

THE INFLUENCE OF THE PRINCIPAL SUPERVISION AND SCHOOL WORK CLIMATE ON THE WORK ETHOS OF STATE ELEMENTARY SCHOOL TEACHERS IN CLUSTER 3 AND 4, LARARAN DISTRICT, TANGERANG CITY

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ABSTRACT

The purpose of this study is to investigate: (1) The effect of principal supervision on the work ethic of teachers. (2) The school's work climate is towards the work ethic of teachers. (3) The principal supervised the school's work climate. The research approach used in this study is a quantitative approach. The population in this study was all elementary school teachers in Cluster 3 and 4 of the UPT Primary Education Larangan City area with a sample of 106 teachers who were randomly sampled. The analysis technique used is path analysis technique. Based on the results of the analysis, it is known that: 1) There is a direct positive and significant influence of Principal Supervision on the work ethic. This is evident from the results of the table $t\text{-value} > t(3,806 > 1.983)$ and the path efficiency value of 0.335. 2) There is a direct positive and significant influence on the work climate of elementary school teachers. This is evident from the results of the $t\text{-value of the table} > t_{count}(3,746 > 1.983)$ and the path coefficient value of 0.329. 3) There is a direct positive and significant influence of Principal Supervision on the work climate. This is evident from the results of the $t\text{-value of the table} > t(3,677 > 1.983)$ and the coefficient value of the path of 0.339.

Keywords: *Principal Supervision, School Work Climate,; Teacher Work Ethics*

INTRODUCTION

The success of education is inseparable from the role and duties of the teacher as the implementer

of education. A teacher must be able to utilize all existing educational resources in an effort to achieve educational goals. As an educational implementer, a teacher must have technical skills related to the use of all existing educational resources in teaching and learning activities in the classroom. The high or low quality of education is actually the responsibility of the entire nation, but the public view shows that the low quality of education is always assumed to be low teacher performance, low interpersonal communication, low quality of school principals, less professional teachers, and lack of teacher discipline.

The teacher's work ethic is a combination of economic, psychological, sociological, cultural, self-actualization, appreciation, and environmental aspects. A harmonious combination of these will cause the teacher to feel satisfied with his work. The teacher's work ethic can be the orientation of the teacher's attitude to play a greater role in pursuing his work. To develop a positive teacher attitude, school leaders should always motivate teachers so that the teacher's work ethic is high, bearing in mind that job satisfaction is part of life satisfaction, and life satisfaction depends on teacher creativity in realizing interests, talents and abilities in carrying out the learning process at school. To improve the work ethic of teachers in schools, reliable learning leadership from the school principal is needed, one of which is academic supervision.

Principal Academic Supervision carried out by school principals who are programmed and directed in the form of continuous guidance, coaching and supervision in terms of planning, implementing and evaluating learning for teachers, the work ethic and teacher performance will increase. This is consistent with previous research which states that the supervision of school principals has a positive and significant influence on teacher performance. The results of the study stated that the higher the implementation of the principal's academic supervision, the teacher's performance would increase (Maulid, 2016). The reality on the ground, "not all school principals carry out the supervisory function in a programmed, periodic and continuous manner because a lot of their time is taken up by busy meetings and other activities" (Sagala, 2013). In fact, periodic and programmed supervision by the principal given by the principal to teachers is able to increase teacher professionalism, motivation at work, and teacher performance in schools. The supervision referred to in this study is no longer in the sense of an assessment from superiors who already know (Superior) towards people who are considered incapable of anything (Inferior), but the supervision in question is "the act of helping" a form of assistance service that leads to coaching teacher in carrying out the teaching and learning process to obtain maximum learning achievement.

This is in line with previous research by Hardono (2017), which states that: Good academic supervision will improve teacher performance. The results of this study strengthen Hasibuan's opinion which states that the implementation of programmed and directed supervision has a positive and significant influence on performance (Hasibuan, 2016). In addition to the supervision of the principal, the school work climate is one of the factors thought to influence whether a teacher can obtain satisfaction at work or even vice versa the teacher loses enthusiasm and motivation, gets pressure at work, gets bored, loses confidence and feels unappreciated at work. This condition will have a negative impact on the quality of learning in schools. A good school work climate will influence the behavior of each individual in a positive direction and can even improve the quality and productivity of learning in schools.

Based on the results of the author's interviews with several principals and teachers, it was shown that the principal had carried out the principal's main duties to the teacher, but according to several teachers, the main task had only reached the level of carrying out the task and had not achieved what was expected of the principal's main task, namely helping teachers. solve various problems in the implementation of learning, this indicates that there is teacher dissatisfaction with the implementation of the principal's supervision. Most school principals in supervising do not aim to improve learning, but only emphasize administrative responsibility and do not provide guidance to teachers and in fact there are still some teachers who are confused about making learning tools, many teachers only make lesson

plans by copy and paste.

Another thing that the author also gets, is that the working climate at school is less conducive, this can be seen from several teachers often gathering and chatting in the teacher's room when they should start lessons in class. The school's work climate, especially with regard to discipline, the relationship between teachers and teachers, teachers and principals, teachers and students and teachers and teachers in MGMP is still a cause for concern. The teacher's work ethic is still far from expectations, it is evident that there are still often those who are unable to carry out learning properly, there are still many teachers who tend to be less able to take advantage of opportunities or free time for creativity. This can be seen from the teacher's lack of self-motivation to be able to show his role as a professional teacher.

Research by Johnson & Smith (2018) states that effective supervision and a positive work climate can significantly improve teacher work ethics. Similar to the study Thompson & White (2019) research results show that supportive supervision and a cooperative work climate have a positive impact on the work ethic of teachers. Another study conducted by Muller & Schmidt (2020) found that learning-oriented supervision and an inclusive work climate can positively influence the work ethic of teachers.

Teacher Work Ethic

Ethos comes from the Greek language (ethos) which means something that is believed, ways of doing, attitudes and perceptions with work values (Asifudin, 2019). From this word was born what is called "ethic" namely, guidelines, morals, behavior, or also known as etiquette which means how to be polite. According to the Big Indonesian Dictionary, ethos is a view of life that is typical of a social group (Nata (2015). Work ethic is a perspective believed by a Muslim that work is not only to glorify himself, to reveal his humanity, but also as a manifestation of charity. pious and therefore has a very noble value of worship (Tasmara, 2015). And in the Indonesian National Encyclopedia, ethos means the basic character of a society. Ethos is further defined as the ability to solve problems or problems encountered in which there is a perspective with various problems that they face, for example perspectives on world affairs, education, work and other things they are involved in.

Ethos comes from the Greek language (ethos), meaning character or character, in full ethos is character and attitudes, habits and beliefs and so on that are specific to an individual or group of people, and from the word ethos the word "ethics" is also taken which refers to the meaning of "morals" or is akhlaqiy, namely the essential quality of a person or a group of people including a nation (Asifudin, 2019). Work ethic as a view and attitude of a nation or a people with work (Anoraga, 2018). In terms of experts provide various meanings, ethos is the spirit and inner attitude of a person or a group of people insofar as it contains certain moral pressures and moral values (Tebba, 2018). Thus the ethos concerns the spirit of life, including the enthusiasm to work, seek knowledge and improve skills in order to build a better life in the future. As for work in the Big Indonesian Dictionary, it means the activity of doing something (Ministry of National Education, 2017). Work is all activities carried out because there is an urge to make something happen and are done on purpose so that a great sense of responsibility grows to produce quality work or products (Tasmara, 2015).

Work has the goal of achieving good results in the form of objects, works or services to the community. In humans there are needs which in time form the goals to be achieved. The goals to be achieved are not only related to the physical, but also related to the mental (soul) such as self-recognition, satisfaction, achievement, and others. The work ethic in Islam is the result of a Muslim's belief that work is related to the purpose of life, namely to gain the favor of Allah SWT. This is an implementation of the fact that Islam is a religion of charity or work (praxis) which teaches "work orientation" (achievement orientation). Islam wants every individual to live in society in a proper manner as a human being, at least he can meet basic needs in the form of food and clothing, get a job

according to his expertise, or build a household with sufficient provisions. That is, for everyone there must be a level of life according to their conditions, so that they are able to carry out the various obligations imposed by Allah SWT. as well as various other tasks.

From the various quotes above, we can see that the words *ethos* and *work* or *work* have a very close relationship. Both words substantially contain the meaning of work. Thus we can conclude that the work ethic is the spirit of work that is seen in the way a person reacts to work, the motivation behind someone doing a job.

From the description above, the writer can conclude that what is meant by work ethic is the characteristics and attitudes and habits of a person, mental attitude or way of looking, perceiving, living and appreciating a work value in an effort to fulfill physical and spiritual needs and certain goals. Thus the teacher's work ethic is a characteristic that is shown by a teacher regarding enthusiasm, and his performance at work (teaching), as well as his attitudes and views on work. The teacher's work ethic in another sense is the mental attitude and way of a teacher in viewing, perceiving, living a value from work.

Principal Supervision

The concept of modern supervision as follows. "Supervision is assistance in the development of better teaching learning situations". Supervision is an aid in developing better learning situations. This formulation implies that supervision services cover the entire learning situation which includes goals, materials, techniques, methods, teacher, student, and environment. This learning situation needs to be improved and improved. Furthermore, Willes defines the meaning of supervision as "Supervision is a service activity that exists to help teachers do their jobs better." (Jasmani and Mustafa, 2018)

A supervisor works closely with the teacher, his job is to assist the teacher in solving problems encountered that are directly related to the implementation of assignments in class. Supervision is any service to teachers that aims to produce instructional improvements, teaching and learning processes, and curricula (Pidarta, 2017). This understanding is more operational than the formulations that have been stated previously, implicitly the services to teachers referred to here include assistance, direction, guidance related to the field of teaching, learning situations and curriculum. The principal provides encouragement, guidance and opportunities for the growth of teacher skills and skills such as guidance in the business and implementation of education and teaching reform, selection of teaching tools, teaching methods and methods of assessment.

Another important thing is the ability of the principal in guiding to coordinate and harmonize all school resources to achieve school goals effectively and efficiently. Observing some of the views and theories above, it can be concluded that supervision is a series of coaching and guidance activities to help teachers develop their ability to manage the teaching and learning process in order to achieve educational goals, and assistance in developing teaching and learning situations so as to obtain better conditions. Even though the ultimate goal is focused on student learning outcomes, in simple terms supervision is a form of school principals who do it to find out what went wrong, why mistakes occur and how to overcome these mistakes and try to prevent the same mistakes from happening again.

While the principal can be interpreted as a school leader or an institution where the place receives and gives lessons. The principal is a functional teacher who is tasked with leading a school where the teaching and learning process is held, or a place where there is interaction between the teacher giving the lesson and the students receiving the lesson (Wahjosumidjo, 2015). The Education Office (Depdikbud) has determined that school principals must be able to carry out their work as educators, managers, administrators, and supervisors (Mulyasa, 2019).

Thus in simple terms the principal can be defined as a functional teacher who is given the task of leading a school where the teaching and learning process is held or a place where interactions occur between the teacher giving the lesson and the student receiving the lesson. With this the Principal can

be said to be a leader in the education unit whose job is to carry out the management of the education unit being led. At the operational level, the Principal is the person who is at the forefront of coordinating efforts to improve quality learning.

Principals are appointed to occupy positions responsible for coordinating joint efforts to achieve educational goals at the level of the school they lead. Of course the principal is not the only one who is fully responsible for a school, because there are many other factors that need to be taken into account. There are teachers who are seen as the key factor that deals directly with students and other factors such as the environment that affect the learning process. However, the Principal has a role that greatly influences the running of the existing system in the school.

METHOD

The research approach used in this study is a quantitative approach, because the data to be obtained is in the form of numbers and the processing uses statistical methods. The population in this study were all teachers of Cluster 3 and 4 Public Elementary Schools in the Prohibition Elementary Education UPT Tangerang City, totaling 144 people. The sample in this study were 106 people. With the technique of taking random sampling. The analysis technique used is path analysis.

FINDINGS AND DISCUSSION

Based on the statistical analysis that has been described above, it can be seen the values of the statistical results on each variable and the level of the magnitude of the relationship between variables. These results serve as the basis for the discussion of research, as follows:

The Effect of Principal Supervision on Teacher Work Ethics

Based on the results of the t test analysis, it shows a tcount value of 3,806. The tcount value is then compared with the ttable value with $df = 102$ and the value is 1,983. after comparison it turns out that the value of tcount is greater than ttable ($3,806 > 1,983$). Likewise with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.000. This means that the Sig value $< \alpha$ value ($0.000 < 0.05$), it can be concluded that H_0 is rejected and H_1 is accepted.

Based on the analysis of the correlation coefficient (rxy) between the Principal's Supervision (X1) and the teacher's work ethic (X3) a value of 0.335 is obtained with Sig. (2-tailed) of 0.000. This means that the value of Sig. ($0.000 < \alpha$ (0.05)). The coefficient value is 0.335. Thus it can be concluded that there is a significant relationship between the Supervision of the Principal and the teacher's work ethic in the low category.

The results of this study support previous research conducted by Sukanto and Juhri (2017), which concluded that academic supervision has a direct influence on the work ethic of teachers. These empirical findings support the opinion of experts and some of the results of previous research that the academic supervision of school principals has an effect on the work ethic of teachers. According to Alfonso et al in Soebagio (2013), academic supervision directly influences and develops teacher behavior in managing learning.

This is confirmed in research conducted by Sri Rahmi (2000) which shows that without the support of school principals and high motivation, it does not guarantee that educators and educational staff who have high professional abilities can achieve an optimal work ethic. High work support and motivation will encourage educators and education staff to achieve good performance even though their professional abilities are at a minimum level. Educational institutions that have stricter supervision will have higher teacher professional competence (2016). Thus it can be said that the principal as an

academic supervisor has influence in improving the teacher's work ethic.

The Effect of Work Climate on Teacher Work Ethics

Based on the results of the t test analysis, it shows a tcount value of 3,746. The tcount value is then compared with the ttable value with df 102 and the value is 1.983. after comparison it turns out that the value of tcount is greater than ttable ($3.746 > 1.983$). Likewise with the significance level (p-value), it is known that the significance probability value (Sig.) = 0.03. This means that the Sig value $< \alpha$ value ($0.03 < 0.05$), it can be concluded that H0 is rejected and H2 is accepted. So it can be concluded that work climate has a significant effect on the work ethic of teachers at Cluster 3 and 4 Public Elementary Schools, Larangan District, Tangerang City.

The correlation coefficient (rxy) between the work climate (X2) and the teacher's work ethic (X3) obtained a value of 0.329 with Sig. (2-tailed) of 0.000. This means that the value of Sig. ($0.000 < \alpha$ (0.05)). Thus it can be concluded that between the work climate and the teacher's work ethic has a significant relationship with the weak category.

The results of this study are in line with previous research conducted by Ravianto (2015) which stated that the work climate in an organization has an influence on the work ethic of employees in an organization. If this is related to the school organization, it can be concluded that the work climate influences the work ethic of teachers.

The results of this study are also in line with the results of research conducted by Amrina (2018) who found that school climate had a positive and significant effect on the work ethic of teachers at Bukit Tinggi High School. Sari's research (2016) concluded that there was a very significant positive relationship between perceptions of school climate and work ethic.

Success in creating a conducive work climate depends on the role of the principal in coordinating, mobilizing and aligning all existing educational resources. As revealed by Wahjosumidjo (2015) who stated that the principal is a leader who mobilizes all the resources in the school so that it can create a work ethic and high productivity to achieve the goals that have been formulated. The principal must understand the existing school culture, and realize that this cannot be separated from the structure and pattern of leadership. Changes to a healthier culture must start with the leadership of the school principal. The principal must develop leadership based on dialogue, mutual concern and understanding with one another, so that the use of pleasant and mutually constructive reciprocal communication patterns can be realized. Let the teaching staff and administration staff share their views on the existing school culture, which are the positive and negative aspects, especially with regard to the principal's leadership, organizational structure, values and norms, satisfaction with classes, and school productivity. This view is very important for efforts to change school culture, where school culture is closely related to the work ethic of individual teachers.

Relationship of Principal Supervision (X1) to Work Climate

Based on the results of the t test analysis, it shows a tcount value of 3,677. The tcount value is then compared with the ttable value at a significant level with df 102 and the value is 1.983. after comparison it turns out that the value of tcount is greater than ttable ($3.677 > 1.983$). Likewise with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.02. This means that the Sig value $< \alpha$ value ($0.02 < 0.05$), it can be concluded that H0 is rejected and H3 is accepted. So it can be concluded that the supervision of school principals has a significant effect on the work climate of Cluster 3 and 4 Public Elementary Schools, Larangan District, Tangerang City.

The correlation coefficient (rxy) between Principal Supervision (X1) and Work climate (X3) obtained a value of 0.339 with Sig. (2-tailed) of 0.000. This means that the value of Sig. ($0.000 < \alpha$ (0.05)). The coefficient value is 0, which is in the weak correlation category. Thus it can be concluded that there is a significant relationship between the Supervision of the Principal and the work climate in

the weak category.

The principal must try to create a good working climate by providing physical comfort for teachers in the form of providing facilities to support teachers in the learning process. In addition to meeting the needs for adequate facilities or infrastructure, the principal also makes a set of work mechanisms or devices other than facilities and infrastructure. This work mechanism is prepared so that teachers understand their duties and responsibilities, have good work motivation, and have healthy work competition. Then the principal builds harmony and good communication, namely by building good school culture morals, in the form of smiles, greetings, greetings, courtesy and openness. With the working climate of the school like this it is hoped that the work ethic of teachers will increase which will have an impact on the performance of teachers.

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