The Effectiveness of Principal Supervision and Teacher Professional Competence on Teacher Performance in SMP Kisam Tinggi District, South OKU

Jauwiyah[1*] Yasir Arafat[2] Yenny Puspita[3]

[1]SMP N 02 Kisam Tinggi
[2,3]Universitas PGRI Palembang
Email: Jauwiyah990@gmail.com

Abstract

This research was made to obtain very accurate data which aims at the supervision of the principal and the professional competence of teachers which can independently or simultaneously with the performance of teachers in SMP Kisam Tinggi District, South OKU. This research used a quantitative method using product moment and multiple regressions. The population was 96 teachers in Kisam Tinggi District. Because the population is less than 100, the sample used is a sample population, which means that the entire population is sampled. The results of the research at each point in the formulation of the problem answered that there was a positive influence both individually or simultaneously as much as 31.4% and the remaining 68.6% which was seen from other factors.

Keywords: *Principle supervision, teacher professional competence and teacher performance*

INTRODUCTION

Education is something that is very influential in shaping a person's identity in one area or place. Without education, a nation or society will not get progress, so that it becomes a nation or society that is less or even said to be left behind with the times. Therefore, with the existence of new thinkers, there will be new and effective and effective patterns and competing in the progress of the times, especially at this time [1].

As an education leader, a school of principal in addition to functioning as an administrator also as a supervisor, which essentially provides professional services in improving the professional competence of teachers and school principals, either directly or indirectly. This task has been carried out by educational leaders, although not all of it in its entirety. The principal is responsible for the tasks that have been assigned to him / her. A principal is considered successful if his group is successful, and vice versa. In other words, the most important thing about a principal is to help his group succeed. As stated [2] that:

"The principal as a leader in his school is able to manage, pay attention, supervise and guide teachers in the teaching-learning process. One of the ways is by supervising teachers who are carrying out their duties at school; this can affect the increase in teacher discipline in carrying out the teaching and learning process".

Supervision is an effort of the school's duties in leading teachers and other officers in improving teaching, including stimulating, selecting job growth and teacher development as well as revising educational goals, teaching materials, teaching and learning processes. The function of the principal is one of the important factors in growing teacher positions through supervision carried out in schools. With the coordination of school principals, teachers can develop and improve work performance according to their respective fields, besides that the Principal as the education leader in the school must always supervise and control all the activities of teachers and other subordinates at school, so that the desired goals will be achieved. The success or failure of a teacher is greatly influenced by the supervision of the principal. Thus the principal as the leader in the school is required to have the ability and skills in teacher supervision.

Teacher competence is very important in the teaching and learning process because teachers are at the forefront of the implementation of education. The competence possessed by the teacher is a manifestation of the implementation of their profession, in which basically professional teachers are teachers who have skills, competitives, and proficient in teaching and have a good personality and are able to adjust themselves in society. We need to realize that the professional competence of teachers is very important in order to realize the goals of education to produce smart students who are able to become reliable generations.

Teachers must be able to compete and work professionally. Teacher competence is the ability and authority of the teacher in carrying out his/her profession, while professionalism means the special qualities and behaviors that are characteristic of professional teachers, teachers are also expected to be able to carry out teaching and learning activities, an integral and reciprocal activity between teachers and students in instructional situations. In this situation the teacher teaches and students learn.

The teacher is one of the components in teaching and learning activities and has a position that determines the success of learning, because the main function of the teacher is to design, manage, implement and evaluate learning. Besides that, the position of the teacher in the teaching and learning process is also very strategic and decisive. Strategic because the teacher will determine the depth and breadth of the subject matter, while it is decisive because the teacher sorts and chooses the learning material to be presented [3].

The important one that the principal must be able to create a work atmosphere that is supported by his/her subordinates to always work professionally. Not misusing for personal gain, but to achieve individual goals in the organization so that the work performance of subordinates can be improved and organizational goals can be achieved more effectively and efficiently [4].

Based on the observations of researchers at SMP Negeri Kisam Tinggi district, the principal plays an important role in improving teacher performance as a leadership factor and an internal factor of competence mastery that must be possessed by a teacher, so that it is expected to improve teacher performance which will have an impact on educational goals.

Based on the explanation above, the writer are interested in conducting research on the effect of principal supervision and teacher professional competence on teacher performance at SMP Negeri in Kisam Tinggi District, South OKU. The phenomenon that occurs is due to the reality in the Kisam District Junior High School that begins to show changes in teacher performance in all aspects, especially due to low mastery of the material in the teaching and learning process, teachers who do not master the class so that there is noise in the classroom so that it disturbs teaching and learning activities in the classroom and can decrease student scores in each subject. But after the change of school principals, as seen from the increase in teacher performance in administration and other fields, solid teamwork, better educational facilities, better student achievement, so it appears that with the supervision of the principal, although it is just starting, but school conditions are getting better. The teachers in improving their performance as well as the competence of the teachers themselves which can affect changes in teacher performance, so that their experience better development.

METHOD
Types of Research
The method research used a quantitative method with a survey approach.
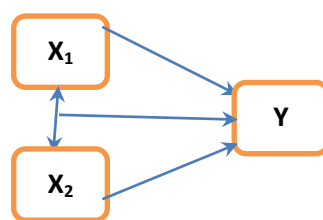
Figure 1. Research Variable Connection

Where as:
X_1 : Principle Supervision
X_2 : Teacher Profesional Competence
Y : Teacher Performance

Research Subjects and Data

The subject in this study were Junior high school in Kisam Tinggi district, South OKU. The sample was a population sampling because the the population less than 100 so all the teacher as a sample were 96 students. The research data were obtained utilizing a questionnaires to determaine teachers' outcomes. The instrument used had been validated through content validity.

The result of this study were analyzed using Sperman rho for the data to know the answer of the teacher questionnaires. The instrument's reliability in this study was obtained from Cronbach's Alpha. The principle supervision, teacher professional competence and teacher performance outcomes data were analyzed mulitple regression and hyphotesis testing one way Anova.

RESULTS AND DISCUSSION

This study started by conducting the priciple supervision data to find out the outcome, teacher professional comptance and teacher performance.

The first hypothesis question, there is a signifcant correlation between principle supervision and teacher performance with coefficient Correlation value was r_{x1y} = 0,433 and r square = 0,188 (18,8%) and p value = 0,000 < 0,01 consequently Ho is rejected. It means that there is a significant correlation between principle supervision and teacher performance at SMP Negeri Kisam Tinggi district, South OKU.

Table 1. Correlations

		Supervisi	kinerja
Supervisi	Pearson Correlation	1	,433[**]
	Sig. (1-tailed)		,000
	N	96	96
kinerja	Pearson Correlation	,433[**]	1
	Sig. (1-tailed)	,000	
	N	96	96

[**]. Correlation is significant at the 0.01 level (1-tailed).

The second hypothesis question, there are significance correlation teacher professional comptance and teacher performance. With coefficient correlation r_{x2y} = 0,379, r^2 = 0,144 (14,4%) and p value = 0,000 < 0,01 consequently Ho is rejected. It means that there is a significant correlation between teacher profesional competence and teacher performance at SMP Negeri Kisam Tinggi district, South OKU.

Table 2 Correlations

		Kompetensi	Kinerja
Kompetensi	Pearson Correlation	1	,379[**]
	Sig. (1-tailed)		,000
	N	96	96
Kinerja	Pearson Correlation	,379[**]	1
	Sig. (1-tailed)	,000	
	N	96	96

**. Correlation is significant at the 0.01 level (1-tailed).

And the last third hypothesis question, there are significance correlations among supervision priciple, teacher profesional competance and teacher performance. With multiple coefficeint correlation r_{x12y} = 0,560 and r^2 = 0,314 and p value 0,01 it mean that there are a significant correlation among supervision priciple, teacher profesional competance and teacher performance at SMP Negeri Kisam Tinggi district, South OKU with 31,4% influenced and less 68,6% from others.

CONCLUSIONS

The following findings are derived based on the discussion above, the writer concluded that: (1) there is a positive and low relationship between principal supervision and teacher performance at 30.5%. The magnitude of the influence is indicated by the coefficient of determination R2 (R square) = 0.188, which means that the supervision of the principal has an effect on teacher performance by 18.8% and the remaining 81.2% is determined by other factors. The results of simple regression analysis show the regression equation Ŷ = 84.547 + 0.565X1, which means that every one unit increase in the principal's supervision score will be followed by an increase in teacher performance scores of 0.565.

(2) There is a positive and high relationship between teacher professional competence and teacher performance, 62.3%. The magnitude of the influence is indicated by the coefficient of determination R2 (R square) = 0.144, which means that the Professional Competence of Teachers has an influence on teacher performance by 14.4% and the remaining 85.6% is determined by other factors. The results of simple regression analysis show the regression equation Ŷ = 89.216 +

0.494X2, which means that every one unit increase in the professional competence score of teachers will be followed by an increase in teacher performance scores of 0.494.

(3) There is a positive and high correlation between principal supervision and teacher professional competence together on teacher performance. The magnitude of the influence is indicated by the coefficient of determination R2 (R square) = 0.314, which means that the supervision of the principal and the professional competence of teachers together have an effect on teacher performance by 31.4% and the remaining 68.6% is determined by other factors. . The results of simple regression analysis show the equation Ŷ = 45.570 + 0.540X1 + 0.464X2

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