Implementation Of Principal Supervision On The Performance Of Teacher In The Learning Process at SMK Negeri 1 Gunungsitoli

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A R T I C L E I N F O	ABSTRACT
	The implementation of education in vocational high schools involves many factors, including teachers as teaching staff. The main task of teachers according to Law Number 14 of 2005 is to educate, teach, guide, direct, train, assess, and evaluate students. In carrying out the duties of teachers as educators, work performance is measured periodically through the assessment of teacher performance by the principal as the school leader. This study aims to find out whether there is an impact of the implementation of principal supervision on performance of teacher in the learning process at SMK Negeri 1 Gunungsitoli. The census method was used in this study, with a total of 87 samples drawn from the entire population. Data were collected by questionnaires. Research data collected by using questionnaire method and data analysis used are descriptive statistical analysis and linear regressions. The results of the coefficient of determination test obtained a score of 0.739 which means that the relationship between principal supervision and teacher performance was 73.9% and was categorized closely. The adjusted R Square value was 53.2% where the variance of teacher performance could be explained by the principal supervision variable, while 46.8% of teacher performance was explained by other factors who were not reseached in this study. Based on the results of hypothesis testing, These results show that tcounts (9,827) > t table (1.662) and the significance level of 0.000<0.05. Thus, it can be concluded that there is a positive and significant impact of the implementation of principal supervision on performance of teache in the learning process at SMK Negeri 1 Gunungsitoli.

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INTRODUCTION

The improvement of human resources can be achieved through the educational process, both formal and informal. One of the efforts of the Indonesian government in improving human resources

through education by strengthening formal education, especially at the vocational high school level which is able to provide skilled and reliable workers according to the competence of the expertise they learn.

The implementation of education in vocational high schools involves many factors, including teachers as teaching staff. The main task of teachers according to Law No. 14 of 2005 concerning teachers and lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, basic education, and secondary education. In carrying out their duties, teachers are required to show good performance in order to achieve and succeed the goals of national education.

Performance is the embodiment of the effectiveness of the work of employees in an organization in accordance with predetermined standards and becomes a measure of work performance achievement. Performance can be interpreted as the result of the output of a possess initiated by an individual according to the stages that have been determined institutionally. In the world of education, an overview of the quality of teacher mastery of applications and teacher competencies is a manifestation of teacher performance (Burhanudin, 2014). The implementation of the main duties and functions of the teacher reflects the performance of the teacher in carrying out his duties as an educator in a certain educational unit

In carrying out the duties of teachers as educators, work performance is measured periodically through the assessment of teacher performance by the principal as the school leader. Teacher performance assessment is the end of the process of monitoring and evaluating the principal which is carried out systematically, one of which is through the process of supervision or supervision. The main duties of the principal as contained in the Minister of Education and Culture No. 15 of 2018 are managerial duties, entrepreneurial development and supervision to teachers and education personnel. Good and systematic supervision according to procedures will result in an increase in teacher performance which certainly boils down to improving the quality and quality of school education and improving the quality of human resources. One of the functions of supervision by the principal according to Arifin (2012; 212) is to provide guidance to teachers so that they can carry out their main duties and functions professionally and assist teachers in developing their respective potentials.

The importance of supervision by the principal ensures that the teacher carries out his duties and anticipates the emergence of the nature of neglect by the teacher concerned (Komariah, 2010). By minimizing the supervision of tasks by teachers, it can indirectly improve the performance of teachers in carrying out their duties as educators. In addition, the supervision activities by the principal will affect psychologically on teacher performance (Satriadi, 2015). The teacher who is satisfied with the supervision by the principal then he will work voluntarily which can eventually make the teacher's work productivity increase. But if the teacher is not satisfied with the implementation of supervision by the principal, the teacher in working is less enthusiastic, this results in decreased teacher productivity.

Improving teacher performance also determines the success of achieving the quality of education and achieving national education goals. The improvement in teacher performance is influenced by several factors, one of which is the principal's supervision of the process of implementing the main duties and functions of the teacher. The success of education and learning in schools is greatly influenced by the principal's ability to manage every component of the school (Mulyasa, 2013). The ability of the principal is mainly related to monitoring the performance of teachers in carrying out their duties.

From the results of observations, there are still main tasks and functions of teachers that are still not optimally carried out by teachers at SMK Negeri 1 Gunungsitoli, especially in planning learning prosses by preparing learning tools according to the characteristics of students. SMK Negeri 1 Gunungsitoli is a school located in the middle of a crowd and has a fairly large number of students.

Learning planning that includes making learning tools is the initial process of teaching and learning activities. Good initial planning mostly produces good output, so it is necessary to get serious supervision from the principal on the performance of teachers. The principal is a person who has the responsibility, duties, functions and authorities to supervise the performance of teachers in the implementation of student discipline and regulate the course of activities in an educational institution. During apprenticeship at SMKN 1 Gunungsitoli, the researcher has observed the situation in the school and found several phenomena. Some teachers are still not optimal in carrying out their main duties and functions in accordance with applicable regulations an also Some teachers who still do not care much about the behavior of students. The principal rarely gives reprimands or sanctions to teachers who are not disciplined in carrying out their duties, functions and roles as educators and does not provide guidance to teachers in coaching student behavior.

Based on the existing phenomenon, the researcher is interested in conducting a study with the title: " Implementation of Principal Supervision on the Performance of Teacher in the Learning Process at SMK Negeri 1 Gunungsitoli ". This study aims to find out whether there is an Influence of the implementation of principal supervision on the performance of teacher in the learning process at SMK Negeri 1 Gunungsitoli.

RESEARCH METHOD

In carrying out the research, the researcher first determines the type and method of research. Research methods are defined as a scientific way to obtain data with a certain purpose and use (Sugiyono, 2011)   This study uses a correlational method where the correlational method aims to detect the extent to which variations in a factor are related to variations in one or more other indicators based on the correlation coefficient. The census method was used in this study, with a total of 87 samples drawn from the entire population. Data were collected by questionnaires. In this study, in the questionnaire distributed to the research sample, there were a number of statements related to the principal supervision and the performance of teacher. For each of these variables, 16 statement items have been prepared. The total number of statements used by the researcher to obtain information related to the research variables was 32 statements. The data obtained were then analyzed through descriptive statistics and linear regressions.

RESULTS AND DISCUSSIONS

Description of the Object of Study

This research was conducted at SMK Negeri 1 Gunungsitoli, which is located in Moawo, Gunungsitoli district. SMK Negeri 1 Gunungsitoli, as a vocational school has seven department of competencies, Computer Information Technology, Tour and Travel Business, Cullinary Art, Fashion, Livestock Agribusiness, Office Administration *and* Horticultural Crops Agribusiness department. The total number of   students at level X, XI and XII is 1041 with the number of teachers is 87.

Data Analysis
Validity and Reliability Level Test

A valid instrument means that the measuring instrument used to obtain the data (measure) is valid. Valid means that the instrument can be used to measure what should be measured (Sugiyono, 2014) (Arifin, 2011). In measuring the level of validity of the instrument, this study will use the SPSS application to process the data that has been obtained. In this case, several points of the question are used that can precisely reveal the measured variable. Validity tests were tested on 30 teachers outside the research sample. To see the validity, the corrected item-total correlation value compared to r_{table} (0.361). If the corrected item-total correlation value is greater than 0.361, then the question item is declared valid. If it is less than 0.361, then the question item is declared invalid (Situmorang, 2015).

From the calculation of the validity questionnaire test for two research variables obtained the

results that the Principal Supervision (X) variable and Teacher Performance (Y) variable are valid because the corrected item-total correlation value is greater than 0.361.

Reliability is a high level of data confidence from the facts that have been collected and does not change when re-observed. In this study, the reliability of the questionnaire was measured by 30 teachers outside the research sample through the *Cronbach Alpha* (α) statistical test with the *SPSS for windows* program. A construction or variable can be said to be reliable if a Cronbach Alpha value > 0.60 in the test results (Ghozali, 2011).

Table 1. Reliability Test Results of Principal Supervision and Teacher Performance

Variable	Cronbach's Alpha	Statement Items	Information
Principal Supervision	0,877	16	> 0.60 and is declared reliable
Teacher Performance	0, 793	16	> 0.60 and is declared reliable

Based on reliability test in table 1, it can be concluded that data of the Principal Supervision (X) variable and Teacher Performance (Y) variable are reliable because the Cronbach Alpha value > 0.60.

Linear Regression Test

Linear regression analysis is a linear relationship between an independent variable (X) and a dependent variable (Y). This analysis aims to find out the direction of the relationship between variables and to find out the direction of the relationship between an independent variable (X) and a dependent variable (Y), both positive and negative relationships and to predict the value of dependent variables if the value of independent variables increases or decreases. The data used is usually scaled at intervals or ratios. Linear regression test results as in the following table:

Table 2. Linear Regression Test Calculations

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	sig.
	B	Std. Error	Beta		
1 (Constant)	26.078	4.429		5.888	.000
Principal Supervision	.671	.068	.729	9.827	.000
a. Dependent Variable: Teacher Performance					

From Table 2 is formulated a linear regression as follows:

$$Y = a + bX \tag{1}$$

Y = 26.078+ 0.671 X
Y = Teacher performance variable
X = Principal supervision variable
a = Constant (value of Y if X = 0)
b = Regression coefficient

From the equation it can be explained that that the constant of 26,078 means if the value of Supervision Principal (X) is 0, then the level of Teacher performance (Y) increases.

Hypothesis Test
Coefficient of Determination Test

The coefficient of determination test (R^2), which is to see the degree of strength of the relationship between Principal Supervision (X) variable and Teacher Performance (Y) variable. The coefficient of determination test is by the percentage of squaring of the value of the coefficient found.

$0 \leq R^2 \leq 1$, if the R-square or determinant value (R^2) is close to one means that the effect of the independent variable on the dependent variable strength.

Table 3. Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729a	.532	.526	3.47098
a. Predictors: (Constant), Principal Supervision				

Based on Coefficient of Determination Test in table 3, it can be obtained that correlation coefficient (r) is 0.739. which means that the relationship between principal supervision and teacher performance was 7 3.9% and is categorized closely. The amount of *adjusted R Square* value is 53.2% that it can be stated that teacher performance can be explained by the principal supervision variable, while 46.8% of teacher performance is explained by other factors that were not researched in this study. Other variables that were not studied in this study include work discipline, work ethic and job satisfaction.

T test (partial test)

A t-test (partial test) is performed to see the significance of the influence or relationship of the independent variable to the dependent variable. Decision-making criteria:

Ho is accepted if $t_{counts} < t_{table}$ at $\alpha = 5\%$

Ha is accepted if $t_{counts} > t_{table}$ at $\alpha = 5\%$

The t value of the table can be seen in the $\alpha = 5\%$ obtained from the degree of freedom (n-k):

n = number of samples is 87 people

k = number of variables used is 2

then the value of t $_{table}$ at $\alpha = 5\%$ (85) is 1.662, the test results can be seen in Table 7:

Table 4. Calculation of T Test (partial test)

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	sig.
		B	Std. Error	Beta		
1	(Constant)	26.078	4.429		5.888	.000
	Principal Supervision	.671	.068	.729	9.827	.000
a. Dependent Variable: Teacher Performance						

Based on the results of the calculations above, the hypothesis will be tested in the study with the formulation:

H_a : There is an effect of the implementation of principal supervision on teacher performance in the learning process at SMK Negeri 1 Gunungsitoli.

H_0 : There is no an effect of the implementation of principal supervision on teacher performance in the learning process at SMK Negeri 1 Gunungsitoli.

From Table 4, it can be seen that the hypothesis testing results show t_{count} 9.827 in significance level of 0.00. t_{count} (9.827) > t_{table} (1.662) and a significance level of 0.00<0.05, which means that the hypothesis in this study rejected H_0 and accepted H_a. Thus, it can be concluded that hypothesis "There is an effect of the implementation of principal supervision on teacher performance in the learning process at SMK Negeri 1 Gunungsitoli " is accepted.

CONCLUSION

The findings revealed that the principal supervision variable has a positive and significant impact

on the teacher performance, which is described as follows: 1) The results of the correlation of coefficient (r) is 0.739 which means that the relationship between principal supervision and teacher performance was 73.9% and was categorized strong. The amount of *adjusted R Square* value is 53.2% that it can be stated that teacher performance can be explained by the principal supervision variable, while 46.8% of teacher performance is explained by other factors that were not researched in this study. Other variables that were not studied in this study include work discipline, work ethic and job satisfaction. 2) Based on hypothesis testing using the t-test (partial test) obtained t_{count} (9,827). Then the results are consulted with t_{table} in a significant level of 5% to test the level of significance. These results show that t_{counts} (9,827) > t_{table} (1.662) and the significance level of 0.000<0.05. Thus, there is a significant and positive impact on the implementation of principal supervision on teacher performance in the learning process at SMK Negeri 1 Gunungsitoli.

Based on the answers to the main problems that have been described earlier, it is hoped that the findings of this study can be input to every stakeholder, especially in education for the supervision of school principals which includes setting standards, measuring, benchmarking and taking actions in an effort to foster and move teachers to carry out their main duties both in educating, teaching, guiding, directing, training, assessing, and evaluating students on   early childhood education pathways formal education, primary education, and secondary education. For further research it is recommendation that data are collected from Other variables that were not studied in this research include work discipline, work ethic and job satisfaction, perhaps may give a more interesting result.

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