant),
Supervise akademik

b. Dependent Variable: disiplin kerja guru

Table 3 explains the value of the correlation/relationship (R), which is 0.689. The coefficient of determination ranges from zero to one. The score is good if it is above 0.5. In this study, the score is $0.689 > 0.5$. He also explained that the percentage of influence of the independent variable on the dependent variable called the coefficient of determination is the result of squaring R. From the output, an Adjust R square is obtained of 0.462, which means that the influence of the independent variable (academic supervision) on the dependent variable (teacher work discipline) is 46, 2%, while the remaining 53.8% is influenced by other variables not examined in this study.

The hypothesis was tested partially or testing the effect of the independent variable (independent variable) on the dependent variable (dependent variable) or academic supervision variable (X) on the teacher work discipline variable (Y) by looking at the t value on the existing output. The test results can be seen in the following table.

Table 4. T Test Results (Partial Hypothesis)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	19.600	8.473		2.313	.023
Supervisi akademik	.505	.091	.529	5.538	.000

a. Dependent Variabl

Based on the coefficient table above, the t value of the academic supervision variable is 5.538 with the t sig value of 0 and the t table value ($dk = 84 - 2 - 1 = 81$) is 1.66342. This means that the value of t count $5,538 > t$ table (1.66342) and the value of t sig $(0) < \alpha$ (0.05), thus H_0 is rejected and H_a is accepted. It can be explained that there is an effect of academic supervision on the work discipline of teachers at MTs throughout Musi Banyuasin .

Discussion

The findings of the research on the effect of academic supervision on the work discipline of teachers in MTs in Musi Banyuasin resulted from the research subject, namely teachers through distributing questionnaires with positive statements related to academic supervision activities to which the teacher has responded. Then the researchers strengthened these results by collecting several documents related to academic supervision activities, namely the report on the implementation of academic supervision as evidenced by the

schedule for the implementation of supervision and a decision letter from the head of the madrasah.

Based on these results, it is known that there is an effect of academic supervision (X) on teacher work discipline (Y). This is evidenced by the value of academic supervision t count $(5,538) > t$ table (1.66342) and the academic supervision t count $(0.000) < \alpha$ (0.05) . These results support the hypothesis that academic supervision affects teacher work discipline. According to the results of the calculation of the regression equation based on table 4 (coefficient), it can be explained that the coefficient value of the academic supervision variable (X) increases by 1 unit score, then the teacher's work discipline (Y) will increase by 0.505. Judging from the results of the study, the independent variable (independent) of academic supervision obtained the respondent's answer with the highest score was the learning activity plan indicator in the statement item number 14 "I made RPP showing preliminary activities, core and closing activities" The criteria of respondents were excellent because generally, the teachers carry out learning activities by preparing a lesson plan (RPP) following the regulations made and based on the syllabus in the 2013 curriculum. This is also evidenced by the results of the implementation of academic supervision that has been carried out in MTs throughout the Musi Banyuasin. While the lowest score on academic supervision is on the indicator of the formulation of learning objectives with statement item number 5 "I make learning objectives contain elements of creating work" in fact, there are still many respondents who do not understand how to formulate learning objectives that contain elements of creating work because teachers' understanding of creating works only applies to a few subjects, so there needs to be an explanation through guidance from school leaders, namely the principal so that teachers make learning objectives following the existing regulations in the applicable curriculum.

[2] show that the regression coefficient of academic supervision has a significant value of 0.000, this value is smaller than 0.05 or $\text{sig} < \alpha$, which means that the research hypothesis states that academic supervision has a significant effect on the work discipline of elementary school teachers in Jawai. South. It can be interpreted that the higher the academic supervision, the higher the work discipline of elementary school teachers in South Jawai, and vice versa if the academic supervision is low, the teacher's work discipline will be lower.

[7] concluded that there was an effect of principal academic supervision on teacher work discipline in public elementary schools in Pontianak Kota sub-, Pontianak City. This can be seen from the results of the research which shows the influence of 30.8% or as many as 40 respondents, while the remaining 69.2% is influenced by other causes. The hypothesis states that "There is a relationship or influence of the principal's academic supervision on the work discipline of teachers in public elementary schools in the sub- of Pontianak City, Pontianak City", this hypothesis is accepted based on the results of statistical calculations which produce a correlation number of 0.555. This figure is more than the r table number for $N = 77$ which is 0.281. In academic supervision activities, the human relations that are created must be open, solid, and informal. Relationships like this are not only between supervisors and teachers but also between supervisors and other parties related to the academic supervision program. In the implementation of academic supervision, a supervisor should not dominate the implementation of academic supervision, the point of pressure for democratic academic supervision is to be active and cooperative. Supervisors must actively involve the teachers they coach. The responsibility for improving the academic program is not only with the supervisor but also with the teacher. Therefore, the academic supervision program must be planned, developed, scheduled, and implemented jointly in a cooperative manner with teachers, principals, and other related parties under the coordination of the supervisor. Discipline has an important role and meaning in supporting the implementation of teacher work, one of the teacher's activities is the implementation of academic supervision.

In a theoretical review, why academic supervision affects teacher work discipline is due to academic supervision helping teachers to develop their abilities to achieve learning goals. The academic supervision is held to encourage teachers to apply their abilities in carrying out their teaching duties and to encourage teachers to have serious attention to their

duties and responsibilities. And the results of supervision need to be followed up so that they have a real impact on improving teacher discipline, especially in teaching.

Thus, it is clear that academic supervision is a service to help, encourage, guide, and foster teachers so that they are able to improve their abilities and skills in carrying out learning tasks [2]. So, implementing academic supervision periodically will train the discipline of teachers in teaching, starting from formulating learning objectives, carrying out learning to conduct assessments, which are guided by the rules that apply to the curriculum used in schools, then the results of academic supervision must be followed up so that the teacher knows where the flaws are and corrects them. The better the implementation of academic supervision, the better the work discipline of a teacher in carrying out learning.

CONCLUSIONS

Based on the results of data analysis, it can be concluded that: There is a partial and significant effect of academic supervision on teacher work discipline at MTs in Musi Banyuasin. A teacher should be able to create a fun learning, have awareness in making learning tools, be able to carry out assessments correctly and always have awareness and without coercion in carrying out their duties so that teacher discipline in carrying out tasks is even better and will create teachers who obey rules and are professional.

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