

THE INFLUENCE OF THE PRINCIPAL SUPERVISION AND TEACHER'S PROFESSIONAL COMPETENCE IN LEARNING DESIGN ON THE QUALITY OF EDUCATION

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ABSTRACT

This study aims to analyze the effect of (1) principal supervision, (2) teacher professional competence and (3) learning design on education quality. The research method used is a causal survey with a correlational design and path analysis (Path Analysis). Correlational design is used to determine the relationship and the magnitude of the influence between two or more variables. The variables used in this study are the supervision of the principal (X₁), teacher professional competence (X₂), learning design (X₃), and quality of education (Y₁). The population in this study were 182 public elementary school teachers in Cluster 2, Tangerang District. Validity test is calculated using the Product Moment formula and reliability is calculated using the Alpha Cronbach formula. The data were analyzed using descriptive statistics, to test the hypothesis, the correlation test, regression test and determination test were used which were calculated using SPSS version 25 software. The results showed that the supervision of school principals, teacher professional competence and learning design had an influence on the quality of education partially or simultaneously. Based on the results of the research, it can be implied that the supervision of the principal, teacher professional competence and learning design for teachers at SD Negeri Gugus 2 Tangerang District is good and this needs to be improved through teacher competency test activities, making good learning designs and optimizing the role of school principals so that quality the quality of education is getting better

Keywords: *Teacher Professional Competence, Learning Design, Supervision Of School Principals, Quality Of Education*

INTRODUCTION

The importance of a teacher making a learning plan is intended to be able to present learning activities that can provide good learning experiences and learning outcomes for students. According to the researchers' initial observations, in cluster 2 SD Negeri Tangerang District, there are still many teachers making learning designs that are not in accordance with the conditions of the learning environment and the needs of students. Most educators carry out their obligations in making learning designs, only downloading and changing the identity of existing learning designs without revising all elements in the learning design according to the learning environment and the characteristics of students.

Teaching preparation such as making lesson plans is very important as a guide for a teacher carrying out learning in the classroom. Thus learning can take place interactively, inspiring, fun, challenging, efficient, motivating students to actively participate, and provide sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students and will further influence to the quality of education in the education unit.

According to the Central Statistics Agency (BPS), the national Human Development Index (IPM) in 2021 will reach 72.29, he said. Jakarta contributed the highest HDI, namely 81.11, while contributions from eastern Indonesia such as Papua and West Papua were below the national average of 60.62 and 65.26 respectively. One important component to push Indonesia to become a developed nation is the human element. The efforts made by the government are relatively serious. President Jokowi (Joko Widodo) said in the media, it must be accelerated by improving infrastructure, quality, and increasing teacher competency. (<https://en.antaranews.com>, 2021)

One of the elements of the education staff that has a very important role in the progress of a nation, teachers are required to continue to improve their quality as teachers and educators, teachers are one of the determining factors in the success of achieving educational goals. Therefore, schools must have competent teachers. Teachers must carry out their duties in a professional manner guided by work ethics, productive, effective and innovative. Teachers should always improve their quality as a professional, in order to create quality graduates. Qualified graduates can be created through formal educational institutions in which there are teachers who work with heart and high performance.

In accordance with Law no. 14 of 2005 article 10 teachers are required to have pedagogic competence, personal competence, social competence and professional competence. Teacher professional development needs to be done in the form of increasing their competence or ability in the management of the learning process and the use of learning resources. This can be done through professional education, workshops, seminars, scientific activities, MGMP, and supervision.

The professionalism of a teacher is important to meet the needs of students in various fields, both spiritual, intellectual, moral, ethical, and physical needs as well as understanding professional ethics in carrying out their duties. Professional educators must have integrity, quality and characteristics that show complete unity so that they have the potential and ability to radiate authority and honesty.

Based on initial observations, researchers found that there were problems with teacher awareness in making learning implementation plans that were still relatively low in public elementary schools in Cluster 2, Tangerang District, Tangerang City. This is shown by the number of teachers who make lesson plans not in accordance with the number of existing teachers.

In making learning plans for public elementary school teachers in Cluster 2, Tangerang District, Tangerang City, they also did not make them based on the environmental conditions and student learning climate. This can be seen from the lesson plans that have been made, they are still downloading from existing lesson plans on online search sites and changing identities but not changing the essence of what is in the lesson plans that should be. The Principal's Academic Supervision, which is a teacher monitoring tool in making learning plans, is not functioning properly. So that the professional competence of teachers is not honed and seen in making learning plans.

METHOD

This study uses a causal survey method with a path analysis approach. Distributing instruments in the form of questionnaires to collect data on the influence of school principal supervision, teacher professional competence and teacher learning design on the quality of education in Gugus 2 Public Elementary School, Tangerang District, Tangerang City, Banten Province. The independent variable in this study is the supervision of the school principal (X1) learning planning (X2), the Academic Supervision of the Principal (X3) while the dependent variable is the quality of education (Y).

The form of research in this thesis is a form of quantitative research, with the aim of obtaining an overview of the competency variables of educational academic supervision (X1), teacher professionalism (X2), learning design (X3), and quality of education (Y). The population used in this study, based on the number of public elementary school teachers in Cluster 2, Tangerang district, was 182 people. The number of research samples obtained using this formula is 125 respondents. How to determine the respondent is done by random. The trial sample for the research instrument test used 30 teachers. This is done to determine the validity and reliability of research instruments.

FINDINGS AND DISCUSSION

The Effect of Principal Supervision Variables on Education Quality

Based on the results of the partial test conducted, it is known that the Principal's Supervision has an effect on the Quality of Education in SD Negeri Gugus 2, Tangerang District, Tangerang City, where the tcount value is 5.496 which is greater than the ttable amount, namely 1.979 ($5.496 > 1.979$) and the significant value obtained of 0.000 less than 0.05 ($0.000 < 0.05$). This is in line with research conducted by Suwartini (2017) where the principal as a supervisor helps teachers develop learning activities by planning supervision, carrying out supervision, and following up on the results of supervision to improve the quality of learning and develop teacher professionalism. The better the academic supervision carried out by the principal, the better the quality of education in the school.

Teacher Professional Competence on Education Quality

Based on the results of the partial test conducted, it is known that the Professional Competency of Teachers influences the Quality of Education in SD Negeri Gugus 2, Tangerang District, Tangerang City, where the tcount value is 5.336, which is greater than the ttable value, which is 1.979 ($5.336 > 1.979$) and the significant value obtained of 0.000 less than 0.05 ($0.000 < 0.05$). This is in line with research conducted by Sulastri, et al (2020) where in his research it was found that good teacher competence greatly influences the quality of learning and the quality of education, this is what happened at Prabumulih 8 Public Middle School so that students achieved many achievements both in co-curricular and extra-curricular fields.

The Effect of Learning Design Variables on Educational Quality

Based on the results of the partial test conducted, it is known that the Principal's Academic Supervision has an effect on the Quality of Education in SD Negeri Gugus 2, Tangerang District, Tangerang City, where the tcount value is 4.553 greater than the ttable amount, namely 1.979 ($4.553 > 1.979$) and a significant value that is obtained by 0.000 less than 0.05 ($0.000 < 0.05$). Curriculum and learning quality management includes curriculum planning, implementation and assessment activities. To ensure the effectiveness of the development of the curriculum and teaching program the principal along with his staff must be able to describe the contents of the curriculum in more detail and translate it into an annual, semester and monthly program which must then be developed by the teacher.

The Effect of Principal Supervision Variables, Teacher Professional Competence and Learning Design on Education Quality

Based on the results of the partial test conducted, it is known that the Principal's Supervision, Teacher Professional Competence, Learning Design have an effect on the Quality of Education in SD Negeri Gugus 2 Tangerang District, Tangerang City where the Fcount value is 230.685, which is greater than the F table, which is 2.68 ($230.685 > 2.68$) and a significant value obtained of 0.000 is less than 0.05 ($0.000 < 0.05$). In addition, the magnitude of the influence of the Principal Supervision variable, Teacher Professional Competence, Learning Design on Education Quality is 0.851 or 85.1% which is taken from the r square value of the coefficient of determination test

CONCLUSION

From the results of data analysis and discussion of the previous chapter, the following conclusions are obtained:

1. Supervision of the Principal has a significant and positive influence on the Quality of Education seen from the partial test that has been carried out where the significant value obtained is 0.000 and less than 0.05 so that it meets the requirements of the hypothesis test. A positive relationship means that the higher the Principal Supervision variable, the higher the Quality of Education variable at SD Negeri Gugus 2 Tangerang District, Tangerang City.
2. Teacher Professional Competence has a significant and positive influence on the Quality of Education seen from the partial test that has been carried out where the significant value obtained is 0.000 and less than 0.05 so that it meets the requirements of the hypothesis test. A positive relationship means that the higher the Teacher Professional Competency variable, the higher the Quality of Education variable at SD Negeri Gugus 2 Tangerang District, Tangerang City.
3. Learning Design has a significant and positive influence on the Quality of Education seen from the partial test that has been carried out where the significant value obtained is 0.000 and less than 0.05 so that it meets the requirements for hypothesis testing. A positive relationship means that the higher the Learning Design variable, the higher the Quality of Education variable at SD Negeri Gugus 2 Tangerang District, Tangerang City.
4. Principal Supervision, Teacher Professional Competency and Learning Design have a significant and positive influence on the Quality of Education seen from the simultaneous tests that have been carried out where the significant values obtained are 0.000 and less than 0.05 so that they fulfill the requirements of hypothesis testing. A positive relationship means that the higher the Principal Supervision, Teacher Professional Competency and Learning Design variables, the higher the Quality of Education variable at SD Negeri Gugus 2 Tangerang District, Tangerang City.

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