



THE EFFECT OF SCHOOL PRINCIPAL ACADEMIC SUPERVISION AND TEACHER SELF-DEVELOPMENT ON THE TEACHERS' PROFESSIONAL COMPETENCE AT PUBLIC ELEMENTARY SCHOOLS IN NORTH RUPAT BENGKALIS

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ABSTRACT

School Principal's academic supervision and teacher self-development are the main priorities in efforts to improve teachers' professional competence. The research is aimed to determine the effect of academic supervision (X1) and teacher self-development (X2) on the professional competence of teachers (Y) at SDN in North Rupal. The research uses quantitative research. The research is descriptive research with a total sample of 88 people. Simultaneously, there is the effect of the School Principal's Academic Supervision (X1) and Teacher Self-Development (X2) on Teacher Professional Competence (Y) at SDN in North Rupal. It can be proven by $t_{count} > t_{table} X1$ with $1.735 > 1.662$. For $X2$ $12.643 > 1.662$, a significance level (sig.) of 0.012 and 0.167, which are higher than 0.05, hence H_0 is rejected and H_1 is accepted. Thus, the percentage influence between the two independent variables influences the Teachers' Professional Competence as a variable at 80.4%, and the others at 19.6% are influenced by other variables or factors that cannot be mentioned in this research.

Keywords: school principal academic supervision, self-development, teacher's professional competence

PENGARUH SUPERVISI AKADEMIK KEPALA SEKOLAH DAN PENGEMBANGAN DIRI GURU TERHADAP KOMPETENSI PROFESIONAL GURU SD NEGERI SE-KECAMATAN RUPAT UTARA KABUPATEN BENGKALIS

ABSTRAK

Supervisi akademik Kepala Sekolah dan pengembangan diri guru menjadi prioritas utama dalam upaya peningkatan kompetensi profesional guru. Penelitian pada artikel ini bertujuan untuk mengetahui pengaruh supervisi akademik (X1) dan pengembangan diri guru (X2) terhadap kompetensi profesional guru (Y) di SDN Se-kecamatan Rupal Utara. Penelitian menggunakan jenis penelitian kuantitatif. Penelitian menggunakan tipe penelitian deskriptif, dengan jumlah sampel sebanyak 88 orang. Secara simultan (gabungan) terdapat pengaruh Supervisi Akademik Kepala Sekolah (X1) dan Pengembangan Diri Guru (X2) terhadap Kompetensi Profesional Guru (Y) di SDN se-Kecamatan Rupal Utara. Hal ini dapat dibuktikan dengan $t_{hitung} > t_{tabel} X1$ sebesar $1,735 > 1,662$. Untuk $X2$ $12,643 > 1,662$ dan tingkat signifikansi (sig.) 0,012 dan 0,167 yang nilai keduanya besar dari 0,05, maka H_0 ditolak dan H_1 diterima. Bahwa persentase pengaruh kedua variabel bebas tersebut mempengaruhi variabel Kompetensi Profesional Guru sebesar 80,4% dan sisanya adalah 19,6% dipengaruhi oleh variabel atau faktor lain yang tidak dapat di sebutkan dalam penelitian ini.

Kata Kunci: supervisi akademik kepala sekolah, pengembangan diri, kompetensi profesional guru

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INTRODUCTION

The achievement of educational success in schools is largely determined by the teacher's performance. A teacher must have the ability to design learning programs and be able to manage learning so that students can learn optimally. Teacher performance in learning can also be seen from student achievement. Good teacher

performance will result in good student achievement too. In the implementation of learning, not all teachers have the performance required by the teaching profession ideally.

The principal is a key figure in a school management system. This means that the headmaster must be able to maintain a positive

climate in the school, encourage teachers to be enthusiastic about improving their competence, embrace all staff so they can work well so that the school environment becomes comfortable and most importantly the role of the principal is can encourage students to have brilliant achievements. All of this cannot be separated from the role of the principal as a formal authority as a leader for his school (Agustini, 2017).

The Head of the Human Resources for Cultural Education and Educational Quality Improvement of the Ministry of Education and Culture, Syahwal Gultom stated that the quality and quality of teachers in Indonesia is currently still low. This can be seen from the results of the competency tests for teachers that have been carried out, namely that there are still many teachers who do not pass the competency and certification tests. Related to this condition, to increase teacher quality standards, the Ministry of Education and Culture will propose three patterns of teacher development, namely Competency Test, Performance Assessment, and Training in a sustainable and tiered manner, so that teacher quality is expected to increase (Gultom, S. 2013).

Based on initial observations, there are still many teachers in SD Negeri Rupert Utara, Bengkalis Regency, who do not have the qualified skills to become teachers with good competence and performance in class for their students. So that it can be said that there are still some problems regarding the number of teachers who do not have professional competence as a teacher. This of course will have an impact on the performance of teachers in schools and their school environment.

Supervision is all the efforts of school officials in leading teachers and other education officers in improving teaching, including developing teacher growth, finalizing and revising educational goals, teaching materials and teaching methods and teaching assessment. Thus supervision is a business program to develop the group together. Supervision is currently carried out to provide guidance and direction for input materials to educators and employees, so that the implementation of education in schools is growing. Teachers are given the right to submit

various complaints to the owner or all the factors that cause the slow development of education in the place where he works. These complaints are reported one by one, so they become an important note for the supervisor to follow up on and find solutions to the problems so that all complaints can be resolved immediately (Muslimatun, 2021).

According to Fitria (2020) that the purpose of academic supervision is to provide guidance, especially to teachers so that they can improve their ability to develop the ability to manage learning better. According to Aprida, et al, (2020) the purpose of supervision is the provision of services and assistance to develop teaching-learning situations carried out by teachers in class. The purpose of supervising consists of general goals and specific goals, which include providing technical assistance and guidance to teachers and other school staff so that these personnel are able to improve the quality of their performance, especially in carrying out tasks, namely carrying out the learning process and improving the quality of school management, especially in support the creation of an optimal working atmosphere, which in turn students can achieve learning achievements as expected.

Self-development is a counseling and extracurricular activity that aims to provide equal opportunities for teachers to develop and express themselves according to their potential, talents, needs and interests. Self-development is the process of increasing one's potential or abilities, personality, and social-emotional aspects that continue to grow and develop (Gunawan, 2013).

According to Fathoni (2021), activities for teacher self-development can be carried out in schools independently and in groups into 3, namely:

- a. Conducted by the teacher independently with a program of activities:
- b. This is done by the teacher in collaboration with other teachers in one school with the following programs:
- c. Conducted by teachers through school networks (teacher meetings between districts, between schools, districts and provinces through KKG / MGMP / MGBK activities, through training, seminars and workshops, through visits to other schools (study

visits/tours), the business world, industry and so on , as well as by inviting resource persons from other schools, school committees, education offices, supervisors, professional associations and relevant agencies or institutions.

Teacher professionalism can be interpreted as a process of giving recognition that a person has the competence to carry out educational services in certain educational units, after passing a competency test held by a professional institution. In other words, the teaching profession is a competency test process designed to reveal one's mastery of competence as the basis for awarding certification. This is in accordance with the Law of the Republic of Indonesia Number 14 of 2005 Article 1 paragraph 1 Concerning Teachers and Lecturers, the legislation demands that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating participants. students in early childhood education through formal education, basic education, and secondary education. This means that a teacher has a tough task to develop and create a child's future (Sujianto, Amat, 2012).

REASERCH METHOD

This study uses a type of quantitative research. In this study using a descriptive research type, which aims to reveal how much influence the two independent variables, namely, the principal's academic supervision and teacher self-

development on the dependent variable, teacher professional competence.

Place and time of research

This research was conducted at Public Elementary Schools in North Rupert District, Bengkalis Regency, Riau Province. The research time was from June to October 2021.

Population And Sampling Techniques

The population in this study were all teachers in public elementary schools in Rupert Utara District, Bengkalis Regency, totaling 114 people. Based on the existing population data, the researcher took a sample from the existing number using the Slovin formula and it can be seen that the number of samples in this study amounted to 88 teachers.

Data collection technique

As for the data collection technique carried out is by means of field research there are several ways used to collect the data needed, including interviews, questionnaires (questionnaires), observations, and documentation.

Data analysis technique

The data analysis technique in this study uses simple regression and multiple regression data analysis techniques with the help of SPSS Windows version 20. The implementation stages of the analysis include descriptive analysis, analysis requirements test, linearity test and independent test and simple and multiple linear regression analysis.

Framework

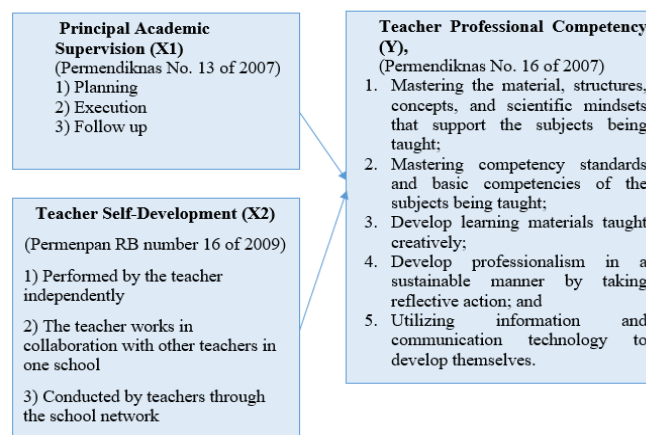


Figure 1. Framework

RESULTS AND DISCUSSION

Table 2. Characteristics of Respondents Based on Gender

Gender	Frekuensi	Persentase
Man	39	44%
Woman	49	56%
Amount	88	100%

Table 3. Characteristics of Respondents Based on Age

Age Range	Frekuensi	Persentase
21-30	28	32%
31-40	32	36%
41-50	17	19%
51-60	11	13%
Amount	88	100%

Table 4. Characteristics of Respondents Based on Education

Education	Frekuensi	Persentase
SMA	4	4%
Diploma	21	24%
Strata 1	63	72%
Amount	88	100%

Table 5. Characteristics of Respondents Based on Years of Service

Service Period (Year)	Frekuensi	Persentase
1-10	21	24%
11-20	49	56%
21-30	18	20%
Amount	88	100%

Based on the results of data testing through the SPSS Application Version 20, the results obtained are that:

- a. Partially or individually, there is the influence of the Principal's Academic Supervision on the Professional Competence of Teachers in Public Elementary Schools in North Rupert District. This can be proven by $t_{count} > t_{table}$ or $8.164 > 1.662$ and $sig. 0.266 > 0.05$ then H_0 is rejected and H_1 is accepted. That the percentage of the influence of the Principal's Academic Supervision (X1), can be explained by 43.7% and the remaining 56.3% is influenced by variables or other factors that cannot be mentioned in this study.
- b. Partially or individually, there is the influence of Teacher Self-Development on Teacher Professional Competence in Public Elementary Schools throughout Rupert Utara District. This can be proven by $t_{count} > t_{table}$ or $18.489 > 1.662$ and $sig. 0.167 > 0.05$ then H_0 is rejected and H_1 is accepted. That the percentage of the influence of Teacher Self-Development (X2) can be explained by 79.9% and the remaining 20.1% is influenced by other variables or factors that cannot be mentioned in this study.
- c. Simultaneously (combined) there is the influence of Principal Academic Supervision (X1) and Teacher Self-Development (X2) on Teacher Professional Competence (Y) in

Public Elementary Schools throughout Rupert Utara District. This can be proven by t count $>$ t table X_1 of $1.735 > 1.662$ and for X_2 $12.643 > 1.662$ and a significance level (sig.) of 0.012 and 0.167, both of which are greater than 0.05, then H_0 is rejected and H_1 is accepted. That the percentage influence of the two independent variables affects the Teacher Professional Competency variable by 80.4% and the remaining 19.6% is influenced by other variables or factors that cannot be mentioned in this study.

DISCUSSION

1. The Effect of Principal Academic Supervision Variable (X_1) on Teacher Professional Competence (Y)

Based on the results of the study it is known that there is a significant influence between the Principal's Academic Supervision (X_1) on Teacher Professional Competence (Y) in public elementary schools in Rupert Utara District. The results of the regression calculations show that the t count is 8.164 and the significance level (sig.) is 0.005. Meanwhile t table with dk $n-88$ of α 0.05 is 1.662, thus t count $>$ t table and sig. $<$ 0.05. So that H_0 is rejected and H_1 is accepted. The influence of the Principal's Academic Supervision (X_1) on Teacher Professional Competence (Y) is 43.7%.

This is in line with research conducted by Muslimatun (2021), entitled "The Role of the Principal as a Supervisor in Improving Teacher Professional Competence at Mts Darul Huda Mayak Ponorogo". The results showed that the school principal in carrying out his role as a supervisor with the technique of class visits, individual interviews, holding workshops, seminars and holding meetings. So this has an impact on the professional competence of teachers who continue to improve in the teaching and learning process.

As an educational leader, a school principal besides functioning as an administrator also functions as a supervisor who essentially provides professional services in improving the professional competence of teachers and principals, both directly and indirectly. This task has been carried out by educational leaders,

although not all of them are comprehensive. The Principal is responsible for the tasks assigned to him. A school principal is considered successful if the group is successful, and vice versa. In other words, the most important thing for a Principal is to help his group succeed.

The principal's task as a supervisor is to provide assistance to teachers in order to assist teachers in the learning process which consists of planning, implementing and evaluating learning so that the planned goals can be achieved. So that academic supervision provides services and assistance to teachers to improve the quality of the learning process. Academic supervision is not to look for teacher mistakes but is aimed at improving and enhancing the quality of learning (Hardono, et al, 2017).

In accordance with the theory that underlies this discussion, that in essence the implementation of the principal's duties as a manager is obliged to carry out seven types of activities as stated by Mulyasa (2011), one of which is coaching and developing teachers, while what he develops is the level of professional competence.

Thus it can be said that the Principal's Academic Supervision has a major influence on increasing the professional competence of teachers at SD Negeri Rupert Utara District. The better the academic supervision provided by the school principal, the professional competence of teachers will also increase.

2. The Effect of Teacher Self-Development Variable (X_2) on Teacher Professional Competence (Y)

Based on the results of the study through regression showed that the t count was 18.489 and the significance level (sig.) was 0.006. Meanwhile t table with dk $n-88$ of α 0.05 is 1.662, thus t count $>$ t table and sig. $<$ 0.05. So that H_0 is rejected and H_1 is accepted, which means that there is an influence from Teacher Self-Development (X_2) on Teacher Professional Competence (Y). The magnitude of the influence of variable X_2 on variable Y when viewed from the Coefficient of Determination test (R^2) is 0.799. This means that 79.9% of the Teacher Self-Development variable influences the Teacher

Professional Competency variable and the remaining 20.1% is influenced by other variables or factors which cannot be mentioned in this study.

This is in line with research conducted by Solikhulhadi (2021), that teacher professional competence can be increased through formal strategies, including: a) Teachers are included in course and training activities; b) Conducting seminars; and c) assign teachers to always actively participate in MGMP activities.

A professional teacher is someone who masters the philosophy of national education, broad knowledge, especially the subject matter that will be given to students to achieve the goals of the learning program, besides that they are also administrators and communicators. Professional teachers are teachers who are able to manage themselves in carrying out their daily tasks. Competent teachers will be better able to create an effective learning environment and be able to carry out tasks optimally for the benefit of achieving quality education in general. teachers are required to have ten basic abilities, namely: (1) mastering materials, (2) managing programs, (3) managing classes, (4) mastering media or learning resources, (5) mastering educational foundations, (6) managing learning interactions teach, (7) assess student achievement, (8) get to know the functions and guidance and counseling programs, (9) get to know and carry out school administration, and (10) understand the principles and interpret research results for educational and teaching purposes (Muslimatun, 2021).

Based on the results of the research that has been done, it is known that teacher self-development greatly influences the increase in teacher professional competence.

When analyzed in more depth, teacher competency development strategies through participation in education and training, through seminars, and being active in MGMP activities, are three different but complementary formal aspects. By involving teachers in education and training activities or in the form of upgrading and the like, teachers will gain broader knowledge, a deeper understanding of skills that are more stable and a more solid attitude as provisions in carrying out their duties as teachers and educators. All of

this is based on formal information that focuses on the teacher's expertise as a professional educator directly related to the type of task assigned to him. In other words, through education and training teachers will receive additional information in accordance with what is outlined by the government which is actual. Then, through seminars teachers are given the opportunity to develop themselves by increasing theoretical knowledge, but focusing on specific topics presented by resource persons in depth. It is said to be in-depth because the teacher as a seminar participant can ask questions that allow discussion to occur which can be used as a vehicle to dig up more information, both theoretically and practically based on other people's experiences.

The third thing, namely being active in MGMP activities, teachers are given the opportunity to explore certain aspects that are closely related to carrying out tasks technically in the field, especially in implementing the learning process in class. This means that through activities in MGMP activities, teachers can learn in detail about class administration, how to prepare lesson plans, compile syllabi, make annual programs and semester programs, about assessments, and so on through discussions and working with fellow teachers in certain subjects. Thus, through these three types of formal strategies, teacher professional competence will develop in an integrated manner between policy mandates, up-to-date knowledge development, and technical deepening of work that triggers the growth of professional competence.

3. The Effect of Principal Academic Supervision Variables (X1) and Teacher Self-Development (X2) on Teacher Professional Competence (Y)

Based on the results of the study, we can see that the two independent variables, namely the academic supervision of the school principal and the teacher's self-development, together have a very large influence on increasing the professional competence of teachers. From the results of calculating the coefficient of determination (R), we know that the two independent variables affect the dependent variable by 80.4%.

Good supervision directs its attention to the basics of education and ways of learning and its development in achieving the general goals of education. Supervision performance is the improvement and development of the teaching and learning process in total, for example improving the quality of teacher teaching, fostering the growth of the teaching profession in a broad sense, including including the provision of facilities that support the smooth running of the teaching and learning process, improving the quality of teacher knowledge and skills, providing guidance and coaching in terms of curriculum implementation, selection and use of teaching methods, learning tools, teaching evaluation procedures and techniques and so on (Muslimatun, 2021).

In addition to supervision, professional competence can be achieved by developing personnel, employees or employees which is always a continuous effort in an organization. Likewise, school. Principals, teachers, business personnel need career advancement, knowledge and skills. This personnel development can be carried out formally and informally. Formal development is organized and becomes the responsibility of the institution concerned through upgrading, study assignments, workshops and the like. Meanwhile, informal development is the responsibility of employees which is carried out independently or with co-workers (Muslimatun, 2021).

Teacher professional competence can be achieved well if the principal is able to carry out academic supervision well too. A school principal must have supervisory competencies, namely: Planning an academic supervision program in order to increase teacher professionalism, Carrying out academic supervision of teachers using appropriate supervision approaches and techniques, and following up on the results of academic supervision of teachers in order to increase teacher professionalism.

Likewise with teacher self-development. More and more often a teacher carries out self-development through activities at school and between schools, both independently and in groups. Teacher self-development actually has to be done as a form of awareness from within each

teacher, to improve the ability to become an educator.

CONCLUSIONS AND RECOMMENDATION

Based on the research that has been done, it can be concluded as follows:

1. There is a significant and positive influence between the Principal Academic Supervision variable on the Professional Competence of teachers at SDN Rupert Utara District.
2. There is a significant and positive influence between the Teacher Self-Development variable on the Professional Competence of teachers at SDN Rupert Utara District.
3. There is a significant and positive influence between the Principal Academic Supervision and teacher self-development variables on the Professional Competence of teachers at SDN Rupert Utara District.

Based on the conclusions stated above, the following suggestions can be given:

1. The principal is expected to be able to provide motivation, supervise, provide incentives, provide good opportunities for career development, in order to improve the ability of teachers in schools.
2. Teachers at SDN Rupert Utara District are expected to have good abilities, skills and perceptions to become professional teachers as expected.
3. Teachers at SDN Rupert Utara District should try to increase professionalism to improve quality and deliver material in accordance with innovative methods and improve, master and develop lesson materials, discipline in teaching and other assignments.
4. This study only provides information about the influence of the Principal's Academic Supervision and teacher self-development on the Professional Competence of teachers at SDN Rupert Utara District. In future research, it is hoped that they can examine other factors that also influence teacher professional competence.

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