

THE CORRELATION BETWEEN SUPERVISION OF SCHOOL SUPERVISOR AND SUPERVISION OF PRINCIPAL WITH TEACHER PERFORMANCE IN PUBLIC ELEMENTARY SCHOOL IN ASTAMBUL SUBDISTRICT.

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Abstract: The improvement and supervision in teacher position have not supported the realization of the personal development and teacher performance in proportionate. All educational reform that relate to the teaching and learning process should be consider the school supervisor, principal and teacher in terms of their participation. To make the teacher performance to be maximal, one of the efforts is to conduct supervision that are conducted by the school supervisor or the principal.

The purpose of this research is to describe: (1) The correlation between supervision of school supervisor with teacher performance of the public elementary school, (2) The correlation between supervision of principal with teacher performance of the public elementary school, (3) The correlation between supervision of school supervisor and supervision of principal of the public elementary school, (4) The correlation between supervision of school supervisor and supervision of principal simultaneously with teacher performance of the public elementary school in Astambul subdistrict.

This research is conducted by using quantitative descriptive method with a correlation technique of a number variable of existing research. The technique of collecting data uses a questionnaires that is distributed to 147 teachers (as samples) from 234 population of teachers in public elementary school in Astambul subdistrict. The instrument in the questionnaire is tested the validity by using Pearson Product Moment correlation technique, while the reliability testing uses the Alpha from Cronbach's. The classification of the level from Supervision of school supervisor, Supervision of principal, and teacher performance is determined by considering the average score and ideal standard deviation. Hypothesis testing uses simple correlation and multiple correlation techniques

Research result showed that: (1) There is a correlation between supervision of school supervisor and teacher performance in public elementary school in Astambul subdistrict, (2) There is a correlation between supervision of principals and teacher performance in public elementary school in Astambul subdistrict, (3) There is a correlation between supervision of school and supervision of principals in public elementary school in Astambul subdistrict, (4) There is a simultaneous correlation between supervision of school supervisor and supervision of principals with teacher performance in public elementary school in Astambul subdistrict .

Suggestions for school supervisor and principal as the supervisor is more optimal for guide the teacher in perfecting the RPP (lesson plan) to suit the learning objective and to improve the observation of the implementation of the classroom learning which is conducted by the teacher. For teacher, to improve in organizing material, learning media, and learning resource.

Keywords: Supervision, School Supervisor, Principal, Teacher Performance

1. Introduction

Teacher performance is the result of work that can be accepted by a teacher in an educational institution in accordance with the duties and responsibilities in achieving educational goals (Mustofa, 2013). Teacher performance is an important element in education, besides that it also a determinant high and low quality of education. Teacher performance is carried out by the teacher in carrying out the duties of a teacher as an educator. The teacher are the main factor in the education process, while the educational facilities are complete and sophisticated (Suriansyah, 2018). However, if it is not supported by qualified teachers, the maximum teaching and learning process is needed. Here is a big homework in Indonesia.

To make the teacher performance to be maximal, one of the efforts is to conduct supervision, both carry out by the principal and the school supervisor. Guidance or services provided by principals and supervisors are known as academic supervision which contains a series of activities to help teacher develop their ability to manage the learning process to achieve learning goals (Glickman, 2010)

The reality in public elementary school in Astambul Subdistrict, there are still many teachers who have not make learning devices (syllabus and lesson plans), lacking the use of learning tools/media so as to implement performance and efforts to improve it tends

to be not optimal. This can be seen from the monotonous teaching ability of some teachers, the teacher only explain the chapters in the lesson, then the students were told to do the practice questions. This shows the learning model that implemented is very boring, lacks variation, and lacks creativity so students tend to be passive and the expected results are not maximal.

In terms of supervision, the school supervisor attitude has not shown personal closeness in conducting guidance. Whereas in field of educational and the teaching and learning process are not routine work that can be done by habituation and repetition only, but require solid guidance and planning systematically and organized. For good planning and implementation, there are still a number of supervisors who have not been able to deal with major changes in the development of learning. Such facts also occur in principals in carrying out their duties still not carrying out intensive supervision to the teacher. It was said by the teachers that it was due to the principal's lack of mastery of the supervisory functions that had to be carried out. This happens because of the complexity of the managerial task of a school principal which results in a principal not being able to handle his own supervision of education, especially supervision which emphasizes more on the learning aspect

The reality experienced by researchers shows that the correlation between supervision school of supervisor and principal is still not in line with expectations as they should. That efforts to improve the quality of education through supervision services from school of supervisors, principals, and teacher performance can be increased so as to improve the quality of the process and results of learning in the classroom (Aslamiah, 2014).

2. Method

According to the level of explanation, this study includes descriptive research, which is trying to describe the variables that are also intended to predict the closeness correlation of the one variable to another variable between predictors and one criterion variable (Sugiyono, 2006). As for the type of data and analysis, this research includes quantitative research because data is in the form of numbers which are then analyzed and processed in the form of statistical analysis (Sugiyono, 2006).

This study uses correlation techniques that describe the correlation between two or more variables. Correlation research seeks to determine how strong the correlation is between two variables (Suryabrata, 2003). This study intends to obtain an overview of how much the correlation between Supervision of School Supervisor (X1) and Supervision of Principal (X2) as the dependent variable with teacher performance (Y) as the dependent variable.

2.1 Population and Sample

The population in this study were all public elementary school teachers who served in public elementary school in Astambul Subdistrict with the provisions of the teachers who was a civil servant. To obtain a representative sample of researchers using formula developed by Slovin (Sugiyono, 2010) with an error rate of 5%, proportionate random sampling technique was then carried out in sampling. Each member of the population had the same opportunity to be chosen as a sample member (Sugiyono, 2010). The sampling technique is proportionate random sampling, with one method used to determine the number of samples using the Slovin formula, namely as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where :

n: sample

N: population

e: estimate error rate

To obtain a sample of 147 people, it is done randomly by lottery, by making a paper roll that contains the serial numbers of each school. The paper rolls were shuffled and taken randomly one by one each school according to a predetermined number, so that the number of samples obtained from 29 public elementary school in Astambul Subdistrict was 147 teachers who were used as respondents in the study.

2.2 Data Collection

This study uses questionnaire and observation techniques. The measurement scale used in this research questionnaire is a questionnaire with a Likert Scale. Observation is called observation which includes monitoring activities an object by using all sensory devices (Arikunto, 2006). This study is intended to determine the extent of teacher performance using PKG results.

Instrument testing is conducted to measure the extent to which research instruments were feasible to used. The instrument used here is a questionnaire that will be shared with the teachers. For teachers, they get two questionnaires to find out the opinions/attitudes

of teachers with supervision of school supervisors to teachers and supervision of principals to teachers with 25 each questions and 5 answer choices. In this study the validity test uses Product Moment Correlation which is one form of parametric statistics because test data on interval or ratio scales. And to test reliability is measured using Cronbach's alpha. There are two reasons for researchers used the Cronbach's alpha test. First, because this technique is the reliability testing technique of the most frequently used questionnaire. Second, by carrying out the Cronbach's alpha test, inconsistent indicators will be detected (Maholtra, 2012).

2.3 Data Analysis

The data analysis technique in quantitative research is clear, which is directed for answering the problem statement or testing the hypothesis has been formulated in the proposal. Because the data is quantitative, the data analysis technique uses the available statistical methods (Sugiyono, 2009). To determine the level of tendency supervision of school supervisors, supervision of principals, and teacher performance of public elementary school in Astambul Subdistrict, Banjar Regency is carried out by categorizing the level of tendency. For this purpose the ideal mean score and ideal standard deviation score (Sdi) are used as criteria. The tendency of supervision of school supervisors, supervision of principals, and teacher performance is divided into three categories as follows

Table 2.1 Descriptive assessment criteria for supervision of school supervisor, supervision of principal and teacher performance

Variable	Average	Description
X1, X2, Y	$Mi + 1Sdi$ up	High/Good
	$Mi - 1Sdi$ s/d $Mi + 1 Sdi$	Medium/Enough
	$Mi + 1Sdi$ below	Low/Less

The above category intervals are based on the highest score and the lowest score of each variable. Next, find the ideal mean price (Mi) of the standard deviation (Sdi). The rules used to determine Mi and Sdi are $Mi = \frac{1}{2}$ (lowest ideal value + highest ideal value), whereas to calculate the ideal standard deviation (Sdi) = $\frac{1}{6}$ (highest ideal value - lowest ideal value). As for the requirements test using analysis of normality and linearity test. With the normality test, the sample taken will come from a population that is normally distributed or not. If the result of test normal, then the results of statistical calculations can be generalized to the population. This normality test uses the SPSS 16.0 program, namely by the Kolmogorov-Smirnov test with criteria if $p > 0.05$ means normal distribution. While linearity test aims to determine the correlation between independent and bound variables is linear. The linearity test of this study uses the SPSS 16.00 program, namely the Glejser test.

3. Result and Discussion

The object of this research is public elementary school in Astambul subdistrict, Banjar Regency, South Kalimantan Province. The subjects of this study were public elementary school teachers in Astambul District, Banjar Regency, South Kalimantan.

The main hypothesis formula in this study are: (1) There is a direct and significant correlation between supervision of school supervisor and teacher performance in public elementary school in Astambul subdistrict, (2) There is a direct and significant correlation between supervision of principals and teacher performance in public elementary school in Astambul subdistrict, (3) There is a direct and significant correlation between supervision of school and supervision of principals in public elementary school in Astambul subdistrict, and (4) There are a direct and significant simultaneous correlation between supervision of school supervisor and supervision of principals with teacher performance in public elementary school in Astambul subdistrict

The results of the analysis of the correlation between the supervision of school supervisors and school principals with teacher performance in public elementary school in Astambul Subdistrict. Can see in the following table:

Table 3.1 Intercorrelation Matrix Result

		supervisi_pengawas_kepada_guru	supervisi_kepala_sekolah_kepada_guru	kinerja_guru
supervisi_pengawas_kepada_guru	Pearson Correlation	1	.614**	.263**
	Sig. (2-tailed)		.000	.001
	N	147	147	147
supervisi_kepala_sekolah_kepada_guru	Pearson Correlation	.614**	1	.211*
	Sig. (2-tailed)	.000		.010
	N	147	147	147
kinerja_guru	Pearson Correlation	.263**	.211*	1
	Sig. (2-tailed)	.001	.010	
	N	147	147	147

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Based on Table 3.1 above, the correlation between supervision of school supervisor and teacher performance in public elementary school in Astambul Subdistrict is 0.263 and the level of significance is 0.001. Because the value of $SIG = 0.001 < 0.05$, then H_0 is rejected and it means H_a has accepted. The Correlation between supervision of school principal and teacher performance in public elementary school in Astambul Subdistrict is 0.211 and the significance level is 0.010. Because the value of $SIG = 0.010 < 0.05$, then H_0 is rejected and it means H_a has accepted. And the correlation between supervision of school supervisor and supervision of school principal in Astambul Subdistrict is 0.614 and the significance level is 0,000. Because the value of $SIG = 0,000 < 0,05$, then H_0 is rejected and it means H_a has accepted..

Table 3.2 Simultaneous table Correlation supervision of school supervisor and supervision of principal with teacher performance in public elementary school in Astambul subdistrict.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.270 ^a	.073	.060	2.19471	.073	5.664	2	144	.004

a. Predictors: (Constant), supervisi_kepala_sekolah_kepada_guru, supervisi_pengawas_kepada_guru

Based on the Model Summary Table above there is a significant correlation between X_1 , X_2 and Y from the overall test results, it can be seen the results of the value of $SIG = 0.004 < 0.05$, then H_0 is rejected and accepts H_a and also R results of 0.270. The correlation of 0.270 means that the relate correlation is directional (because the result is positive).

4. Conclusion and Suggestions

The conclusion of this study that there is a correlation between supervision of school supervisor and teacher performance in public elementary school in Astambul subdistrict. There is a correlation between supervision of principal and teacher performance in public elementary school in Astambul subdistrict. There is a correlation between supervision of school supervisor and supervision of principal in public elementary school in Astambul subdistrict. There is a simultaneous correlation between supervision of school supervisor and supervision of principal with teacher performance in public elementary school in Astambul subdistrict. The correlation between three positive variables and the same direction means that if supervision of school supervisors, supervision of principals high, so the teacher performance will also high and increase.

Based on the findings of the research conducted in public elementary school in Astambul Subdistrict that relate to the correlation between supervision of school supervisors and supervision of principal with teacher performance, the researchers suggested that school of supervisors should always increase their role in supervising teachers who are more maximal in public elementary school in Astambul Subdistrict, where the teachers are very much waiting for help and guidance directly from the supervisors, especially supervision of learning (class visits) including; mastery of curriculum, methods and learning media, and evaluation of learning outcomes. For Principal should conduct a review of the suitability of learning devices with the implementation of learning and guide teachers in perfecting the RPP to fit the learning objectives. And for teachers should improve in developing and organizing material, learning media, and learning resources and better preparing for what is needed during the learning process and more creative in using learning methods.

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