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Teacher Performance : Principal Supervision, Work Climate, And Ability

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Abstract

The purpose of this study is to analyze and test whether there is an influence between principal supervision, work climate, and pedagogic ability on the performance of Non-Formal Early Childhood teachers in Sagulung District in 2014. The population of this study is all Non-Formal Early Childhood educators in Sagulung District.The research data was analyzed using Path Analysis, with the dependent variable being teacher performance and the independent variable being principal supervision, work climate, and pedagogical ability. The results showed that the supervision of the principal did not have a significant effect on the performance of early childhood teachers with a direct influence of 3.0%. The work climate has a significant effect on teacher performance with a direct influence of 65.9%. Pedagogic ability did not have a significant effect on teacher performance with a direct influence of 1.0%. However, the principal's supervision, work climate, and pedagogic ability together significantly affected teacher performance with a direct influence of 71.4% and the rest were influenced by other variables that were not studied in this study (28.4%).

Keywords: ***supervise the principal, work climate, pedagogic ability, teacher performance***

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INTRODUCTION

Education can be obtained through school education and out-of-school education. Because education is one of the priority aspects of government programs. Law No. 20 of 2003 concerning the National Education System provides a legal basis for building national education by applying the principles of democracy, decentralization, autonomy, justice, and upholding human rights. Baskoro, Djajeng in Masnipal (2013:iv) said that all levels of society related to education, both directly and indirectly, both in formal, non-formal and informal education must be able to develop their abilities and form a dignified national character and civilization. In our education system, the demands of teacher professionalism are stated in RI Law No. 20 of 2003 concerning the National Education System, RI Law No. 14 Know 2005 concerning Teachers and Lecturers and RI Government Regulation No. 19 of 2005 concerning National Education Standards.

Factors that affect teacher performance include: "(1) mental attitude (work motivation, work discipline, work ethics); (2) education; (3) skills; (4) leadership management; (50) income level; (6) salary and health; (7) social security; (8) working climate; (9) infrastructure; (10) technology; (11) opportunities for achievement (Sedarmayanti, 2001:89) Non-formal education pathways include Early Childhood Education. It is undeniable that since Indonesia's independence in 1945, early childhood education has been dominated by the role of the community in the form of educational foundations, the government is more involved in policy matters. With the birth of Law No. 20 of 2003, the government seems to be trying to be at the forefront of handling early childhood education in the country. Masnipal (2013:2-3) said that the launch of Early Childhood Education (PAUD) throughout Indonesia received a pro and con response in the community. Some people welcome it as an opportunity and business opportunity, others have a different attitude because the PAUD program is not well prepared, causing clashes in the field both between teachers, organizers and organizations. However, the government is always improving the system so that in its operation the government through the Regulation of the Minister of National Education of the Republic of Indonesia No. 58 of 2009 article 1 number 1 (b) concerning Standards for Educators and Education Personnel states that early childhood educators are professionals who are in charge of planning, implementing the learning process, and assessing learning outcomes, as well as guiding, nurturing, and protecting students. Early childhood education educators serve in various types of services both in formal and non-formal education pathways such as kindergarten/RA, KB, TPA, and other equivalent forms. Law No. 20 of 2003 concerning

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the National Education System article 1 number 14 states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that they have readiness to enter further education.

According to Gibson in Supardi (2013:19) teacher performance is influenced by three groups of variables, namely: perta, a individual variable, both organizational variables, and three individual psychology variables. Individual variables include: abilities and skills, mental and physical (in this case, abilities and skills in understanding the curriculum), background (family, level of education, experience), demographics (age and gender). Organizational variables include: resources, leadership, rewards, job design. Psychological variables include: perception, attitude, personality, motivation, job satisfaction and work climate.

This research was conducted in Batam, especially Sagulung District. From the data available in Himpaudi (Association of Early Childhood Educators and Education Personnel) Batam City in 2014, in Sagulung sub-district which consists of 6 villages with the number of Non-Formal Early Childhood educators as many as 93 people and 1836 students in 34 Non-Formal Early Childhood institutions. From the available data, there are 5 people whose education level is at the S1 level, the remaining 88 people at the high school level, who have been trained / trained on Early Childhood Education as many as 43 people. The level of teachers' understanding of the Early Childhood curriculum is still low and the management of school management is not optimal, causing teachers to easily change their place of duty and carry out their duties as a side job and are less professional. Based on data and phenomena in the field, this research is focused on the performance of Non-Formal PAUD teachers. This motivates researchers to re-test the factors that affect teacher performance. The factors that will be retested are the principal's supervision, work climate, and pedagogic competence to teacher performance.

RESEARCH METHOD

Based on the support of the theoretical basis obtained which is used as a conceptual reference for research variables, it can be described that there is a direct influence between the supervision of the principal (X1), the Work Climate (X2), and the Pedagogic Competence (X3) on Teacher Performance (Y). These variables include variables that can be measured, through research instruments (items from the research questionnaire). The object of this research is Non-Formal Early Childhood educators in

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Sagulung District, Batam City. This research was conducted in Non-Formal Early Childhood institutions in six (6) Villages in Sagulung District, Batam City, namely Non-Formal Early Childhood Institutions in Sungai Langkai Village as many as 7 institutions, Sagulung Kota Village as many as 10 institutions, Tembesi Village as many as 9 institutions, Sei Lekop Village as many as 1 institution, Sei Binti Village as many as 3 institutions and Sei Pelunggut Village as many as 1 institution. This study uses a type of quantitative research. That is, a proof/test that begins with theories or hypotheses using an associative causal approach, that is, to analyze the relationship between two or more variables.

RESULT

From this study, the results of the correlation analysis are obtained as seen in the following table:

Table 1. Results of Correlation Analysis

		Principal Supervision	Working Climate	Pedagogic Abilities	Teacher Performance
Principal Supervision	Pearson Correlation	1	-.402**	-.284**	-.359**
	Sig. (2-tailed)		.000	.009	.001
	N	85	85	85	85
Working Climate	Pearson Correlation	-.402**	1	.692**	.895**
	Sig. (2-tailed)	.000		.000	.000
	N	85	85	85	85
Pedagogic Abilities	Pearson Correlation	-.284**	.692**	1	.648**
	Sig. (2-tailed)	.009	.000		.000
	N	85	85	85	85
Teacher Performance	Pearson Correlation	-.359**	.895**	.648**	1
	Sig. (2-tailed)	.001	.000	.000	
	N	85	85	85	85
**. Correlation is significant at the 0.01 level (2-tailed).					

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Correlation between Principal Supervision and Teacher Performance

Based on the calculation, the correlation coefficient of school principal supervision with teacher performance was obtained of -0.359 or (rx1x2 = -0.359). This shows a weak and inverse relationship/correlation between the principal's supervision and teacher performance, meaning that the stricter the principal's supervision, the lower the teacher's performance level

The contribution of the principal supervision to teacher performance is KD = r^2 X 100% = $(-0.359)^2$ X 100% = 13%. This means that the contribution of school principal supervision to teacher performance is only 13%, while the remaining 87% is determined by other variables that are not examined in this study. Knowing the significant test of the correlation coefficient for two sides (2-tailed) of the output (measured from probability) yields a figure of 0.001. It turns out that α=0.05 is greater than the Sig value or (0.05>0.001), then H0 is rejected and H1 is accepted. This means that supervising the principal has a direct effect on teacher performance.

Correlation between work climate and teacher performance

Based on the calculations, the correlation number between the work climate and teacher performance was 0.895, which shows a strong and unidirectional relationship/correlation between the work climate and teacher performance, meaning that the better the working climate, the better the teacher's performance. The contribution of work climate to teacher performance is KD = r^2 X 100% = 0.8952 X 100% = 80%. The meaning of the contribution of the work climate to teacher performance is 80%, while the remaining 20%, is determined by other variables that are not examined in this study. Knowing the significant test of the correlation coefficient for two sides (2-tailed) of the output (measured from probability) yields a number of 0.000. It turns out that α=0.05 is greater than the Sig value or (0.05>0.000), then H0 is rejected and H1 is accepted. This means that the work climate has a direct effect on teacher performance.

Correlation between Pedagogic Ability and Teacher Performance

Based on the calculations, the correlation number of pedagogic ability with teacher performance was 0.648, this shows a strong and unidirectional relationship/correlation between pedagogic ability and teacher performance, meaning that the better the pedagogic ability, the better the performance. The contribution of pedagogic ability to teacher performance is KD = r^2 X 100% = 0.6482 X 100% = 42%. The significance of the

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contribution of pedagogic ability to teacher performance is 42%, while the remaining 58% is determined by other variables that are not examined in this study. Knowing the significant test of the correlation coefficient for two sides (2-tailed) of the output (measured from probability) yields a number of 0.000. It turns out that α=0.05 is greater than the Sig value or (0.05>0.000), then H0 is rejected and H1 is accepted. This means that pedagogic ability has a direct effect on teacher performance.

Correlation between the Principal's Perspective and Work Climate

Based on the calculations, the correlation figure of supervising the principal with the work climate was -0.402, this shows a moderate and non-unidirectional/inverse relationship/correlation between the principal's supervision and the work climate, meaning that the more often the principal supervises, the less supportive his work climate. The contribution of the principal's supervision to the work climate is KD = r^2 X 100% = 0.4022 X 100% = 16%. This means that the contribution of school principal supervision to the work climate is only 16%, while the remaining 84% is determined by other variables that were not studied in this study. Knowing the significant test of the correlation coefficient for two sides (2-tailed) of the output (measured from probability) yields a number of 0.000. It turns out that α=0.05 is greater than the Sig value or (0.05>0.000), then H0 is rejected and H1 is accepted. This means that supervising the principal has a direct effect on the work climate.

Correlation between Principal Continuity and Pedagogic Ability

Based on the calculations, the correlation number of school principals with pedagogic ability was -0.284, this shows a weak and non-directional/inverse relationship/correlation between the principal's supervision and pedagogical ability, meaning that the more often the principal supervises, the lower the pedagogical ability. The contribution of the principal's supervision to the principal's ability is KD = r^2 X 100% = 0.2842 X 100% = 8 %. This means that the contribution of school principal supervision to pedagogic ability is only 8%, while the remaining 92% is determined by other variables that are not examined in this study. Knowing the significant test of the correlation coefficient for two sides (2-tailed) of the output (measured from probability) yielded a figure of 0.009. It turns out that α=0.05 is greater than the Sig value or (0.05>0.009), then H0 is rejected and H1 is accepted. This means that supervising the principal has a direct effect on pedagogical ability.

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Correlation between Work Climate and Pedagogic Ability

Based on the calculations, the correlation figure of the work climate with pedagogic ability was obtained of 0.359, this shows a weak and unidirectional relationship/correlation between the work climate and pedagogic ability, meaning that the better the working climate, the better the pedagogic ability The contribution of the work climate to pedagogic ability is KD = r^2 X 100% = 0.3592 X 100% = 13%. The significance of the contribution of the work climate to pedagogic ability is only 13%, while the remaining 87% is determined by other variables that are not studied in this study. Knowing the significant test of the correlation coefficient for two sides (2-tailed) of the output (measured from probability) yields a figure of 0.001. It turns out that α=0.05 is greater than the Sig value or (0.05>0.001), then H0 is rejected and H1 is accepted. This means that the work climate has a direct effect on pedagogical ability.

DISCUSSION

Based on the data from the above test results, it shows that partial supervision of the principal does not have a significant effect on teacher performance, as evidenced by a tcal value of -0.854 (Sig 0.396 > 0.05). With the increase or decrease in the supervision of school principals, it does not guarantee that the increase or decrease in teacher performance in Non-Formal Early Childhood institutions in Sagulung District in 2014 will be followed. The high supervision of the principal does not always guarantee that it will improve the performance of teachers. Because there is a possibility that there is already good enough communication between the principal and the teacher so that it seems like an ordinary friend so that the presence or absence of supervision will not affect the teacher's performance.

Based on the results of the calculation test, it can be seen that the influence of work climate on teacher performance obtained a calculation value of 3.466 (Sig 0.01 < 0.05). This shows that there is a significant influence between the work climate and teacher performance. With the increase or decrease in the working climate, it will be followed by the increase or decrease in the performance of teachers in Non-Formal Early Childhood Institutions in Sagulung District in 2014.

In the long run, institutions can pay more attention to improving the work climate so that teacher performance will improve and will eventually produce satisfactory output.

Based on the results of the tcount test, it can also be seen that the influence of pedagogic ability on teacher performance is obtained a tcount score of 8.496 (Sig 0.000 < 0.05). This

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shows that there is a significant influence between pedagogic ability and teacher performance. With the increase or decrease in pedagogic ability, it will be followed by an increase or decrease in the performance of teachers in Non-Formal Early Childhood institutions in Sagulung District. The more pedagogic ability increases, the performance of teachers also increases in Non-Formal Early Childhood institutions

Based on the results of the F test, the probability value of F (Sig) was 277.275 (Sig 0.000 < 0.05). . This shows that simultaneously there is a significant influence between the principal's supervision, work climate, and pedagogic ability on teacher performance in Non-Formal Early Childhood institutions in Sagulung District.

The results of this study are in line with the research conducted by Lubis (2007) on the Influence of Teacher Professionalism and Work Climate on the Work Effectiveness of South Jakarta High School Teachers by Lubis (2007) The results of the study show that there is a positive influence between the work climate and the effectiveness of teachers' work. "The effectiveness of teachers' work can be improved through the work climate." (Lubis, 2007:86). Thus, it can be concluded that the influence between work climate on teachers' work effectiveness is significant.

This study corresponds with (Y. Lubis et al., 2024)(Nasib et al., 2024)(Febrianty, Siti Mardah, Rini Martiwi, Ririn Andriana, Susanti Sundari, Bambang Supriadi, M. Zamroji Almursyid, Rintan Br Saragih, Nasib, Eny Endah Pujiastuti, Solehatin Ika Putri, Keny Rahmawati, 2024) research about the influence of teacher professionalism and work environment on the efficacy of South Jakarta High School educators. The study's results indicate a good correlation between the work environment and the efficacy of instructors' performance (Tanady et al., 2024). The work environment can improve the efficacy of teachers' performance. Consequently, we can ascertain that the work environment substantially impacts the efficacy of instructors' performance (F. R. A. Lubis, Syaifuddin, et al., 2023)(Y. Lubis et al., 2023)(F. R. A. Lubis, Nasib, et al., 2023).

CONCLUSION

The supervision of the principal has no partial effect on the performance of Non-Formal Early Childhood teachers in Sagulung District. After conducting research, it turned out that hypothesis 1 which states that the supervision of the principal has an effect on teacher performance, is not proven. The influence of principal supervision is -9.5% on teacher performance. This shows that the supervision of the principal is not the main

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determining factor in relation to the improvement of the performance of Non-Formal Early Childhood teachers in Sagulung District.

The work climate has a partial effect on the performance of Non-Formal Early Childhood teachers in Sagulung District. Hypothesis 2 which states that the work climate has a partial effect on teacher performance, is proven by an influence value of 13.4%. Theoretically, the findings mean that the work climate is an important factor for the performance of Non-Formal Early Childhood teachers in Sagulung District. The better the working climate, the better the teacher's performance. Pedagogic ability has a very significant effect on the performance of Non-Formal Early Childhood teachers in Sagulung District. Hypothesis 3 which states that pedagogic ability has a partial effect on teacher performance, is proven. The influence of pedagogic ability on teacher performance is 96.9%. This proves that pedagogic ability is a very large determining factor for improving the performance of Non-Formal Early Childhood teachers in Sagulung District. Hypothesis 4 which states that the supervision of school principals, work climate and pedagogic ability have a simultaneous effect on the performance of Non-Formal Early Childhood teachers in Sagulung District, is proven, with a contribution of 71.4%.

For future research, it is hoped that it can use more complete indicators of principal supervision, work climate and pedagogic ability, including the possibility of researching in other environments. So it is hoped that it can produce a relationship between the principal's supervision, work climate and pedagogic ability to more comprehensive teacher performance. Teachers should always improve their pedagogic abilities through trainings, seminars and improving educational qualifications to better support their performance in the place of duty. Emotional intelligence and spiritual intelligence are very necessary for educators to support cognitive abilities, especially in educating early childhood. A good working climate needs to always be created in their respective workplace environments to get maximum results, namely improving teacher performance. Likewise with the supervision of the principal. In order for teacher performance to improve even more, the institution/school should increase the supervision efforts of the principal

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