

## The Influence of Academic Supervision on Teacher Performance in Elementary School at Ybksp Bakti Mulya 400 Pondok Indah, Jakarta Selatan



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**ABSTRACT:** The background of this research problem is the problem regarding teacher performance in the YBKSP Bakti Mulya 400 environment, researchers found there were problems around teacher performance. These performance problems include that there are still teachers who are still low in carrying out their responsibilities as educators, there are some teachers who do not properly prepare administration and learning tools such as syllabus, lesson plans, worksheets, learning media from the beginning of the semester, and the need for teacher academic improvement and coaching continuously by the principal through supervision. Based on these findings, the authors are of the view that the performance of teachers who have not been maximized can be seen from the implementation of academic supervision, because they still need guidance in preparing learning programs

This study aims to analyze and describe the effect of academic supervision on teacher performance at the 400 Pondok Indah elementary school, South Jakarta. The formulation of the problem in this study is whether there is an effect of academic supervision on teacher performance at Bakti Mulya 400 Pondok Indah elementary school, South Jakarta. Researchers chose Bakti Mulya 400 Pondok Indah, South Jakarta as the research location because academic supervision and teacher performance were not optimal. The method used in this research is ex post facto quantitative method with a total sample of 72 teachers. Data collection was carried out using a questionnaire technique. Hypotheses were formulated and tested using regression analysis using IBM SPSS Statistics 26. The results showed that academic supervision had a strong effect on teacher performance. This is evidenced by knowing the correlation coefficient of 0.554 or 55.4%. Partially, academic supervision has a positive and significant effect on teacher performance. This proves that the better the academic supervision is carried out, the better the performance of teachers at Bakti Mulya 400 Pondok Indah Elementary School, South Jakarta. Academic supervision plays a role in improving the quality of teacher teaching, fostering the growth of the teaching profession, providing facilities that support smooth learning, improving the quality of knowledge, and improving teacher skills.

**KEYWORDS:** Supervision academi, Teacher Performance

### INTRODUCTION

Teachers are human resources that greatly determine the success of learning. The teacher is an element of education that is very closely related to students in everyday educational efforts at school and determines the success of students in achieving goals. Teacher is Wrong One component human in the learning process teach, follow role in business formation source Power potential human in the field development. Because of that, the teacher who is Wrong One element in the field education must role in a manner active and put position as power professional, appropriate with demands growing society growing. In matter this teacher does solely as teachers who transfer knowledge knowledge, however Also as educators who transfer values at a time as mentor who provides direct and guide student in learn. Success in education at school is very determined by success head school in manage power education available in schools.

Teacher performance is influential directly to quality education every participant educates. The better teacher performance then will the better-quality resulting education. That is, if the teacher has good performance so results of the learning process teach Also will ok. For That performance hold role important in achievement objective optimal teaching. Remember the importance of role performance This so school need increase teacher performance in order to aim teaching can achieved in a manner maximum.

Constitution Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturer Article 1 outlines that teacher is educator professional with task main educate, teach, guide, direct, train, assess And evaluate participant educate on education

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child age early track formal education, education base and medium. One of the programs that can be implemented in the context of teacher empowerment is the academic supervision of school principals. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process in order to achieve academic goals. Academic supervision is an effort to assist teachers in developing their abilities to achieve academic goals. Thus, the essence of academic supervision is to help teachers develop their professional skills in increasing teacher commitment, willingness, motivation and discipline, because by increasing the supervisory abilities of school principals and teacher work discipline, the quality of teacher performance will increase. The role of the principal as an academic supervisor in improving teacher performance is the ability of the principal to influence, guide, encourage, manage and move the teachers in the school so that they run according to school regulations. In other words, academic supervision and coaching for school principals can be a solution to help improve teacher performance.

Teacher performance as contribution for achievement objective education, achievement objective education also influenced by role head school as supervision academic, because with role head school as supervisor then will make it easy and expedite implementation work activity Study teach so that teacher performance can become more ok. Teacher performance must become attention various parties for survival participant educate. The learning process would be optimal if all component party school from head school, teacher, student and parents as well as party related each other synergize One The same other .

Problems about teacher performance in the YBKSP Bakti Mulya 400 environment, on observation researcher find exists problem around teacher performance. Problems performance the among them Still there are teachers who in carrying out their responsibilities as educators are still low, there are some teachers don't prepare well administration and device learning like syllabus, lesson plans, worksheets, learning media from the beginning of the semester, as well as the need for teacher academic improvement and continuous coaching by the school principal through supervision. For increase teacher performance, role head school as superintendent very needed because Head school is the person in charge answer to whole activities school , have authority And not quite enough answer pen u h for organize whole activity education in environment the school he leads. Head school No only responsible answer on smoothness the way school in a manner technical academic course, will but all activity circumstances environment school with condition and the situation is not quite enough he answered anyway.

Based on findings beginning such, author view that teacher performance that has not maximum can be seen from implementation supervision academic and work culture at school, because Still need coaching in drafting learning program, so that researcher want to know how supervision academic head school on teacher performance on YBKSP Bakti Mulya Elementary School 400.

### **THEORETICAL FRAMEWORK**

The study of supervision basically includes academic supervision. Experts have offered a variety of definitions of supervision; etymologically, the word "supervision" comes from the English language. Supervision refers to education-related supervision, and supervisors are the individuals who carry out supervision activities. From a morphological perspective, two words come from the word supervision: super, which means above, more, and vision, which means to see, look at, and watch over.

Regarding supervision, Siti Nurhayati (2019:18) states that supervision/supervision is an activity to improve and enhance teacher professionalism so that they can solve their own problems. Thus, the need for guidance in the form of guidance or guidance by the principal to teachers and school personnel towards improving the quality of learning.

According to Imron quoted by Abrani Syaqui et al (2016:342) "Explaining academic comes from English academy comes from Latin academia has many meanings, one of which is a society or a collection of educated people, the word academic also has various meanings between others, which are theoretical rather than practical, broad and in-depth studies, not technical and conversion studies, and very scientific".

According to Iskandar (2015:34-35) Academic supervision or learning supervision, namely supervision activities that focus on supervisors' observations on academic problems, namely things that are directly in the learning activity environment when students are in the process of learning something.

Based on the above understanding, it can be concluded that academic supervision is an activity in the form of leadership guidance to subordinates to develop and create learning that is more effective and in accordance with the expected goals.

According to Burton's definition in Purwanto (2017, pp. 76-77), the overall improvement and development of the teaching and learning process is the goal of supervision; This indicates that the goal of supervision is not only to improve the teaching quality of teachers, but also to promote the profession as a whole. This includes providing teachers with facilities that help the teaching and learning process run smoothly, improving the quality of teachers' knowledge and skills, providing teachers with guidance and coaching on how to implement, select, and use teaching methods, learning tools, and teaching evaluation procedures and techniques, and so on.

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From the concept above, it provides direction that academic supervision activities must be measurable both in time and in their influence on teacher behavior, so that teachers are able to facilitate learning for their students.

Performance is a person's ability to carry out their duties which produce satisfactory results, in order to achieve group organizational goals in a work unit. According to Darmadi (2018: 34) teacher performance is the ability shown by the teacher in carrying out his duties or work. Performance is said to be good and satisfactory if the goals achieved are in accordance with predetermined standards.

Furthermore Ahmad (2017: 31) classifies the factors that affect teacher performance into two types, namely internal factors or those that come from within oneself and external factors that come from outside oneself. Susanto (2014: 34) explains that as teacher, the task of the teacher includes plan learning, executing learning, and evaluate .

Based on this description, it can be concluded that teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students under his guidance by increasing student learning achievement to realize the goals, objectives, vision and mission of a school.

### **RESEARCH METHODS**

This research is included in quantitative research, which is an approach that starts from the assumption that all observed symptoms can be measured and converted into numbers so that statistical analysis techniques are possible. This research is an ex post facto research, therefore, the researcher seeks to collect and find objective data and in accordance with the actual conditions at the research location regarding the relationship between the implementation of supervision and the performance of elementary school teachers at YBKSP Bakti Mulya 400. In this study, the sample was 72 teachers from YBKSP Bakti Mulya 400 Pondok Indah, South Jakarta. . To collect research data, the author uses a questionnaire technique, in this case the author makes a written statement which is then answered by the respondent/sampling. The form of the questionnaire is a closed questionnaire, which is a questionnaire that contains statements and the respondent only has to choose the appropriate answer. This study uses a Likert scale. The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena with the answers to each instrument item having a gradation from very positive to very negative.

In this study using quantitative analysis using statistical calculations. All data that has been collected in the study was then analyzed and tested the hypothesis. This study used multiple linear regression analysis and assumption test with the help of the techniques in this study include: 1) descriptive statistical analysis, 2) classical assumption test; at this stage there are four processes namely normality test, linearity test, multicollinearity test, and heteroscedasticity test, 3) hypothesis testing, 4) correlation analysis, 5) test of the coefficient of determination.

The procedure for implementing the research is carried out in steps, namely: 1) the conceptual stage; (formulating and identifying problems, reviewing relevant literature, defining the theoretical framework, formulating hypotheses, 2) Design and planning phase; identifying the population being studied, specifying methods for measuring research variables designing sampling plans, concluding and reviewing research plans, conducting research and conducting revisions, 3) Making research instruments and data collection, 4) Empirical phase; collect research data that has been carried out, 5) Analytical phase; processing and analyzing research data, 6) Dissemination phase; design the results of the final stage of research so that the results can be read, understood and known by the reader.

### **RESEARCH RESULT**

Based on the results of the study, it shows that academic supervision has a strong influence on teacher performance. This is proven by knowing the results study And producing data processing mark significance of 0.000 and number coefficient determination or R Square is of 0.661 equals 66.1% and a correlation coefficient of 0.554 or 55.4% . This proves that the better the academic supervision is carried out, the teacher's performance will also increase at Bakti Mulya 400 Elementary School Pondok Indah, South Jakarta. Academic supervision plays a role in improving the quality of teacher teaching, fostering the growth of the teaching profession, providing facilities that support smooth learning, improving the quality of knowledge, and improving teacher skills.

This is in line with Ratih's research in 2020 entitled "The Influence of Academic Supervision, Interpersonal Communication and Teacher Performance at SD Negeri Mampang District, South Jakarta." It can be concluded that academic supervision has a positive effect on teacher performance. This means that the results of academic supervision are able to provide significant changes to improving the performance of SD Negeri Mampang District teachers.

As stated above general supervision is give help technical And guidance to teachers so that personnel capable increase quality work (Maisaroh & Danuri, 2021: 153). Goal effort because mas i h too general , then in a manner detailed objective special supervision include 1) Helping teachers to be more understand objective education in schools, 2) Helping teachers to be more

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realize And understand need And problems encountered \_ students, 3) Implement leadership in a manner democratic, 4) Finding advantages of each teacher as well develop ability That with give task And not quite enough answer accordingly, 5) Help teachers improve quality his work in a manner maximum in field profession expertise , 6) Helping new teachers in period orientation so that it can quick adapt self with his job And can exploit ability in a manner maximum, 7) Help the teacher find difficulty Study student And plan actions repair .

Academic supervision is looking at the real conditions of teacher performance, so in this supervision it places more emphasis on academic issues or education and learning, academic supervision is also an effort to help teachers develop their abilities in achieving learning goals, so academic supervision applied by school principals will have an effect on teacher performance to be achieved. In its implementation, academic supervision is a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning objectives.

Its function is as an assessment of teacher performance in managing the learning process according to their abilities and academic supervision as a practical reflection to see reality in managing learning starting from planning, presenting material, assessing and improving learning outcomes, looking at teacher strengths and weaknesses, as well as efforts to develop abilities.

Based on the description above regarding the function of academic supervision, then there is influence positive academic supervision of teacher performance.

### **CONCLUSION**

Variable supervision academic own mark significance of 0.000, value the more small from 0.05. Whereas for t count obtained mark of 9,328 >  $t_{table}$  (1994) then variable supervision academic influential to variable teacher performance. So that variable supervision influential academic significant in a manner Partial to variable teacher performance.

Based on conclusion influence academic supervision activities against teacher performance in schools Base Bakti Mulya 400 Pondok Indah, South Jakarta already held in properly. The principal as a supervisor can maintain and improve teacher performance by method carry out continuous and reciprocal coaching on the results of supervision, carry out optimal academic supervision, appreciate the results of teacher academic supervision who have carried out their duties properly, conduct in-house training for teachers to improve performance as a result of follow-up from academic supervision, and provide rewards and punishments so that a positive school culture is maintained so that optimal teacher performance is achieved in various situations and conditions

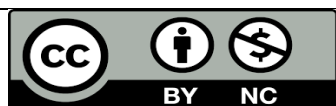
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