

RELATIONSHIP OF SCHOOL HEAD SUPERVISION AND WORK EFFECTIVENESS WITH TEACHER WORK SATISFACTION, JAGAKARSA JAKARTA

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Abstract

The Relationship principals' supervision and effectiveness to work with satisfaction working teachers for primary school teachers in territory 2 Jagakarsa, South Jakarta. The research is aimed to find out the correlation between: (1) Principals supervision and satisfaction working teachers; (2) effectiveness to work and satisfaction working; satisfaction working teachers (3) Principals supervision and effectiveness to work with satisfaction working teachers. The research method used was survey method. The population was the primary school teachers in territory 2 Jagakarsa, South Jakarta and the sample was chosen random for 100 teachers. The data were taken by using questionnaire and were analyzed statistically by using correlation and regression with the significance level of 0.05. The research findings were drawn as follow: (1) There was positive significance corellation between Principals supervision and satisfaction working teachers with simple regression $\hat{Y} = 27.54 + 0.70X_1$ and partial correlation $r_{y1.2} = 0.640$. (2) There was positive significance corellation between effectiveness to work and satisfaction working; satisfaction working teachers with simple regression $\hat{Y} = 15.60 + 0.81X_2$ and partial correlation $r_{y1.2} = 0.669$. (3) There was positive significance corellation between Principals supervision and effectiveness to work with satisfaction working teachers with double correlation coefficience $R_{y12} = 0.707$ and double equation regression $\hat{Y} = 7.548 + 0.359X_1 + 0.522X_2$. Based on the research findings between principals' supervision and effectiveness to work with satisfaction working teachers, the conclusion was stated that were was highly significance correlation.

Keywords: Student reading interest, Professional Library Management.

Introduction

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Education is inseparable from human cultural products, continuously developing in order to change and meet the demands of the times in society, nation and state. Education is a determining factor and a priority that needs to be built and improved in quality, both in rural and urban areas.

Improvement of the quality of education starts from school. Therefore, surely teachers and schools are the determining factors. Starting from this phenomenon, researchers feel the need to conduct research related to non-technical problems, namely on increasing the role of teachers in education. The role of the teacher in education is to manage and carry out the learning process in developing knowledge in the world of education. The substantial duties and responsibilities of the teacher often become a moral burden attached to each teacher. The success of the teacher in utilising time effectively and efficiently in the learning process greatly determines the success of the child which leads to the quality of the school's education. The aim of national education contained in Law No.20 of 2003 concerning the national education system is "developing the ability and shape of character and civilization a dignified nation in order to educate the life of the nation, to develop the potential of students to be faithful, devoted, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and accountable citizens ". For this reason, every professional teacher is expected to follow the times and science. A professional teacher is a teacher who has academic skills related to his area of expertise and has personal skills and has a high work discipline. However, in relation to the above, it is a noble task that cannot be separated from various related components, one component or element to be a qualified educator. The quality of educators is, certainly, inseparable from the extent of the qualifications of educators, welfare, work effectiveness, supervision, both supervision of supervisors, and supervision of principals, facilities and infrastructure, as well as job satisfaction, and many other factors.

Job satisfaction is a very personal thing, meaning that largely it can only be perceived by oneself and it is basically not always the same between one person and another. Therefore, job satisfaction needs to be considered by the organization because job satisfaction is a criterion for measuring organizational success in meet the needs of its members.

Job satisfaction is very individual, that is why everyone has a level of satisfaction that is not the same or different according to their needs. Generally someone will feel satisfied with the work that has been or is being done, if what he does has fulfilled his expectations in line with the purpose of someone's work. Whenever someone expects something, it means that the person has a hope, and thus he will be motivated to take action towards achieving that expectation. Job satisfaction in this case is the teacher's job satisfaction, and the same as the

job satisfaction of other employees, both have hope for the future. Teachers or educators will feel satisfied working when their needs and rights are fulfilled and there is support from the principal as his supervisor or as the leader. These needs can be in the form of economic needs, health, social, work safety, security, work comfort, and other needs.

In carrying out their duties as educators, a teacher is expected to achieve maximum job satisfaction, both in teaching planning, as well as carrying out the teaching and learning process and create a sense of maximum responsibility. Teacher's job satisfaction can encourage the emergence of mutual openness, intimacy, mutual trust, mutual respect, and prioritizing shared interests in order to achieve educational goals.

In fact, many factors can determine the success of the teacher in carrying out his duties in school, both internal factors and external factors. One factor that plays an important role in influencing the work of teachers is job satisfaction. One of the positive effects of job satisfaction is to increase passion in work and performance, both performance which includes in pedagogic, social, personality, and professional abilities.

For this reason, the role of the related elements is important to be considered and can be actualised or implement, including in this case supervision from the principal is very important for improving teacher job satisfaction. As a supervisor, the principal is expected to be able to act as a consultant, as a facilitator who understands the needs of the teacher and is also able to provide alternative solutions. In the perspective of the national education policy there are 7 (seven) duties and functions of the principal as EMASLIM, namely as educators (educators), managers, administrators, supervisors (leaders), leaders (innovators) and motivators in schools have a role to organize, organize , as well as utilizing all resources owned by the school in order to achieve the stated goals. Therefore, to get a qualified school principal, he or she can be occupied from qualified teachers who have competence and experience as teachers (*direct experimental learning*). The teaching experience in school alone is not enough to be a qualified headmaster, but it is necessary to prepare through the training of principals in relation to the duties of supervisors to be carried out and the experience of being a principal. supervision has not been fully implemented, even feedback from supervision that should have been done has not been fully implemented. For example, after supervising, principals have not maximally provided suggestions for improvements to supervised teacher. This lead to least teacher performance which is demonstrated by the presence of teachers who have not fully made the learning device, even if it has been made, in its implementation it is still not maximal. There are still a number of teachers who are still not maximal in mastering computers, still having difficulties in making learning media. Some teachers are still not optimal in developing

professionalism, updating their knowledge. These unveil that the teachers' work motivation is still low. In other words, the effectiveness of the teacher's work at this time still relatively needs to be improved. Efforts to improve and increase school effectiveness require an understanding and mastery of competencies in achieving goals that are dynamic and focused. It is also related to the efforts to enhance the teacher's job satisfaction. For this reason, various elements involved in educational activities in the framework of educating need to be recognized so that the assessment of educational efforts as a system is needed, which subject to develop individual potential to be able to stand alone, namely by individual paths are given various abilities in developing concepts, principles, creativity, responsibilities and skills, including the substance of education both educators, curricula, principals, infrastructure, students and the education environment. The purpose of education at every level of education is to provide prerequisite to students to develop their lives as individuals, community members and citizens and members of humanity and to prepare students for better education. Regarding this, obviously many things cannot be separated from the extent of the effectiveness of the teacher.

Teacher job satisfaction cannot be separated from the influence of a leader or principal. This is because the leader is a controller in directing the teachers. Based on the results of previous research conducted by Setyowati, Mulyoto and Suryan, it states that there is a significant correlation between school principal supervision and teacher job satisfaction. This shows that the more frequent supervision is done, it will have an impact on higher job satisfaction, on the contrary, the less supervision is done, the lower the job satisfaction of teachers. Teacher job satisfaction is characterized by the emergence of satisfaction and completion of tasks that are the responsibility of the teacher in a timely manner, besides the emergence of dedication, excitement, craft, perseverance, initiative and high work creativity in work. Teacher job satisfaction becomes one of the factors that must be considered, if the teacher feels satisfaction in working, then he or she will create an atmosphere full of togetherness, have the same responsibilities, a good communication climate and also high morale so that the goals of the organization or school can be achieved maximally. But on the contrary if the teacher does not feel satisfied, he or she will create an atmosphere that is rigid, boring, and low team spirit.

From the context above the teacher is a key factor. One indicator is the habit of learning from one's own experience to increase job satisfaction. To achieve work success, the teacher must have the basic ability to carry out his duties as a professional, consisting of four teacher competencies, as stated in Article 8 of Law Number 14 of 2005 concerning Teachers and Lecturers, including pedagogic competence, personal competence, social competence and

professional competence gained through professional education. The four competencies mentioned above are holistic and integrative in teacher performance. Teacher work is a collection of various tasks to achieve educational goals. Satisfaction in carrying out tasks is an important aspect of one's performance or productivity. This is due to the majority of the time teachers are used to work. In general, the work of the teacher is divided into two, namely work related to the tasks of teaching, educating and social tasks. What the teacher does in the school environment, namely the teacher carries out the task as a teacher and educator. As a teacher, the teacher provides knowledge (cognitive), attitudes and values (affective), and skills (psychomotor).

Teachers are required to work by providing the best service to school stake holders such as students, parents, and the community. One factor that supports the teacher to work as well as possible is job satisfaction. This means that if the teacher is satisfied with the policies and rules in the school then they will work passionately and responsibly.

Based on the description above, it is interesting to look at education in Jagakarsa Subdistrict that is located in border line area between Depok of West Java and DKI Jakarta Province. In the last few decades, it carries on to develop and improve the quality of education through various program policies issued by the Regional Government local.

Despite seeing the phenomenon and based on observations that have been made to teachers in Jagakarsa Subdistrict, in this case the SDN Wilayah 2 Cipedak in the District of Jagakarsa of South Jakarta, the facts are not in line with expectations. Many factors are related, but the dominant factor is perceived to be still low teacher job satisfaction so that there are various issue that are less positive occurred such as found a lack of effectiveness of the work of people who are less able to complete their work beyond the target within a predetermined period of time. Besides that, the teacher's work that is not optimal, less efficient in utilizing the facilities provided by the school. Meanwhile, there is still a work of teachers who are still ineffective, in addition to the lacks of proper functioning from principal's supervision, and also the job satisfaction of teachers is still found to be lacking in satisfaction as well as in their daily activities at school. Such a thing, of course, cannot be allowed to drag on, if the quality of education at SDN Wilayah 2 Cimpedak, Jagakarsa District, South Jakarta is to be improved, then efforts must be sought its solution.

The thought of the problem of job satisfaction today is one of the things that bring many benefits to the interests of individuals, industry, institutions / institutions, and society. This topic eventually became popular as a research among industrial psychologists and management experts because it can stimulate workers to increase their work productivity.

Human resources are factors that play an important role in all industrial sectors and various business activities although progress in the technology sector is increasing rapidly over time which in turn has reduced the percentage of human resource use. The importance of human factors as workers enforces management to provide motivation to its employees to achieve a job satisfaction to support maximum productivity.

Greenberg and Baron describe job satisfaction as a positive or negative attitude that individuals make towards their work. In addition, Gibson stated job satisfaction as an attitude that workers have about their work. This is the result of their perception of work. According to Mathis job satisfaction is a positive emotional state of evaluating one's work experience.

According to Sihombing there are three kinds of theories about job satisfaction, namely:

1. Discrepancy Theory

Satisfaction or dissatisfaction with a number of aspects of work depends on the difference (discrepancy), between what should be there (hope, needs or values) with what according to his feelings or perceptions have been obtained or achieved through his work. A person will be satisfied if there is no difference between the desired conditions and actual conditions. The greater the deficiency and the more important things desired, the greater the dissatisfaction.

2. Equity theory

Basic job satisfaction is the degree of equality received by employees in their work situation, the higher the degree of fairness received, the more satisfied the employee concerned. Factors of are input, outcome, comparison person, and equity-equity. Input is anything that is valuable to someone who is considered to support his work, such as: education, experience, skills, the amount of effort that is devoted, the number of hours worked, and equipment or personal equipment used for his work. Outcome is something that is considered valuable by a worker obtained from his work, such as: wages or salaries, side benefits, status symbols, rewards, and opportunities for success or self-expression. This comparison person can be someone in the same company, or in another place, or it could be with himself in the past.

3. Two-Factor Theory

This theory was introduced by Frederick Herzberg based on research conducted on 250 respondents in nine companies in Pittsburg. In this study Herzberg looked for to the relationship of satisfaction with productivity. The two-factor theory states that job satisfaction is qualitatively different from job dissatisfaction. According to the above

theory, job characteristics can be grouped into two categories, one called "dissatisfier" or "hygiene factors" and the other called "satisfier" or "motivators". Hygiene factors include things like: salary / wages, supervision, interpersonal relationships, working conditions and status. A certain amount of hygiene factors are needed to fulfill a person's biological drive and basic needs such as security and group needs. If these needs are not met, someone is not satisfied. But if the amount of hygiene factors is sufficient to meet these needs, one will not be disappointed again but not necessarily satisfied.

Herzberg's investigation proves that the answers of people who feel their work is good are very different from those who feel that their work is not good. In other words, it is explained that a person's answer depends very much on his job satisfaction. The principal have to understand the duties and position of his employees or staff at the school he leads. So, the coaching done goes well and is not confusing.

Minister of National Education Regulation No. 13/2007 concerning School / Madrasah Head Standards, one of which has a supervision function whose competence is as follows:

1. Planning an academic supervision program in order to increase teacher professionalism.
2. Implement academic supervision of teachers using appropriate supervision techniques and approaches.
3. Follow up on the results of academic supervision of teachers in order to improve teacher professionalism.

Numerous point of views from the experts above crystallize the substance of supervision, namely efforts to help and serve teachers, through the creation of a conducive environment for improving the quality of knowledge, skills, attitudes, discipline, and fulfillment of needs and strive to always improve themselves in order to improve the quality of teaching and learning so as to achieve educational success.

Work performance also called performance. In principle, there are other terms that better describe "achievement" in English, the word "to achieve" which means "to reach", so in Indonesian it is often interpreted as "achievement" or "what is achieved". In achieving work effectiveness is the level of attachment and achievement of output (output) that is expected from a number of inputs (input) and carried out appropriately in accordance with what has been planned, the dimensions are: (1) time, indicators to complete a job and tasks charged, (2) tasks, indicators of discipline and expectations of leaders, (3) productivity, indicators of work quality and achievement of work, (4) motivation, indicators of encouragement from leaders and

attention to needs, (5) job evaluation, indicators providing assistance and providing information , (6) supervision, indicators minimize the risk of errors and timely, (7) work environment, indicators of employee layout and concentration, (8) equipment and facilities, indicators of work fluency and expected results. (Ronald O'Reilly: 2003)

METHOD

This study uses a quantitative approach with survey methods with correlational techniques. Data analysis used descriptive statistics, inferential statistics, simple, and double correlation, partial correlation and simple and multiple regression. To facilitate understanding of the relationship study; X1: Principal Supervision, X2: Teacher Work Effectiveness, each as an independent variable, and Y: Teacher Job Satisfaction as a dependent variable, the following constellation of research variables is arranged.

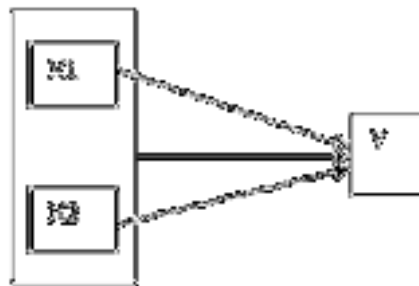


Figure 1. Correlation of Variable Path Analysis

FINDINGS AND DISCUSSION

Analysis of Requirements Analysis

Research hypothesis testing is done using regression and correlation analysis. For this purpose it is necessary to test the requirements of correlation and regression analysis, namely the test for normality and linearity test of the data.

1. Normality Test

Data normality testing was carried out using the Lilliefors test which was tested at $\alpha = 0.05$. The hypothesis testing criteria is that H_0 is accepted if it is normally distributed, and H_0 is rejected if it is not normally distributed. Briefly can be written: H_0 is accepted if $L_o (L_{count}) < L_t (L_{table})$ and H_0 is rejected if $L_o (L_{count}) > L_t (L_{table})$

From the results of the calculation of the normality test, the results of the calculation are as follows:

- a. Normality Test for Y Regression Estimates Error for X1

From the calculation results obtained the value of $L_{count} = 0.2737$ this value is greater than the value of L_{table} ($n-100; \alpha = \text{Linier}$) of 0.0869. Considering the L_{hitung} value is greater than L_{table} , the distribution of Teacher Job Satisfaction data on Principal Supervision tends to form a normal curve.

b. Normality Test Error for Y Regression Estimates for X2

From the calculation results obtained the value of $L_{count} = 0.2156$ this value is greater than the value of L_{table} ($n-104; \alpha = \text{Linear}$) of 0.0869. Considering that the L_{hitung} value is greater than L_{table} , the data distribution of Teacher Job Satisfaction on the Effectiveness of Teachers tends to form a normal curve.

c. Normality Test Error for Y Regression Estimates for X1 and X2

From the calculation results obtained the value of $L_{count} = 0.2837$ this value is greater.

Table 1
Results of Testing the Normality of Regression Estimation Error

Regression Estimation Error	N	L_{count}	L_{table}		Note
			$\alpha = 5\%$	$\alpha = 1\%$	
Y upon X ₁	100	0,2737	0,0869	0,1021	Normal
Y upon X ₂	100	0,2156	0,0869	0,1021	Normal
Y upon X ₁ X ₂	100	0,2837	0,0869	0,1021	Normal

Based on the L_{hitung} and L_{table} prices above, it can be concluded that the pair of all data from the instrument both Teacher Job Satisfaction on School Principal Supervision, Teacher Job Satisfaction on Teacher's Work Effectiveness and Teacher Job Satisfaction on School Principal Supervision and Teacher Work Effectiveness come from normally distributed samples .

1. Homogeneity Test (Heteroscedasticity Test)

The variance homogeneity test is intended to examine the homogeneity of variance between groups of score dependent variables which are grouped based on the similarity of independent variable values. Homegeneity testing is carried out for the Bartlett test.

The testing process taken is first to make the grouping of dependent variable data based on the similarity of the independent variables. Then calculated the value of dk , $1/dk$, varians

si^2 , $\log si^2$, $dk si^2$, $(dk) \log si^2$. From these values, the value χ^2 is calculated and the result is called χ^2_{count} . The test criteria are as follows:

Ho is accepted if $\chi^2_{counts} < \chi^2_{table}$

Ho is rejected if $\chi^2_{counts} > \chi^2_{table}$

The results of the calculation of the variance homogeneity testing instrument Teacher Job Satisfaction on the Principal Supervision obtained χ^2_{count} of 14.206. The value of χ^2_{table} with dk 40 on $\alpha = 5\%$ is equal to 55.76. Therefore, $\chi^2_{counts} < \chi^2_{table}$, so H_0 is accepted. This means that the variance of the groups of instruments of Teacher Job Satisfaction on Principal Supervision is homogeneous.

The results of the calculation of the homogeneity of variance testing of the Teacher Job Satisfaction on the Teacher's Work Effectiveness obtained χ^2_{count} of 15.257. Value of χ^2_{table} with dk 34 on $\alpha = 5\%$ is equal to 48.60. Therefore, $\chi^2_{counts} < \chi^2_{table}$, so H_0 is accepted. This means that the variance of groups of Teacher Job Satisfaction instruments on the Effectiveness of the Teacher's Work is homogeneous.

The results of the variance homogeneity test are summarized in the following table:

Table 2
Homogeneity Variance Test Results

Variance	Dk	χ^2_{count}	χ^2_{table}		Note
			$\alpha = 5\%$	$\alpha = 1\%$	
Y upon X_1	40	14,206	55,76	63,69	Homogene
Y upon X_2	34	15,257	48,60	56,06	Homogene

Discussion

1. Linearity Test

Research hypothesis testing was carried out using regression and correlation analysis technique. Regression analysis was used to predict relationship mode while correlation analysis was used to determine the level of influence

a. Significance Test and Linearity of Teacher Job Satisfaction on School Principal Supervision

From the results of the calculation for the preparation of the regression equation model between Teacher Job Satisfaction on the supervision of the principal is a

constant of $a = 27.54$ and the regression coefficient is $b = 0.70$. Thus the relationship between the simple regression equation model is $\hat{Y} = 27.54 + 0.70X_1$. Before the regression equation model is analyzed further and used in drawing conclusions, the test of significance and linearity of the regression equation is done first. The results of significant and linearity test calculations are arranged in ANOVA tables as shown in the table below.

Table 3

ANOVA For Significance Test and Linearity Regression Coefficient $Y = 27.54 + 0.70X_1$

Source of Variance	dk	Number of Squares (JK)	Average Squared Amount (RJK)	F _{count}	F _{table}	
					$\alpha=linier$	$\alpha=0,01$
Total	100	1091015				
regression a	1	1092650				
Regression b/a	1	5985,35	5985,35	68,02**	3,94	6,90
Residue	98	8623,40	87,99			
Suitable Tuna	39	4407,75	113,02	1,581 ^{ns}	1,60	1,95
Error	59	4215,65	71,45			

Information:

** : Regression is very significant ($F_{count} > F_{table}$)

ns : Regression is linear ($F_{count} < F_{table}$)

dk : degrees of freedom

JK : The sum of squares

RJK : Average number of squares

The equation $Y = 27.54 + 0.70X_1$, for the significant test obtained $F_{count} = 68.02$ greater than $F_{table} 3.94$ at $\alpha = unlinier$ and $F_{table} 6.90$ at $\alpha = 0.01$. Because $F_{count} > F_{table}$, the regression equation is said to be very significant. For linearity test obtained $F_{count} = 1.581$ smaller than $F_{table} = 1.60$ at $\alpha = linier$ and $F_{table} 1.95$ at $\alpha = 0.01$. Because $F_{count} < F_{table}$, the estimated point in the form of a linear line can be accepted.

b. Test of Significance and Linearity of Regression Coefficient of Job Satisfaction of Teachers on the Effectiveness of Teacher Work

From the results of the calculation for the modeling of the regression equation between Teacher Job Satisfaction on the Effectiveness of the Teacher obtained a constant of $a = 15.60$ and the regression coefficient $b = 0.81$. Thus the model of the simple regression equation model is $Y = 15.60 + 0.81X_2$. Before the regression equation model is analyzed further and used in drawing conclusions, the test of significance and linearity of the regression equation is done first. The results of significant and linearity test calculations are arranged in ANAVA tables as shown in the table below.

Table 4

ANAVA For Significance Test and Linearity of Regression Coefficient $\hat{Y} = 15.60 + 0.81X_2$

Source of Variance	dk	Number of Squares (JK)	Average Squared Amount (RJK)	F _{count}	F _{table}	
					$\alpha =$ Li ni ea r	$\alpha =$ 0,01
Total	100	1091015				
Regression a	1	1092650				
Regression b/a	1	7096.26	8069.31	79.42**	3.94	6.90
Residue	98	4873.74	82.34			
Suitable Tuna	33	2022.00	61.27			
Errors	65	6047.3056	93.04	0.66 ^{ns}	1.59	1.93

Information:

** : Regression is very significant

($F_{count} > F_{table}$)

ns: Regression is linear

($F_{\text{count}} > F_{\text{table}}$)

dk: degrees of freedom

JK: The sum of squares

RJK: Average number of squares

The equation $Y = 15.60 + 0.81X_2$, for the significant test obtained $F_{\text{count}} = 79.42$ is greater than $F_{\text{table}} 3.94$ at $\alpha = 0.05$ and $F_{\text{table}} 6.90$ at $\alpha = 0.01$. Because $F_{\text{count}} > F_{\text{table}}$, the regression equation is stated to be very significant. For linearity test obtained $F_{\text{count}} = 0.66$ smaller than $F_{\text{table}} = 1.59$ on $\alpha = 0.05$ and $F_{\text{table}} 1.93$ at $\alpha = 0.01$. Because $F_{\text{count}} < F_{\text{table}}$, the estimated point in the form of a linear line can be accepted.

CONCLUSIONS AND SUGGESTIONS

Based on the testing and discussion in the previous section the conclusions of the results of simple regression and multiple regression obtained in this study are described as follows:

1. H_{01} is rejected and H_{a1} is accepted, thus there is a positive relationship between the supervision of the principal and Teacher Job Satisfaction.
2. H_{02} is rejected and H_{a2} is accepted, it can be said that there is a positive relationship between Teacher Work Effectiveness and Teacher Job Satisfaction.
3. H_{03} is rejected and H_{a3} is accepted, thus it is said there is a positive relationship between Supervision of the principal and the Effectiveness of the Teacher's Work together with Teacher Job Satisfaction.

Teacher job satisfaction will be achieved, with efforts to supervise principals carried out fairly and fairly.

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