

The Influence of Principal Academic Supervision and Teacher Professional Competence on Quality of Learning

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Abstract

The aims of the study are to determine the effect of principal academic supervision and work commitment together on the quality of learning. The location of this research was carried out in all public elementary schools in Sekayu District, Musi Banyuasin Regency. This type of research is a quantitative study with a determination design using an ex post facto research design. The sample in this study was the total of all teachers of public elementary schools in Sekayu District, Musi Banyuasin Regency, consisting of 143 teachers. Data collection techniques were questionnaires, documentation and observation. The data analysis technique used quantitative descriptive analysis techniques and multiple regressions. The results of this study state that [1] there is an effect of the principal's academic supervision on the quality of learning; [2] there is an effect of teachers professional competence on the quality of learning; [3] there is a joint effect of principal academic supervision and teacher professional competence on the quality of learning.

Keywords: *Academic supervision, professionalism competence, quality of learning*

INTRODUCTION

Education is a conscious effort designed to improve human resources through the learning process in schools. Improving the quality of a nation depends on improving the education quality which exists in that nation. The quality of education is certainly not something that is easily realized because the quality of education depends on how learning is carried out in an education system itself. Likewise in realizing the quality of learning will be influenced by how the learning practice is implemented [1].

The learning process is a process of transforming information both in knowledge and learning materials which are conveyed by teachers or other sources to students or recipients of other information through certain tools or media [2]. The delivery of information or messages in learning process can be done in various ways both verbally and non-verbally, so the information or messages conveyed by the teacher can be well received by students, but it cannot be denied that the possibility of failure to receive information or messages may occur in the learning process, so there must be appropriate actions to help the learning process take place effectively [3].

Jannah's results stated that the ability of teachers to teach affected students' achievement [4]. This is emphasized by the results of research conducted by Suratman which stated that there was a direct relationship between teacher teaching capabilities and student learning achievement. This meant that the higher the teaching capability of the teacher is followed by the higher students' achievement [5].

For this reason, principals and teachers as the most important components in the learning process must be able to carry out their functions and responsibilities in a professional manner. However, from the results of research from the Balitbang of the Ministry of National Education in 2016 [6] the low professionalism of teachers in Indonesia can be seen from the feasibility of teaching teachers at the elementary level, only 21.07% (public) and 28.94% (private). The data illustrates that half of primary and secondary school teachers, both public and private in Indonesia, are deemed unfit to teach. This also means that half the numbers of elementary students are taught by inappropriate teachers.

The above statement shows that some teachers who have long been carrying out their duties as teaching, consider teaching work only as a routine activity. So that the methods and media used are poor with variations that can encourage students to learn more passionately. Such conditions can cause the learning situation in the classroom to be arid and boring, the learning services received by students are of low quality. A learning process like this will produce graduates and human resources that are not of good quality, so the impact is that the nation's competitiveness will be low and the quality of the nation's welfare will also be low [7].

This is supported by the results of research conducted by Mahnun [8], which stated that the implementation of media selection theoretically followed the steps as mentioned above in learning which has not been carried out by some educators, one of which is due to the lack of innovative attitudes and abilities in selecting and developing media owned by educators.

Another tendency is that some teachers have a static attitude and use conventional methods in carrying out the learning process. Therefore, so that the selection of media in learning is in accordance with the theory, there are three factors that need to be improved, namely the teacher's ability and the teacher's innovative attitude.

In this case, it is hoped that the role of the principal in carrying out academic supervision through supervision and coaching can be carried out effectively to improve the quality of learning [8]. Purbasari's results of the research showed that the higher the quality of the implementation of academic supervision, the higher the teacher's performance in learning activities [9].

The principal is responsible for organizing educational activities, coaching educational staff and academic and non-academic achievements [10]. For this reason, supervision activities should be carried out continuously whether requested or not asked, because supervision is not an activity to spy on teachers but as assistance provided to improve teaching-learning situations [11].

Teacher professional competence is one of important elements which will have an impact on increasing teachers' activities in the learning process, namely how a teacher plans primary school teacher professionalism focused on meaningful learning for students. Syaifulloh, & Pranoto who stated that teacher professionalism affects the quality of education [12]. Fransiska stated that the professional competence of teachers affects the quality of the learning process [13]. Because there is a positive and significant effect of teacher professional competence on student achievement, teachers should further improve their competence as a motivator by providing motivation to learn and giving students' freedom and habits to develop their thinking skills and be full of initiative and creativity in their learning.

Thus, academic supervision and teacher professionalism have a very important role in determining the quality of learning. Through academic supervision activities carried out by the principal, teachers are expected to always strive to improve the quality of teaching and learning. Through academic supervision activities, school principals can conduct assessments, monitoring and coaching teacher performance in the learning management process.

METHOD

This research was conducted in public elementary schools in Sekayu District, Musi Banyuasin Regency, South Sumatra Province, Indonesia. The sample in this study amounted to 143 public elementary school teachers in Sekayu District. The data collection tools used a validated questionnaire. The questions on each variable amount to 20 questions taken from the indicators of each research variable, namely the Principal Academic Supervision (X1) Teacher Professional Competence (X2) Quality of Division (Y).

Data analysis used descriptive statistics to determine the level of categories for each variable, multiple regression to test the hypothesis and to determine the extent of influence partially and simultaneously. The tool used to analyze is the SPSS 22.00 software.

RESULT AND DISCUSSION

Descriptive Quantitative

Principal Academic Supervision

Based on the results of respondents' answers, it can be argued that the principal's academic supervision is in the good category. The percentage of the category of academic supervision for the principal of public elementary schools in Sekayu District can be seen in the following figure.

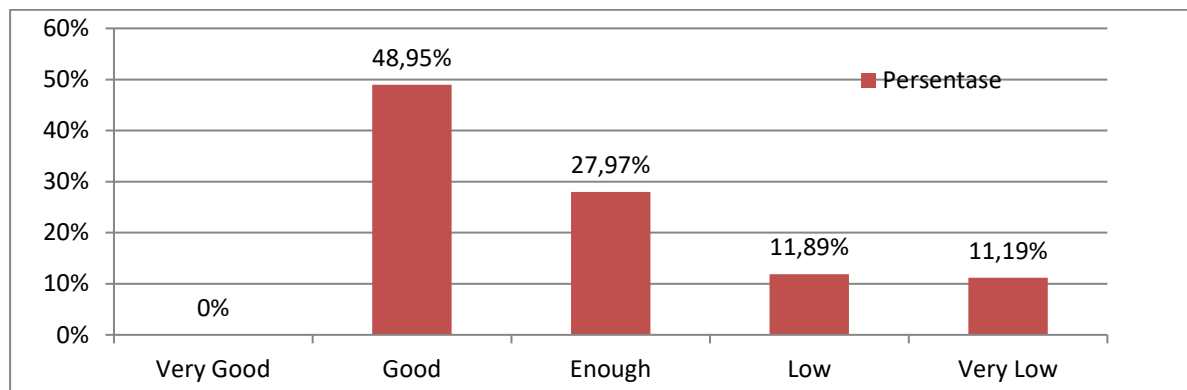


Figure 1. Category of principal's academic supervision

Teachers Professionalism

Based on the results of respondents' answers, it can be argued that the professional competence of teachers is in good category. The percentage of professional competency categories for public elementary school teachers in Sekayu District can be seen in the following table

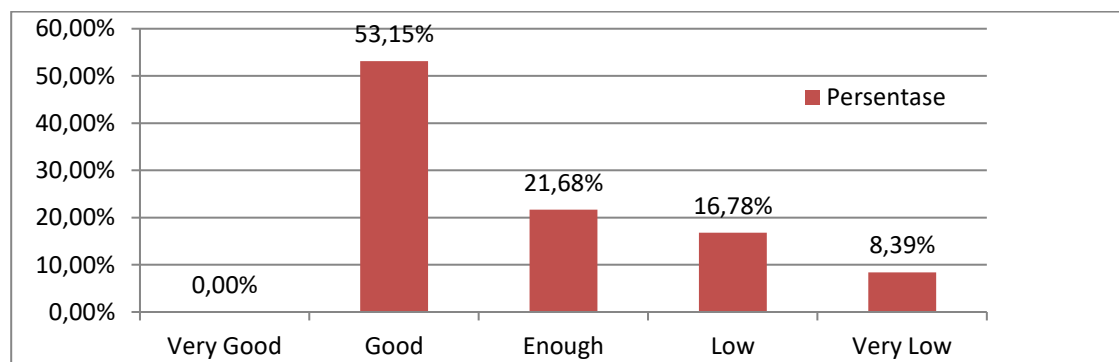


Figure 2. Variable categories of teacher professional competence

Quality of Learning

Based on the results of the respondents' answers, it is known that the quality of learning is in good category. The percentage of the category of learning quality variables of public elementary schools in Sekayu District can be seen in the following figure

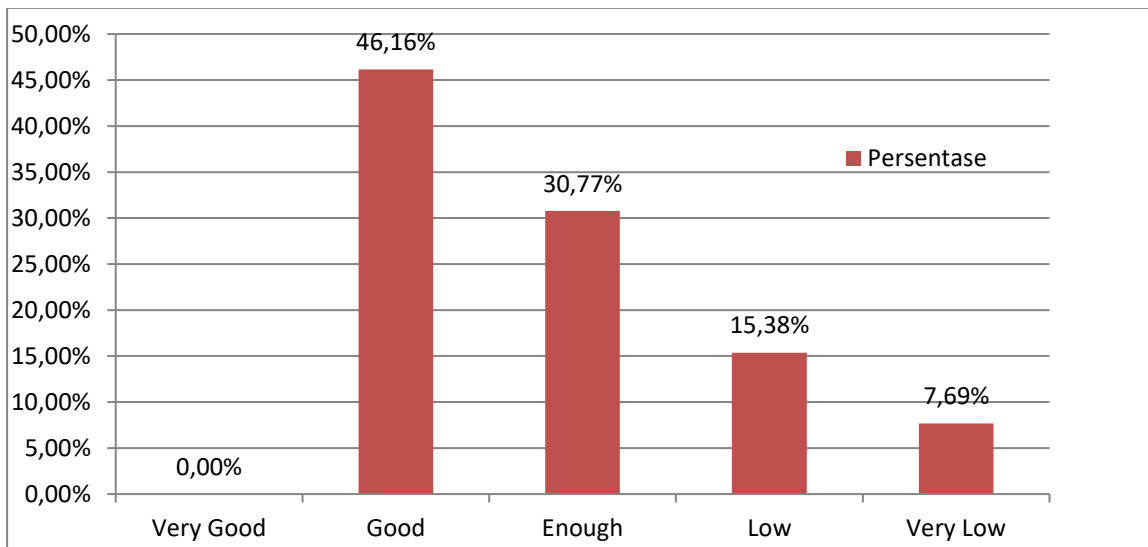


Figure 3. Variable categories of learning quality

The Influence of Principal's Academic Supervision on Quality of Learning

Based on the results of the simple regression test, it was found that the t value was $8.338 >$ from the t table price of 1.976 where the t value was greater than the t table, so there was a significant influence between the principal's academic supervision on the quality of learning. The correlation coefficient value between the principal's academic supervision on the quality of learning in public elementary schools in Sekayu District can be seen in the following table.

Table 1. Correlation Coefficient
Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.776	.653	.752	.618

Based on the results of statistical tests, the R value or the correlation coefficient value is 0.776. This value can be interpreted that the relationship between the two variables is in the strong category. Through this table also obtained an R Square value of 0.653 which can be interpreted that the principal's academic supervision has a contribution of 65.3% to the quality of learning.

The Effect of Teacher Professionalism Competence on Learning Quality

Based on the simple regression test, the t value is $11,249 \geq$ the t table price of 1,976 where the t value is greater than the t table, so that there is a significant influence between the professional competences of teachers on the quality of learning in public elementary schools in Sekayu District. The correlation coefficient value between the principal's academic supervision on the quality of learning in public elementary schools in Sekayu District can be seen in the following table.

Table 2. Correlation Coefficients
Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.881	.763	.863	.548

Based on the results of statistical tests, the R value or the correlation coefficient value is 0.881. This value can be interpreted that the relationship between the two variables is in the strong category. Through this table also obtained an R Square value of 0.763 which can be

interpreted that the variable of teacher professional competence has a contribution of 76.3% to the quality of learning.

The Effect of Principal Academic Supervision and Teacher Professional Competence on Learning Quality

From the Anova test, obtained F count of 2751,906 with a significance level of 0.000 <probability value α 0.05 while F table corresponds to a significance level of 0.05 (2,140) of 3.14 so that F count > F table (2751,906 > 3.06) So that there is a significant influence together the principal's academic supervision and teacher professional competence on the quality of learning.

Table 3. Correlation Coefficients
Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.788 ^a	.775	.775	.449

Based on the table, the R square value is obtained of 0.775, thus the termination coefficient is 0.775% so that it can be concluded that the influence of the principal's academic supervision and teacher professional competence on the quality of learning in SD Negeri in Sekayu District collectively is 77.5% and the rest 22.5% influenced by other factors not examined in this study.

Discussion

Statistical Descriptive Test

From the results of the descriptive statistical test it can be concluded that all research variables, namely academic supervision, teacher professional competence and learning quality are in good categories. This suggests that there is a strong relationship between the principal's academic supervision and teacher professionalism with the quality of learning.

Hypothesis Test 1

Based on the regression test, it is known that there is a significant influence between the principal's academic supervision on the quality of learning. The results of this study state that the principal's academic supervision has a role in improving the quality of learning. supported by research results from Wulandari which stated that the principal's academic supervision had a positive and significant effect on the quality of learning. [14]. Mulyani also stated that there was an effect of the principal's performance on the quality of learning [15].

In contrast to Surachmi's research [16] which concluded that there were still 10.22% aspects of the principal's behavior as learning leaders that had not fully supported efforts to increase effective learning from the five behavioral indicators because (1) the principal was not fully apply the techniques of planning, organizing, coordinating, and monitoring in the field of learning to facilitate the implementation of teacher duties in managing learning activities in the classroom; (2) inability to apply motivational techniques to build high morale among school members and utilize appropriate participatory management to create a conducive climate in schools; (3) the limitations of the principal in diagnosing learning problems, organizing inservice programs, utilizing student learning outcomes, and encouraging teachers to make optimal use of existing learning resources; (4) the limitations of the principal present himself as a leader who is always ready to discuss learning problems with teachers and students to improve the quality of the process and learning outcomes in schools; and (5) the limitations of the principal in maintaining high-value school traditions, developing and playing a system of symbols, and giving awards to any school member who is able to reflect school culture in the implementation of their duties at school.

Hypothesis Test 2

Based on the regression test, it is known that there is a significant influence between the professional competence of teachers on the quality of learning. The results of this study

indicate that the higher the competence of the teacher in managing the learning process, the higher the quality of learning. The results of this study are supported by research which states that there is an effect of teacher professional competence on learning motivation by 32.6%. Then Dewi [17] concluded that professional teachers and school climate have an influence on the quality of learning. Research from Darwis, Batari, Salam., Kasmita & Baharuddin shows that there is an effect of teacher professional competence on the quality of the learning process [18].

Hypothesis Test 3

From the Anova test, the results show that there is a significant influence jointly between the principal's academic supervision and the professional competence of teachers on the quality of learning with an effect of 77.5%. The results of this study state that an increase in the ability of teachers to manage learning through the implementation of academic supervision has a significant effect on the quality of learning. Mulyana in the results of his research stated that the principal has a decisive role in improving the teaching ability of teachers and helping teachers who have difficulty managing the teaching and learning process [19]. Mardalena, Arafat & Fitria stated that academic supervision and professional competence of teachers on teacher performance [20]. Principal leadership affects teacher performance [21]. Then it is supported by Logho's research which states that the principal has a role as a learning leader who focuses on improving the quality of learning. As the learning leader, the principal can follow through 1) the example of the principal; 2) monitoring teacher performance and utilizing the results of monitoring for further coaching, 3) discussing actively, interactively, effectively, aspirational, inspirational, productive, democratic and scientific about the results of performance appraisal and follow-up plans for improving the quality of the process and student learning outcomes [22].

CONCLUSION

The conclusions of the results of this study are [1] There is an effect of the principal's academic supervision on the quality of learning; [2] There is an effect of teacher professional competence on the quality of learning; [3] There is a joint influence of the principal's academic supervision and the professional competence of teachers on the quality of learning.

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