

p-ISSN 2086-2881
e-ISSN 2598-621X

Volume VI, No.1, 2023

p-ISSN 2086-2881
e-ISSN 2598-621X

Jurnal Kepemimpinan Pendidikan | JKP



**Journal of Leadership
in Education**

Volume VI, No.1, 2023 Jurnal Kepemimpinan Pendidikan

Volume VI, No.1, 2023



Published By:
Program Studi Administrasi Pendidikan
Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA

Cooperation with:
Ikatan Sarjana Manajemen Administrasi Pendidikan Indonesia



p-ISSN 2086-2881

e-ISSN 2598-621X

URL : <https://journal.uhamka.ac.id/index.php/jkp>

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

Anis SOLIHAN

SDN Tangerang 3_

only4nieza@gmail.com,

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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EVALUATION OF IMPLEMENTATION OF INCLUSIVE EDUCATION PROGRAM FOR EARLY CHILDREN

Nurul HIDAYATI

TKIT Assunnah Kota Cirebon

nurulhidayati762@guru.paud.belajar.id

ABSTRACT

This study aims to determine the various components that can influence the effectiveness of the inclusive education program. The program evaluation method and model used in this study is program evaluation research with a qualitative approach, using the Discrepancy Evaluation Model developed by Malcolm Provus using 4 stages. The results of this study indicate that the evaluation of early childhood inclusive education implemented by TKIT Assunnah Cirebon City using the Discrepancy Model Evaluation (DEM) method is very important for the early childhood inclusive education community that requires special attention, where the implementation of inclusive education is in accordance with standard regulations. The results of the SWOT analysis show that the coordinate points (X, Y) are obtained, namely (3.5;-3) so that the intersection points are obtained which are in quadrant II which shows that there are more strengths than threats, weaknesses and opportunities. Where the strength is the use of a more simplified inclusive education curriculum so that it is easy to adapt to children with special needs. In addition, the existence of workshops/training for human resources can overcome threats to teacher competence as well as difficulties for class assistant teachers to balance learning for inclusive early childhood education because they have never participated in inclusive education program training. So that there is a need for support from the Principal and the Committee to provide training related to early childhood inclusive education for children with special needs.

Keywords: *Evaluation, Inclusive Education, Early Childhood*

INTRODUCTION

Based on initial observations made by researchers, at one of the early childhood education institutions Assunnah Integrated Islamic Kindergarten (TKIT Assunnah) Cirebon City on March 2 2022, that in TKIT Assunnah Cirebon City had students consisting of group A and group B. Group A has 38 children, group B has 69 children, the total number of TKIT Assunnah students is 107 students consisting of 55 boys and 52 girls.

Tabel 1

Amount of TKIT Assunnah Students

No	Group	Gender		Total
		L	P	
1	A	33	27	60
2	B	37	30	67
Amount students		70	57	127

Source: Internal Data of TKIT Assunnah

Tabel 1

Amount of TKIT Assunnah Students

No	Types of Special Needs Children	Jumlah
1	ADHD (<i>Attention Deficit Hyperactivity Disorder</i>)	2
2	Autism	2
Amount students		4

Source: Internal Data of TKIT Assunnah

Of the 127 children, 4 children with special needs were registered, consisting of 2 (two) children diagnosed with ADHD (*Attention Deficit Hyperactivity Disorder*), and 2 (two) boys with autism. Field observations the researchers found that the inclusive education program had been realized at TKIT Assunnah, but there were still some deficiencies in the implementation of the inclusive education program, including: there was no curriculum document that had been adapted to the needs of children with special needs so that the educators had not made adjustments to the curriculum with the abilities of children with special needs whose implementation is reflected in the creation of Individual Learning Programs. The Individual Learning Program is a formulation of a learning program that is compiled and developed based on the results of an assessment of the child's individual abilities which are reflected in the child's profile (Kemdikbud, 2018). The Individual Learning Program is one of the efforts to develop the abilities of children with special needs which are heterogeneous, both in terms of types and abilities (Kemendikbud, 2018). Through this individualized learning program, it is possible for children with special needs to be served optimally. The implementation of the Individual Learning Program has not been optimally implemented at TKIT Assunnah Cirebon.

Another phenomenon is the Human Resources (HR) found in TKIT Assunnah Cirebon who understand that services and learning for children with special needs are still limited so that educators and accompanying teachers still need special training to provide proper services to children with special needs. , such as appropriate communication and stimulus techniques for Children with Special Needs in accordance with the needs of the child. Then the facilities and infrastructure for the implementation of inclusive education for children with special needs are still not maximal to serve children with special needs.

Inclusive education services have begun to be built on the services of Early Childhood Education institutions so that from an early age children with special needs get equal educational opportunities with other regular children in channeling the potential that children have from birth (Lukitasari et al., 2017). According to Susanto, (2021) inclusive education should be implemented since early childhood education because it has benefits that can add insight that in our environment there are individuals who have obstacles, besides that we can increase self-confidence in ourselves, friends or anyone to be even more grateful to Lord. Similar to other regular children, children with special needs also need assistance in stimulating their growth and development so that their potential can be channeled (Singh et al., 2020).

NAEYC (National Association for The Education Young Children) revealed that early childhood or early childhood are children aged 0-8 years. Children at this age are in a golden age because during this period there is a sensitive period that comes once Musfiroh, (2013). This is in line with Benjamin S. Bloom's opinion which states that 80% of students' mental and intelligence development takes place

in this age (Mudjito, 2014). The biggest obstacle in the development of inclusive education is social and community conditions, besides that other obstacles come from schools providing inclusive education, which have not been able to organize optimally inclusive education. To find out the implementation of inclusive education programs in an institution education, it is necessary to hold an evaluation.

In Indonesia, the opportunity to obtain educational services has been regulated in the Constitution of the Republic of Indonesia which mandates that the national education system must be able to provide opportunities for every citizen to obtain quality and equal education in a fair and equitable manner. This can be interpreted as a guarantee for all children, including children with special needs, to get quality education and (Purnama et al., 2017). The state then implements this guarantee wherein inclusive education is defined as a system that regulates the provision of education which does not discriminate between normal students and students with special needs so that they can interact in an educational environment simultaneously (Sakti, 2020). It is on this basis that inclusive education always provides its own color for creating access to educational services without discriminating between the conditions and background of the learning process.

The findings of research conducted by Windarsih et al., (2017) found 3 main obstacles related to evaluating the implementation of inclusive education, namely first the availability of professional teachers in the field of inclusion, the attitude of parents and teachers who still cannot accept children with special needs present in the midst of them, class teachers rarely meet Special Education therapist teachers so they don't get updates on developments and inclusive education is not fully inclusive. This finding is supported by several similar research findings assessing that the perception of most parents and teachers wants children with special needs to study in special schools (Mursita, 2015). According to Anggraeni et al., (2019) many implementations of early childhood education schools do not fully use the concept of inclusive education because they still separate classes of children with special needs from other students. Research by Purnama et al., (2017) assessed that there were still many teachers who did not have qualifications or certificates as educators for children with special needs who handled students with special needs. This is of course a challenge going forward so that our education system clearly regulates the qualifications and requirements for teaching staff in inclusive schools.

The inclusive education model is an education system that provides opportunities for all students to obtain quality, humanist and democratic education services. Education in Indonesia provides full guarantees for students with special needs or have special intelligence and talents to obtain quality educational services (Linh & Azar, 2019). However, in reality, there are still many regular schools that are not ready to accept children with special needs due to limited human resources (HR) and the required infrastructure. So far, inclusive education has been widely implemented in primary and secondary education units. Not many early childhood education institutions implement inclusive education even though inclusive services must be provided from an early age (Maemunah et al., 2021).

TKIT Assunnah Kota Cirebon is one of the Early Childhood Education institutions that accepts students with Special Needs but has not fully used inclusive education management which includes planning, organizing, implementing and monitoring processes that are integrated both long term, medium term, short term regarding activity plans. Through this research, it will be discussed how to evaluate the implementation of early childhood inclusive education programs at TKIT Assunnah Cirebon City in order to provide access and quality of education for children with special needs and other normal children as well as the constraints faced in implementing the management of inclusive early childhood education.

Based on these conditions, it is necessary to evaluate the implementation of inclusive education for early childhood at TKIT Assunnah so that an education can be created that can accommodate all students according to the needs of each child. With the above rationale, researchers feel the need to conduct research to evaluate those referring to the standard of inclusive education programs at TKIT Assunnah. This research is expected to be able to develop inclusive education at TKIT Assunnah, especially with regard to the development of education that is tailored to the needs of each individual

child. This is based on the consideration that every child has different characteristics and needs, but has the same right to obtain a quality education according to his potential and needs (Maemunah, 2021). Inclusive education providers require good management which includes overall education management including: Human Resources (HR) management, curriculum management, facilities and infrastructure management, financial management, student management, environmental management, special services management. All of these components must support each other so that the implementation of inclusive education can run optimally.

Based on this background, researchers are interested in knowing in depth whether there are inequalities in the implementation of inclusive education programs at TKIT Assunnah, whether they are in accordance with the minimum standards of inclusive education programs. Researchers used the gap approach with the aim of being able to obtain a comparison of program achievements with standard inclusive education programs for children with special needs in the early age phase, whether they can run optimally and can be realized according to the goals of inclusive education program standards so that researchers are interested in conducting research with the title "Evaluation Implementation of Early Childhood Inclusive Education Programs in Tkit Assunnah Cirebon City"

METHOD

This research is an evaluative research with a descriptive method, namely the problems discussed in this study are not related to numbers and aim to describe and describe conditions or phenomena regarding the evaluation of the implementation of early childhood inclusive education at TKIT Assunnah Cirebon City. The approach used in this study is a qualitative approach. In a qualitative approach, a researcher works with information, explanations and data explanations. Therefore, as a consequence, the analytical techniques used are no longer statistical techniques, but non-statistical techniques or analysis using logical principles (Arikunto, 2013).

The program evaluation method and model used in this research is program evaluation research with a qualitative approach, using the Discrepancy Evaluation Model developed by Malcolm Provus using 4 stages, namely: 1) Stage of Compilation of Inclusive Education Program Design. 2) The Installation Stage in Determining the Completeness of the Inclusive Education Program. 3) Stage of the Process (Process) Implementation of the Inclusive Education Program. 4) Stage of Measurement of Objectives (Product) of the Inclusive Education Program

After conducting an evaluation using 4 stages, it is then equipped with an analysis using a SWOT analysis. The gap evaluation model includes stages, namely standard, performance, and discrepancy. The focus of the research is evaluating the implementation of Early Childhood Inclusive Education at TKIT Assunnah Cirebon City.

FINDINGS AND DISCUSSION

The Effect of Principal Supervision Variables on Education Quality

The results of the research above explain that the implementation of the early childhood inclusive education program at TKIT Assunnah Cirebon City means that all children with special needs need to get proper education like other normal children. More broadly, early childhood inclusive education can also be interpreted as an anti-discriminatory education reform, as well as an effort to change people's attitudes towards children with special needs. Where every parent wants their child to be born normally, but sometimes not all children are born with normal circumstances, there are children who are born under special conditions. Inclusive children need the same education as children. Until now, early childhood inclusive education is still integrated into learning at TKIT Assunnah, Cirebon City.

Table 4 Comparison between Standards, Achievements, Gaps and Solutions

No	Evaluation Focus	Standard	Achievements	Gap	Solution
1	Implementation of inclusive education rules TKIT Assunnah Cirebon City	<ul style="list-style-type: none"> • Regulation of the Minister of National Education Number 70 of 2009 concerning Inclusive Education for students who have disabilities and have potential intelligence and/or special talents • UU no. 20 concerning the National Education System articles 5, 11 and 32 Government Regulation no. 19 of 2005 concerning National Education Standards. Article 2 paragraph (1) 	The implementation of inclusive education according to the standards includes the following: <ul style="list-style-type: none"> - opportunity to access children with special needs - facilities and infrastructure 	<ul style="list-style-type: none"> - Differences in competence of children with special needs with other common children. - Differences in different developmental barriers in each child with special needs 	There is the use of a more simplified regular curriculum, so that children with special needs can follow it like other regular children. Teachers facilitate children according to the needs and development of children
2	Technical Guidelines for inclusive Early Childhood Education	<ul style="list-style-type: none"> - Standard Operating Procedures for Inclusive Education Directorate of Special School Development, Directorate General of the Ministry of National Education, 2007, philosophical foundation of inclusive education - Inclusive individual program 	Development of Individual Learning Programs for each child with special needs Early childhood inclusive education program training	Making Individual Learning Programs has not been carried out in class There is no training for early childhood inclusive programs for class assistant teachers	Create an inclusive early childhood training program evenly for all teachers at TKIT Assunnah Cirebon City, including how to make Individual Learning Programs

The results of the research above regarding the implementation (design, installation, process and product) of an inclusive early childhood education program at TKIT Assunnah Cirebon City using the Discrepancy Model Evaluation (DEM) implementation method have followed the rules, both in preparation, curriculum and implementation have been implemented. The design evaluation has a positive and significant impact on designing the early childhood inclusive education program at TKIT Assunnah Cirebon City, where early childhood inclusive education services provide joint services between children who do not experience barriers and children with special needs. Schools as providers of inclusive education must realize the principle of inclusiveness starting from the planning, implementation process, monitoring or supervision to the preparation of follow-up plans for implementing school programs. This is in accordance with previous research conducted by Yasinta et al., (2020) concerning the implementation of inclusive Islamic education-based PAUD programs by implementing learning plans in the form of annual, monthly, weekly and daily learning plans.

Meanwhile, the installation evaluation shows that good social interaction between ABK and non-ABK is increasing. In the context of implementing inclusive education, teachers in regular schools need to be equipped with various knowledge about children with special needs. Among them knowing who and how children with special needs and their characteristics. With this knowledge, it is hoped that the teacher will be able to identify students at school, as well as in the community around the school.

Process evaluation was also shown by the facilities and infrastructure of the early childhood inclusive education program at TKIT Assunnah Cirebon City which had met the standards of inclusive education services. Like previous research conducted by Putu Sri et al., (2020) that there are 2 (two) 2 (two) important aspects of inclusive education, namely the inclusive education component and the implementation of inclusive education services. In accordance with this study, namely the inclusive

education component consisting of curriculum, teaching staff including special accompanying teachers, students who have special needs and non-special needs, parental involvement in learning, finance, and infrastructure that can support learning according to the needs of participants educate.

Furthermore, the product evaluation of the implementation of early childhood inclusive education programs at TKIT Assunnah Cirebon City is supported by the involvement of parents in learning at home who know the results of their child's changes, in terms of school financing supporting the facilities of the TKIT Assunnah Cirebon City inclusive education program.

Then it will be analyzed by SWOT analysis (strengths, weaknesses, opportunities, and threats). The SWOT analysis looks at the strengths and weaknesses of the school's internal environment and then looks at the opportunities and obstacles from the school's external environment in Inclusive Education. One of the characteristics of a quality school is that it can respond to public trust. This means that schools must be able to provide the best educational services for their children, so as to produce quality children in all respects.

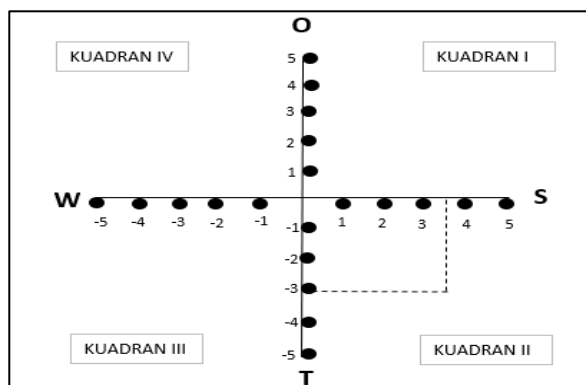


Figure 1 SWOT Quadrant Meta

Based on the results of the SWOT meta quadrant, the coordinates (X, Y) are (3.5;-3) obtained from a combination of strengths – threats so that the intersection point is in quadrant II which shows that there are more strengths than threats, weaknesses and opportunities. Despite facing threats, Cirebon City Assunnah TKIT has internal strength, a strategy that must be implemented using strength to take advantage of long-term opportunities in the form of a strategy, namely making a breakthrough by holding workshops/training for Cirebon City Assunnah TKIT HR through optimizing internal strengths. So that it can overcome threats related to the competence of class assistant teachers who have difficulty balancing learning for inclusive early childhood education because they have never participated in inclusive education program training. So that there is a need for support from the Principal and the Committee to provide training related to early childhood inclusive education for ABK.

So that TKIT Assunnah Cirebon City can achieve what is expected in Permendiknas No 70 of 2009. Another strategy is to establish regular cooperation with other inclusive education schools. This is necessary, because this school is a school with an inclusive label. The hope. On the other hand, existing facilities and infrastructure are not yet optimal, so it is necessary to increase advice and infrastructure for inclusive early childhood education at TKIT Assunnah Cirebon City because it will greatly assist teachers in implementing their learning. There is also a tendency for parents who have inclusive children who are willing to participate in supporting the inclusive education program TKIT Assunnah Cirebon City which really helps the learning process, because parents always receive reports on the results of the development of ABK and fully support the school program. In addition, to optimize the implementation of early childhood inclusive education at TKIT Assunnah Cirebon City, an evaluation was carried out that was able to improve services, effectiveness and efficiency of teaching inclusive education at TKIT Assunnah Cirebon City by improving facilities and infrastructure that were not yet optimal, and human resources. Planning involves all parties according to the needs and obstacles of ABK which does not discriminate against children getting early childhood education.

This research is relevant to previous research conducted by (Syahria Anggita Sakti, (2020) regarding "Implementation of Inclusive Education in Early Childhood Education Institutions in Indonesia which states that inclusive education always prioritizes aspects of equality for children with

special needs to obtain educational services, where the problem of labor educators, supporting infrastructure, as well as inclusive education curricula in early childhood education institutions are also inadequate. To overcome this problem, TKIT Assunah Cirebon City regarding inclusive education involves parents, teachers and the learning environment so that children with special needs get maximum educational services in accordance with his needs.

In addition, the goals that can be achieved by parents are that parents get new knowledge about ways to educate children using techniques used by teachers at school, parents will be directly involved in the learning process to help children learn, and parents know that their children get a quality education according to the abilities of each student. So teachers and parents can collaborate to help students develop. Evaluation of the implementation of early childhood inclusive education is an important aspect to assess how far the learning objectives have been achieved. Because social interactions between children with special needs and teachers have good interactions, so the teacher has a role to stimulate children with special needs by motivating and directing children.

CONCLUSION

Based on the results of research and discussion regarding the evaluation of the implementation of early childhood inclusive education programs at TKIT Assunah Cirebon City, it can be concluded as follows:

- 1) Evaluation of early childhood inclusive education TKIT Assunah Cirebon City uses the Discrepancy Model Evaluation (DEM) method in its implementation according to standard regulations. Where there is social interaction between children with special needs and teachers who have good interactions, so that the teacher has a role to stimulate children with special needs by motivating and directing children. Efforts made by TKIT Assunah Cirebon City to improve the ability of children with special needs (ABK) include a general curriculum that is modified in a simple manner according to student abilities, readiness of educators (class teachers, accompanying class teachers, therapist teachers), good communication with parents and implementation learning process and evaluation.
- 2) The results of the SWOT quadrant meta analysis show that the coordinate points (X, Y) are (3.5;-3) obtained from the combination of strength – threats so that the cut point is in quadrant II. Quadrant II shows that strength is more than threats, weaknesses, and opportunities. Despite facing threats, TKIT Assunah Cirebon City has internal strength, a strategy that must be implemented using strength to take advantage of long-term opportunities in the form of a strategy, namely making a breakthrough by holding workshops/training for HR TKIT Assunah Cirebon City through optimizing internal strengths. So that it can overcome threats related to the competence of class assistant teachers who have difficulty balancing learning for inclusive early childhood education because they have never participated in inclusive education program training. So that there is a need for support from the Principal and the Committee to provide training related to early childhood inclusive education for ABK.

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THE INFLUENCE OF LEADERSHIP STYLE AND WORK STRESS ON ELEMENTARY SCHOOL TEACHER PERFORMANCE

Tanti YULIASIH¹, BUNYAMIN², Somariah FITRIANI³

SDN Panunggan 4¹, Universitas Muhammadiyah Prof. DR. HAMKA^{2,3}

tantiyuliasih@gmail.com¹, bunyamin@uhamka.ac.id², somariah@uhamka.ac.id³

ABSTRACT

The purpose of this study is to investigate: (1) The Effect of the Principal's Leadership Style on the Performance of Teacher Teachers. (2) The Effect of Work Stress on the Performance of Teacher Teachers. (3) The Effect of Leadership Style on Elementary Teacher's Work Stress. The population referred to in this study was all elementary school teachers of the 5 Korwil District of Pinang Tangerang City, totaling 164 teachers, the sample was 116 teachers taken randomly. The analysis technique used is a path analysis. Based on the results of the study and discussion, it can be concluded a number of important things as follows: 1) There is a positive and significant direct influence on the principal's leadership style on the performance of the Teacher. This is also evidenced from the results of $t_{count} > t_{table}$ ($23,497 > 1,981$) and the path coefficient value of 0,973. 2) There is a positive and significant direct influence on work stress on the performance of the Teacher. This is also evidenced from the results of $t_{count} > t_{table}$ ($-2,788 > 1,981$) and the path coefficient value of -0.129. 3) There is a direct and significant direct influence on the principal's leadership style on the work stress. This is evident from the results of the value of $t_{count} > t_{table}$ ($20,723 > 1,981$) and the path coefficient value of 0.889. with sig. (2-tailed) of 0.002. This means that the principal's leadership style with work stress has a significant relationship and in the weak category.

Keywords: *Leadership Style, Work Stress, Teacher Performance*

INTRODUCTION

The role of school supervisors has a positive contribution to improving the quality of education. Teacher performance is the performance carried out by the teacher in carrying out his duties as an educator. The quality of teacher performance will greatly determine the quality of educational outcomes, because teachers are the party that has the most direct contact with students in the education/learning process in school education institutions. Teacher performance is a very determining

factor for the quality of learning/education which will have implications for the quality of educational output after completing education at school.

One of the factors that influence performance is leadership. The principal's leadership is also one of the factors that can determine the performance of a teacher, because the principal as a leader should be able to direct his subordinates to do or act to achieve the school's goals. Leadership issues always give an interesting impression, because an organization will succeed or fail, one of which is determined by the quality of leadership.

In addition to leadership, work stress also affects performance. According to Government Regulation (PP) Number 19 of 2005 concerning National Education Standards chapter VI article 28 paragraph 3 it is stated that teachers as learning agents at the levels of primary and secondary education as well as early childhood education must have four competencies including: (1) Pedagogical competence is the ability managing student learning includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various competencies; (2). Personal competence is a personality ability that is steady, stable, mature, wise, and authoritative, setting a role model for students and having noble character; (3). Professional competence is the ability to master learning material broadly and in depth which enables them to guide students so that after taking a certain learning process, they can meet the expected competency standards; (4). Social competence is the ability of educators as part of society to communicate and interact effectively with students, fellow educators, educational staff, parents or guardians of students and the surrounding community. With so many responsibilities and demands of a teacher, the teaching profession is a profession that is prone to stress.

Based on the author's initial observations in Cluster 5, Pinang District, Tangerang City, it is suspected that there are still teachers with low performance, this situation can be seen when teachers cannot complete their teaching targets according to the lesson plans. At the time the learning took place there were still students who paid less attention to the lesson and there were still many students whose grades were remedial. This is caused by several factors, including the leadership of the principal who has not been able to maximize teacher performance. In addition, work demands and environmental pressures cause work stress. The state of teacher stress in Cluster 5, Pinang District, Tangerang City has not supported teachers to work comfortably. This can be seen by the teacher being impatient, both in socialization and when dealing with students in class, irritable, sensitive or easily offended, apathetic, lack of concentration in teaching, forgetful, sensitive to criticism directed at him, often absent (not included). work for various reasons, work/teaching productivity is low or down.

Some of the results of previous research have many factors that can affect employee performance. Research conducted by Fauziah, et.al (2021) states that: Leadership and work stress affect teacher work commitment in special schools in North Jakarta. Research conducted by Eriani (2015) stated that leadership and teacher work stress had a significant effect on improving teacher performance. Melly's research (2016) concluded that principal leadership, work stress, and teacher competence together have a significant influence on teacher performance.

Teacher Performance

Performance in Latin comes from the word Job performance or performance which means work performance or actual achievement achieved by someone (Mangkunegara, 2017). People with high performance are called productive people and conversely people whose performance levels do not reach the standard level are said to be unproductive or low performers. Performance is a work result that is achieved by someone in carrying out their duties on skills, effort and opportunity (Hasibuan, 2013).

There are three theoretical dimensions of performance, namely the administrative dimension includes the activities of planning, organizing implementation, providing directions, fostering and developing, making changes, the human dimension includes working team development, motivating,

building working relationships, communication openness, listening to other parties, acting with integrity, adaptability, and technical dimensions include analyzing problems, speaking effectively, formulating policies, achieving work results, commitment to work, and influencing others (Asro'i, 2013).

From the definitions of performance above, there are several things that are of concern in performance. First, performance is the result of tasks, second, performance is related to time and third, performance is related to quality.

The teacher is a professional educator where he is required to make every effort to carry out his profession as well as possible. As a professional, the teacher's duties as educators, teaching and training should have an impact on students. Teachers should be able to continuously improve their performance which is the capital for the success of education. Teacher performance is a set of real behavior shown by a teacher to his students. These real behaviors include planning, managing implementation, assessing process results, diagnosing learning difficulties, and revising learning programs (Soediyarto, 2012).

In relation to the teaching profession, teacher performance includes aspects of: (1) professional skills in the teaching and learning process; (2) social skills in the teaching and learning process; and (3) personal abilities in the teaching and learning process (Natawijaya, 2019). Almost the same opinion was expressed by Joni in (Arikunto, 2012) explaining that there are three competencies that must be possessed by teachers, namely: (1) professional competence; (2) personal competence; and (3) social competence. Professional competence, meaning that the teacher must have extensive and deep knowledge of the field of study to be taught as well as methodological mastery in the sense of having knowledge of theoretical concepts, being able to choose the right method and being able to use it in the teaching and learning process. Personal competence, meaning that the teacher must have a solid personality attitude, exemplary so that it becomes a source of identification for both students and society in general. Social competence means that teachers must have the ability to communicate socially with their students as well as with fellow teachers, principals, administrative staff, and members of the community in their environment.

Based on the description of teacher performance above, it can be synthesized that teacher performance is a picture of the work of a teacher related to the task he is carrying out and is based on the professional responsibility of the teacher.

METHOD

The approach used in this study uses a quantitative approach, because the data obtained is realized in the form of numbers and analyzed based on statistics. The participants were all teachers at Cluster 5 Elementary School Korwil Pinang District, Tangerang City, totaling 164 teachers with a sample of 116 teachers taken at random (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 influence between variables. These results serve as the basis for the discussion of research, as follows:

The Influence of the Principal's Leadership Style on Teacher Performance

Based on the results of the t test analysis, it shows a tcount value of 23.497. The tcount value is then compared with the ttable value with $df = 114$ and the value is 1.981. After comparison it turns out that the value of tcount is greater than ttable ($23.497 > 1.981$). 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 (r_{xy}) between the Principal's Leadership Style (X1) and teacher performance (X3) a value of 1.087 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 1.087. Thus it can be concluded that there is a significant relationship between the Principal's Leadership Style and teacher performance in the medium category.

The success of implementing education in schools as an embodiment of teacher performance measures depends on the Principal's Leadership Style in managing the teaching staff in the school. The school principal's leadership style factor is considered to have a significant influence because as the highest leader in the school, his leadership pattern and policies will greatly influence teacher performance. Sutomo in Gunawan (2016) stated that the principal is the highest leader in the school so that the pattern of leadership will be very influential and even very decisive for the progress of the school.

The manifestation of this influence includes the implementation of competencies, for example: implementing managerial competencies in designing curriculum, managing educational staff, managing infrastructure, managing finances, implementing personality competencies in developing a school culture of noble character, implementing supervision competencies in planning, implementing and following up on results supervision and various other forms of implementation in implementing the competence of the Principal will greatly affect teacher performance.

In the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School Principals it has been determined that there are five dimensions of competency, namely: personality, managerial, entrepreneurial, supervision, and social. These five competencies must be inherent in the Principal's personality, in order to become an effective leader. Thus, the Principal as an education manager is required to be responsible for all the competencies that have been determined for the realization of a change and development, one of which is teacher performance.

According to (Mulyasa, 2009) that the principal plays a major role in driving the school organization. The principal can carry out his duties well enough to affect teacher performance. Principals who are able to carry out their roles and functions can improve teacher performance and can also improve the quality of education. The Principal's Leadership Style is a factor that can encourage schools to realize school goals and objectives through programs that are implemented in a planned and gradual manner.

This is in accordance with the opinion (Kartono, 2015), which explains that the principal plays a very important role in good school management, which includes the ability to determine organizational goals, motivate the behavior of followers to achieve goals, and influence subordinates in improving the group and culture. With a good principal's leadership style, of course, it can create conditions that allow for the birth of a harmonious and conducive work climate and human relations. In addition, with a good Principal's Leadership Style it can facilitate the achievement of quality education in schools.

Effect of Work Stress on Teacher Performance

Based on the results of the t test analysis, it shows a tcount value of -2,788. The tcount value is then compared with the ttable value with df 114 and the value is 1.981. after comparison it turns out that the value of tcount is greater than ttable (-2.788 > 1.981). Likewise with the significance level (p-value), 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 H0 is rejected and H2 is accepted. So it can be concluded that work stress has a significant effect on the performance of elementary school teachers at Cluster 5 Korwil Pinang District, Tangerang City.

The correlation coefficient (r_{xy}) between work stress (X2) and teacher performance (X3) obtained a value of -0.129 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 there is a significant relationship between work stress and teacher performance in the moderate/sufficient category.

The availability of work stress used by Kindergarten teachers throughout the Tangerang District is currently in the good category or is appropriate and in accordance with the purpose and function (usefulness) of using work stress, namely as a carrier of information (message or lesson content) in learning activities in the classroom, which can make it easier for students to understand or understand the subject matter delivered by educators (teachers), so that students can achieve learning success, because using the right media by the teacher will affect the learning outcomes of the students concerned.

This is in accordance with the opinion (Hamdani, 2011) which states that the availability of work

stress is a medium that carries messages or information that has instructional purposes or contains teaching purposes. This is the same as the opinion (Mais, 2016), that learning media is used in the learning process as a channel for messages between teachers and students so that teaching objectives are achieved.

In addition (Wibawanto, 2017), explains that learning media is a creative medium used in providing subject matter to students so that the teaching and learning process is more effective, efficient and fun. Meanwhile (Yaumi, 2018) states that learning media are all physical forms used by educators to present messages by facilitating students in achieving learning goals. In addition, using the right learning media will certainly make students more enthusiastic, more fun, and more conducive to receiving subject matter.

This is in accordance with the opinion (Sumiharsono and Hasanah, 2018) that in addition to being fun, learning media must be able to provide experience and meet individual needs. Likewise with the opinion (Guslinda and Kurnia, 2018), the use of media is expected to foster positive impacts, such as the emergence of a conducive learning process, the occurrence of feedback in the teaching and learning process so as to achieve optimal results. In addition, the use of media in learning can generate new desires and interests, increase motivation and stimulation of learning activities, and even affect students psychologically (Juliantara, 2009). In teaching and learning activities, the teacher acts as a teacher in class with the aim of teaching students, students act in learning, meaning experiencing the process and improving the mental abilities of the students themselves. With the end of the teaching and learning process students will obtain learning outcomes as expected.

The Effect of the Principal's Leadership Style on Work Stress

Based on the results of the t test analysis, it shows a tcount value of 20.723. The tcount value is then compared with the ttable value at a significant level with df 114 and the value is 1.981. after comparison it turns out that the value of tcount is greater than ttable ($20.723 > 1.981$). 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_3 is accepted. So it can be concluded that the school principal's leadership style has a significant effect on the work stress of teachers at SD Cluster 5 Korwil Pinang District, Tangerang City.

The correlation coefficient (rxy) between the principal's leadership style (X1) and work stress (X2) obtained a value of 0.889 with Sig. (2-tailed) of 0.019. This means that the value of Sig. (0.000) $< \alpha$ (0.05). The coefficient value is 0, which is in the moderate correlation category. Thus it can be concluded that between the Principal's Leadership Style and work stress there is a significant relationship with the weak category.

Leadership is a process that contains elements of influence, cooperation and leads to something and common goals in an organization because leadership has a central role in the dynamics of organizational life. In this case, the principal is an educational leader who is very dependent on the skills and wisdom of the principal in leading a school or institution that is sheltered.

This is understandable because a good quality of education is inseparable from the ability of the principal to lead the institution he manages. The principal as a leader plays a role in directing teachers in carrying out their duties and providing motivation in mobilizing all school personnel to be willing to participate in efforts to develop schools in order to achieve educational goals, one of which is the completeness of infrastructure.

This is in accordance with the notion of leadership put forward by (Suhardiman, 2012), which states that the basic principles of the Principal's Leadership Style are essentially the same as leadership in other organizations, namely trying to influence other people (staff) to participate in achieving goals. previously set. As a leader in a formal institution, the principal has the responsibility for achieving school and educational goals which can be implemented through his efforts to direct and mobilize personnel towards achieving predetermined educational goals. Furthermore, an effective school principal's leadership style can be reflected in his ability to carry out leadership tasks such as directing, motivating, evaluating, and making decisions.

CONCLUSION

Based on the results of research and discussion regarding the influence of leadership style and work stress on elementary school teacher performance in cluster 5, Tangerang city, it can be concluded as follows:

- 1) Based on the analysis of the correlation coefficient (r_{xy}) between the Principal's Leadership Style (X1) and teacher performance (X3) a value of 1.087 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 1.087. Thus it can be concluded that there is a significant relationship between the Principal's Leadership Style and teacher performance in the medium category.
- 2) The correlation coefficient (r_{xy}) between work stress (X2) and teacher performance (X3) obtained a value of -0.129 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 there is a significant relationship between work stress and teacher performance in the moderate/sufficient category.
- 3) The correlation coefficient (r_{xy}) between the principal's leadership style (X1) and work stress (X2) obtained a value of 0.889 with Sig. (2-tailed) of 0.019. This means that the value of Sig. (0.000) $< \alpha$ (0.05). The coefficient value is 0, which is in the moderate correlation category. Thus it can be concluded that between the Principal's Leadership Style and work stress there is a significant relationship with the weak category.

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EVALUATION OF PROFESSIONAL TEACHER PERFORMANCE PROGRAM IMPLEMENTATION

Een ENDIANI

*SDN Karawaci Baru*³

*eenendiani67@gmail.com*¹

ABSTRACT

The purpose of this study is to know and analyze: Design, Installation, Process, Product and Program comparison of the implementation of professional teacher performance programs. Researchers conducted research on evaluating the implementation of professional teacher performance through the discrepancy model. This model contains context evaluation, input evaluation, process evaluation and product evaluation. Based on the results of the study, it is known that: 1) Evaluation of teacher teaching performance design in the planning aspect still found gaps, especially in the aspect of formulating learning objectives in RPP and preparing teaching materials in a coherent, logical, contextual and up-to-date manner, as well as planning learning activities that were still found one research subject that was not in accordance with the indicators. For other aspects it is in accordance with the indicators; 2) Evaluation of teacher teaching performance installations has been prepared in accordance with established teacher teaching performance appraisal standards; 3) Evaluation of the teacher teaching performance process in the aspect of learning implementation of seven indicators, only two still show gaps, namely mastery of subject matter and the application of effective learning approaches or strategies while the other indicators are in accordance with the indicators of the implementation of learning activities (no gaps); 4) Evaluation of teacher performance results in the aspect of learning assessment has been in accordance with the indicators or it can be said that there is no gap at all.

Keywords: *Evaluation, Performance, Professional Teacher*

INTRODUCTION

One of the provisions in the Teacher and Lecturer Law is that educators (teachers) are required to be professional. As compensation given by the government to teachers who have been declared to have met the specified qualification standards, teachers are given professional educator certificates and they are given a professional allowance of one month's salary each month. One of the most decisive factors in improving the quality of education is the availability of professional teachers who are able to carry out learning tasks with full responsibility. Regarding teacher performance, it should be noted that

the teacher is a professional educator whose job is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education (Priatna, 2013). In carrying out its roles and functions in the learning process in the classroom, teacher performance can be seen in the activities of planning, implementing, and evaluating the learning process whose intensity is based on the moral and professional attitude of a teacher (Uno, 2017).

Based on the results of preliminary observations of researchers at SDN Karawaci Baru 2 Korwil Karawaci Kota Tangerang Banten, it is known that the minimum level of education is a bachelor's degree (S1) has indeed been fulfilled because the average teacher at SDN Karawaci Baru 2 is undergraduate, but for suitability (relevance) between the educational background of S1 and the subjects taught are indeed different. In fact, many teachers at SDN Karawaci Baru 2 have an undergraduate background in Islamic Religious Education but are assigned to be class teachers who are required to master all subjects. Of course this is not in accordance with the competence possessed. Even though Sappaile (2017) in his research journal entitled "Basic Education Academic Qualifications" concluded that the essence of academic qualifications is the minimum level of education that must be possessed by a teacher as evidenced by a diploma and reflects academic abilities relevant to the teacher's field of work. So to fulfill academic qualifications it is not enough to have a minimum level of education, but the suitability (relevance) between the minimum education and the field of work must also be fulfilled.

Supposedly, for the assignment of classroom teachers in SD come from teachers with a background in Elementary School Teacher Education (S1 PGSD) as stipulated in the Regulation of the Minister of National Education (Permendiknas) Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency that: "Teachers at SD/MI, or other forms that are equivalent, must have a minimum education qualification of diploma four (D-IV) or bachelor's degree (S1) in the field of education SD/MI (D-IV/S1 PGSD/PGMI) or psychology obtained from accredited study program." So with this Permendiknas stipulation, it is hoped that there will be no more schools that "force" their teachers to teach subjects that are not in accordance with their competence. However, the reality on the ground is different, SDN Karawaci Baru 2 has not been able to fully implement the law's provisions. In fact, many teachers at SDN Karawaci Baru 2 have an undergraduate background in Islamic Religious Education but are assigned to be class teachers who are required to master all subjects. Of course this is not in accordance with the competence possessed.

There are many reasons why this could happen. From interviews with school principals that the researchers met, the reasons were revealed. First, the minimum number of teachers in the area meant that each teacher often taught not according to the knowledge they had. This is done so that every student, especially those in elementary school (SD), can experience all the lessons they are required to absorb. Second, the lack of teachers in certain subjects forced the existing teachers' willingness to teach several subjects. In addition, the policy regarding the minimum competencies that teachers must have and the suitability between educational background and the field of work is also new, so that before the policy existed, the recruitment of teachers did not pay attention to academic qualifications and the suitability of the background to the field of work, or in other words, what was important was the teacher can teach.

From the description above, there is one thing that is interesting, that the condition of the teachers who teach does not match their educational background, is their teaching performance also low? Because logically someone who does not have competence in the field he is working on, his performance is less than optimal. This is confirmed by research from Herman (2011) in a research journal entitled "Relationship of Competence with the Performance of High School Economics Teachers" which concluded that there is a significant influence between the competence of a teacher and the performance of the teacher. So teachers who teach according to their competence, the teacher's performance will be good and vice versa.

The teacher has a position as a designer, implementer and evaluator of learning so that it is not excessive if the teacher is said to be one of the people who is responsible for the success of the learning process. As part of efforts to improve the quality of education, it is necessary to evaluate teacher performance. Evaluation of teacher performance tends not to be routinely carried out. Evaluation of teacher performance is intended to: (1) formulate criteria and references for teacher performance, (2) carry out assessments, (3) match the results of performance assessments and criteria, and (4) compile recommendations. However, reality shows that the existence of teachers is still far from expectations. This condition has an impact on the achievement of the quality of education is disrupted.

METHOD

Types of research

The method used is descriptive method with a qualitative approach (qualitative research). This research includes evaluative research methods. This evaluative research was conducted to evaluate the implementation of the zoning system new student admissions program (PPDB).

Evaluation Models

Researchers conducted research on evaluating the implementation of professional teacher performance through the discrepancy model. This model contains context evaluation, input or input evaluation, process evaluation and product evaluation. Researchers will interview informants and observe the implementation of authentic assessments of the implementation of professional teacher performance through the discrepancy model at SDN Karawaci Baru 2.

Data collection technique

To get an in-depth picture of the performance of professional teachers at SDN Karawaci Baru 2, several stages were carried out in data collection, namely: interviews, observation, boring and documentation.

Data analysis technique

In this study to test the validity of the data using techniques, namely: Extending the observation time, continuous observation, triangulation, constancy (reliability).

FINDINGS AND DISCUSSION

Teacher Teaching Performance in Planning Learning Activities

Based on the research results that the researchers have collected from the first indicator that all research subjects are related to making lesson plans, they don't always make them or never even make them. Or in other words there is still a gap. This means that when the teacher does not make a lesson plan, the teacher also does not formulate learning objectives. Because learning objectives include points that must be in the lesson plan.

The process of formulating the RPP in the KKG itself was only carried out by several teachers who were appointed and given the task of formulating it and then collecting it and socializing it to other teachers who were members of the KKG forum. In this process, according to the researcher, there are drawbacks, one of which is the lack of relevance between the RPP made with the conditions of the students and the environment of each school. This is because the preparation of lesson plans is not carried out personally, but collectively and the circumstances of students and the environment of each school are different so that the system for making lesson plans is considered less comprehensive. Therefore, it is in line with what is in the quote of law no. 14 of 2005 concerning teachers and lecturers, article 20 point "a" which states that, "In carrying out professional duties, teachers are obliged to plan quality learning, and assess and evaluate the results learning."

From the excerpt of the law above it seems clear that the teacher is obliged to plan learning, meaning that the task of planning learning includes making lesson plans which contain points for formulating learning objectives that must be carried out by the teacher personally and not collectively. So that the points in the RPP that require the teacher's personal knowledge of the surrounding circumstances such as student characteristics, the state of the surrounding environment, infrastructure and so on can be contained as a teacher's consideration in preparing lesson plans (Majid, 2011).

This situation is different from research from Kustantini (2005) entitled "Analysis of Teacher Performance for Junior High Schools (SMP) Negeri 2 Ungaran, Semarang Regency." Kustantini (2005) said that even though in SMP N 2 Ungaran there are still 15% of teachers who are unable to plan lessons well, however they make learning plans personally (personally) not collectively and this is in accordance with the mandate of law no. 14 of 2005 concerning teachers and lecturers article 20 point "a".

Furthermore, in the second indicator, the teacher arranges teaching materials in a sequential, logical, contextual and up-to-date manner. Runut means the arrangement of teaching materials from easy to difficult, from light to heavy, from concrete to abstract and from simple to more complicated. Then logically means that there is suitability or relevance between the depth of the material to be conveyed and the conditions or abilities or potential of students as well as their talents, interests and learning styles (Sanjaya, 2010). Then contextual means the preparation of teaching materials is made in accordance with the context of life and scientific and technological developments. Furthermore, the latter, namely up-to-date, can be interpreted as the preparation of teaching materials not only based on books but rather on other sources of knowledge according to the current situation in an unlimited form (Majid, 2011).

Ideally all the points above should be considered by the teacher in preparing each lesson plan. However, according to what the researchers found in the field, the teachers did not consider the above points thoroughly in preparing teaching materials. There are teachers who only consider sequence, contextual and current aspects, there are those who only consider sequence and logic, and there are also those who only consider sequence, logic and current aspects. This certainly creates a gap between existing theories or standards and the reality that occurs in the field. According to the researcher, it is indeed not easy to compile teaching materials by considering the aspects of sequence, logical, contextual and up-to-date because it requires in-depth thinking and comprehensive knowledge between students' conditions, the environment and the material itself. In fact, in another study, namely research conducted by Rahmatan (2004) entitled "Analysis of Teaching Performance for Biology Middle School and Senior High School Assistance Teachers (GPS) throughout the Province of Nanggro Aceh Darussalam" stated that teachers in compiling teaching materials pay attention to students' abilities. (aspects of logic) and the selection of learning resources and media (aspects of modernity) fall into the "less" category.

That is, it is natural that the research subjects do not thoroughly consider the aspects above for compiling teaching materials because it is not easy, but reasonableness does not mean that it is correct or permissible, but teachers are still required to be able to consider these four aspects when compiling teaching materials even though not completely good. The third indicator is that the teacher plans effective learning activities. Effective means produce or value. This means that the learning process must produce something according to what is in the learning objectives (Hamruri, 2012). Planning effective learning activities means planning a way or strategy so that learning produces the values contained in the learning objectives. Broadly speaking, the main characteristic of effective learning is that it makes it easier for students to learn (Dunne and Wragg, 2016). So that all activities carried out by the teacher to facilitate students in learning or receiving lessons are an effort to make learning effective. Need planning and preparation as well as a mature strategy for this.

From the research data that has been collected, all subjects carefully develop plans and strategies that are not much different between teachers in order to create effective learning. Except for one meticulous subject who does not always make a plan or in other words, the term makes sometimes does not make either. According to the researcher, the behavior shown by this research subject is incorrect. Because in one learning process there must be careful planning. The opinion of this researcher is in accordance with law number 14 of 2005 article 20 point "a" regarding teachers and lecturers which implies in essence that in their professional duties the teacher is obliged to plan the learning process.

In the planning process, of course the teacher has also considered the suitability of the material to be delivered with the conditions of the students at that time. So there is no reason for the teacher not to plan learning activities. Even though what the teacher has planned is sometimes realized in class there is a slight difference. For conscientious subjects who always plan learning activities, in this context the planning carried out by research subjects is abstract. This means that research subjects plan, but only adjust or explore from lesson plans that are not their own products. Thus, sometimes what is planned by research subjects increases the efficiency of the learning process, maintains the relevance of material to objectives, and helps concentrate teaching and learning activities (Sanaky, 2019).

Teacher Teaching Performance in the Implementation of Learning Activities

The implementation of learning activities carried out at SDN Karawaci Baru 2 Tangerang City consists of six indicators. The first indicator is that the teacher starts learning effectively. There were no significant differences between research subjects in starting lessons. Starting with greetings, prayers, apperception and start learning activities. According to the researcher, the core of the opening activity in the lesson is apperception. Apperception can also describe the quality of the teacher in starting the learning process. Apperception is an initial activity to equate students' perceptions of the lesson to be learned, then linking the material to be delivered with the material that has been studied or associating the material with the experiences of the teacher or other people that have been carried out. This activity aims to make students more interested and arouse curiosity about the material to be taught. In line with the opinion of the researcher, Sa'ud (2011) also stated about pre-learning objectives (apperception), one of which is to help students prepare themselves to receive subjects, as well as foster students' interest and attention to what will be learned in learning activities.

In this study, all research subjects from the data that the researchers collected had apperception before starting the lesson even though the quality of the apperception could be said to be different. However, in substance and fundamentally, according to researchers, this is not a problem. The second indicator of learning implementation is that the teacher masters the subject matter. Ideally, a teacher must master the subject matter that will be delivered when teaching. Because this supports the smoothness and success and effectiveness of learning that occurs in the classroom. Although currently there are many media and other learning resources to help a teacher deliver subject matter that he has not mastered. However, according to the mandate of law number 14 of 2005 concerning teachers and lecturers, in chapter 3 article 7 point "d", it says that, "teachers have the necessary competencies, according to their field of work." This means that when a teacher is assigned to be in charge of one subject, the teacher is obliged to master the subject assigned.

At the elementary school (SD) or Madrasah Ibtidaiyah (MI) level, especially in the three schools where the researchers conducted the research, giving teaching assignments to a teacher was indeed quite heavy. This is because one teacher must teach more than one different subject. In fact, most of the teachers also received assignments to teach subjects that were not in accordance with their educational background. So according to the research data obtained that there are some teachers who according to them are less effective in delivering certain subjects. But not a few of the teachers who are able to master the subject thoroughly and can be accepted by students well (effectively). According to the head of the elementary education section, Mrs. Retno, S.Pd, M.Pd, the problem of task load and mastery of subject matter is casuistic. This means that not all teachers feel burdened when faced with problems like that. If a teacher has a strong desire and tries hard to prepare the subjects to be taught, then he can master well all the subjects he teaches and vice versa. The third indicator is that the teacher applies an effective learning approach or strategy.

According to the researcher, one way for students to more easily accept subjects is to choose a learning strategy or method that is adapted to the subject at that time. This was confirmed by Hamruri (2012) who stated that the more appropriate the method used by the teacher in teaching, the more effective the learning activities would be. This means that teacher expertise regarding the selection of methods or strategies in the learning process is needed so that learning activities can be more effective. In this study, all the research subjects tried to use various strategies when delivering subjects to their students, and of course different subjects sometimes had different strategies. However, the use of these strategies was recognized by the teachers that some had been effective and some had not been effective. From the data the researchers obtained, this was partly due to the fact that there were several fields of teaching assignments that were obtained that were not in accordance with their educational background (non-linear) even though the strategies used had also adapted the subjects to be taught. In another study,

namely research from Rahmatan (2004) entitled "Analysis of the Teaching Performance of Biology Middle School and High School Assistance Teachers in the Province of Nanggro Aceh Darussalam" obtained data that the methods or strategies or teaching methods used by teachers in Aceh province is also still less effective. So back to the researcher's statement above that teachers must be proficient in preparing, selecting and adapting strategies to the subjects to be taught.

The problem of incompatibility between fields of work and educational background reappears in this indicator. However, this again did not happen to all the teachers who were the subject of the study. Only a few teachers have a problem with it. Even when the researchers asked the school principal (principal) for information regarding the problem of the incompatibility of the educational background with the field of teaching assignments, in substance three school principals simultaneously, namely Mrs. Rumini as Principal of SDN Karawaci Baru 2 Kota Tangerang, stated that there was no problem. Because the policy (law) of linearity between educational background and field of assignment only existed in 2005 or in the law on teachers and lecturers number 14 of 2005 point "c". Meanwhile, the teacher recruitment process already existed or started before the law was issued. The fourth indicator of the implementation of learning is that the teacher utilizes learning resources or media in learning. From the research data it is said that all research subjects have utilized learning resources or learning media. The results of this study were corroborated by confirmation data from several students who were taught by the teachers as research subjects. However, even though they (research subjects) used media and/or learning resources to support learning activities, many of the teachers still found it difficult to choose the right learning resources or media with the material being taught. This was confirmed by Nasution (2018) who said that there is indeed no strong theoretical basis that determines what media is most compatible or suitable for certain subject matter or subject matter.

In a journal written by Suratno et al (2010) with the title "Evaluation of the performance of professional teachers in the case study of elementary school teachers in Jambi City" it is said that the prominent problem experienced by teachers when planning lessons is the difficulty in formulating between learning media and or learning resources that are in accordance with material to be taught. This difficulty is due to the fact that teachers are used to the culture of waiting for orders or waiting for operational guidelines (implementation instructions) from the school principal or the education office. As a result, the teacher becomes less creative in concocting or formulating learning media and learning resources that are relevant (appropriate) with the material to be delivered. Therefore, seeing the existing conditions, teachers are required to be creative and innovative in trying and trying whether the learning resources or media used have a positive influence on students or not, if they have a positive effect, it means that the media used is appropriate, but if the student's response is negative and learning activities become passive and boring or there is no progress towards students, the selection of learning resources or learning media needs to be evaluated.

The fifth indicator of learning implementation is that the teacher triggers and or maintains student involvement in learning. One of the implementations of this indicator is the occurrence of a two-way learning system or it can be said that students take an active part in the learning process. The hope is to encourage students to be actively involved in building knowledge, attitudes, and behavior (Hamruri, 2012). So that the information provider does not necessarily come from a teacher standing in front of the class but students are also involved. In this study, all research subjects also carried out learning activities by involving students in giving lessons, responding to and refuting the opinions of teachers or other friends on a problem. However, from the existing data, not all students gave a positive response to this system. For students who are proactive it is good and enthusiastic, but for some students who are passive, sitting quietly and being silent is the mainstay when learning a two-way system is being used. Of course, according to the researcher, this problem does not necessarily discourage teachers from carrying out learning using a two-way system, but this is a challenge for them to be able to make the best formulation so that when using a two-way learning system or a learning system that triggers and engages students active all students can be enthusiastically positive. In another study, namely the research of Suratno et al (2010) in a journal entitled "Evaluation of Professional Teacher Performance for Elementary School Teachers in Jambi City" concluded that professional teachers teaching in Jambi City Elementary Schools also found problems in fostering joy or activeness and student enthusiasm. That is, it is indeed not easy for a teacher to be able to control the class, activate and involve students as a whole in learning. But as a teacher, it is an obligation that must always be sought.

Furthermore, the sixth indicator of the implementation of learning is that the teacher uses the correct and appropriate language in learning. From the research data, it is true that not all teachers use the right language. Maybe it's right but not right. Especially if they are required to use Indonesian as a

whole, some teachers admit that they cannot. Sometimes Javanese participates when delivering subjects. This according to the researcher as long as not using words or sentences that are rude and "dirty" in language is not a problem. The last indicator in the implementation of learning activities is that the teacher ends the lesson effectively. From the research data, all research subjects have closed the learning process effectively. In an effective sense here, when closing the lesson the teacher emphasizes and concludes or summarizes the lessons that have been delivered, provides motivation to students and messages of kindness. The same thing was also conveyed by Usman (2010) who argued that one form of the teacher's effort in closing the lesson was to summarize or outline the issues just discussed or studied (conclusion) so that students get a clear picture of the meaning and essence of the subject matter, recently studied issues.

It is unavoidable that each teacher has his own way or strategy in closing the lesson. For example, MS is a research subject who comes from SDN Karawaci Baru 2 Kota Tangerang, from the data the researcher obtained that closing each lesson always begins with a light evaluation of the lesson just learned and then concludes. Meanwhile, the MA was a thorough subject from SDN Karawaci Baru 2, Kota Tangerang, on the contrary, namely making conclusions or summarizing the lessons that had just been learned and then holding questions and answers with students. But essentially, according to the researcher, this does not become a problem because there are no specific rules governing the sequence in closing lessons. The most important thing, as stated by Usman (2010), is the delivery of conclusions from the lessons that have been learned.

Teacher Teaching Performance in Learning Assessment

Before the evaluation of learning outcomes is carried out, a good and mature plan must first be prepared (Sudijono, 2018). Therefore, the first discussion indicator is that the teacher plans an evaluation tool to measure the progress and success of student learning. The discussion regarding the planning of this evaluation tool has been alluded to in one of the discussion indicators regarding aspects of lesson planning. More specific is when discussing the formulation of learning objectives in lesson plans. In the RPP, there is one point regarding assessment which includes assessment techniques and assessment instruments. This means that if the research subject makes or has a lesson plan, then he indirectly designs or at least has thoughts or ideas about the evaluation that will be carried out. Then, when the teacher carries out the assessment with various strategies, then at least before that the teacher has dreams or thoughts about what strategy or technique will be used. In this context, wishful thinking or thinking about the technique that will be used to assess is one of the planning activities. This is corroborated by Sudijono (2008) who states that learning evaluation planning generally includes six types of activities, one of which is choosing and determining the techniques to be used in carrying out the evaluation.

In this study, the research data showed that all teachers as textually careful subjects had lesson plans in the form of lesson plans before carrying out learning. Even though the RPP owned by the research subject was not self-made but came from a forum or association of peer teachers (KKG). Then the data in this study also showed that all subjects carefully carried out evaluations to measure the progress of students and beforehand they chose and determined what techniques or strategies would be used to evaluate. Then enter the teacher indicators using various assessment strategies and methods to monitor the progress and learning outcomes of students. Research data on this indicator shows that all subjects carefully use tests to measure their students' learning progress. There are three forms or models of tests carried out by the teacher in taking measurements. The first test is a written test, then an oral test and the last is a practical test or action test (Ratnawulan and Rusdiana, 2015). In this study, the teachers (observant subjects) used the three test models.

The use of the test model is adjusted to the material presented. The written test is a form of test that demands answers from students in writing (Arifin, 2014). Both teachers and students benefit from this form of test. For teachers, teachers can prepare editorial questions that will be tested by students in a mature way and can be better understood by students, then the teacher's correction process can be more thorough. And for students, students can be more careful in reading each question item and can be more precise when answering even though this form of test is also limited by time. Furthermore, SR uses an oral test at the end of each lesson to emphasize the lesson that has just been delivered and at the beginning of the lesson to find out how far students know the material to be delivered. The oral test is a form of test in which the tester asks questions or questions orally and the testee gives answers verbally as well (Sudijono, 2018). The use of an oral test in this study was solely to find out students'

understanding of a material and was not used to assess or give a score or to be used formally in the final exam. Because in this test, the mental condition of students must be in good condition. In this study, not all subjects were careful using practice tests or action tests in every subject taught. This is because the subjects taught are not possible to be tested in practice. For example, subjects related to history. It is difficult for teachers to conduct practical exams on material related to history. However, from all of this in this discussion, the point is one, the teacher has used at least two methods to assess or monitor student progress by using written tests and oral tests.

The last indicator in this discussion is that the teacher uses the results of the assessment to provide feedback for students about the progress of their learning and materials for preparing the next lesson plan. In discussing this indicator, the point that researchers can pick up is that there is a follow-up action or the use of the results of student learning assessments by a teacher. Maybe at this time there are still teachers who only use the results of the assessment to fill out student report cards. This is certainly not a mistake, but if the results of the assessment can be used for various other purposes, it will certainly bring more value in a learning circle. So that related parties will also take responsibility and have more attention to the learning process carried out by students. The research data in this study showed that all research subjects followed up on the results of the assessment they carried out. The follow-up carried out by the teachers (observant subject) in outline is to use it as a reference used for the preparation or planning of the next learning strategy, then used to classify which students have low learning abilities and which students have high learning abilities for further for students who have low learning abilities are given additional lessons at a specific time, then the results of the assessment are also used as feedback to students so that learning activities become better and feedback to parents to pay more attention to their children's learning activities.

Follow-up carried out by careful subjects in the form of utilizing the results of the assessment in this study is in line with the opinion of Arifin (2014) which states that the benefits of evaluation results can be used as feedback to all parties, to improve learning implementation plans and to optimize the learning process and generate students' interest and motivation to learn. Thus, according to researchers, the task of a teacher in a series of teaching processes starting from lesson planning, implementation, to the utilization of the results of the assessment has been completed. This series will keep repeating and repeating. In another study, namely research from Yusrizal (2011) with the title, "Evaluation of the performance of high school physics, biology and chemistry teachers who have passed certification in Banda Aceh" there is a significant difference where the teachers in the study rarely or never even announce the results of their work. or exams or homework on students. So that in this context there is no feedback from a teacher to his students about what to do after an assessment or exam occurs. Therefore the conclusion in Yusrizal's research (2011) shows that teachers who have passed certification in Banda Aceh in the context of assessment are still apprehensive and need a lot of improvement.

CONCLUSION

Based on the results of the study it is known that: 1) Evaluation of teacher teaching performance design in the planning aspect still found gaps, especially in the aspect of formulating learning objectives in lesson plans and the preparation of teaching materials in a coherent, logical, contextual and up-to-date manner, as well as planning learning activities which still found one research subject which are not in accordance with the indicators. For other aspects according to the indicators; 2) Evaluation of teacher teaching performance installations has been prepared in accordance with established teacher teaching performance assessment standards; 3) Evaluation of the teacher's teaching performance process in the aspect of implementing learning on seven indicators, only two of which still show gaps, namely mastery of subject matter and application of effective learning approaches or strategies while the other indicators are in accordance with indicators of implementation of learning activities (no gaps); 4) Evaluation of teacher performance results in the aspect of learning assessment is in accordance with the indicators or it can be said that there is no gap at all.

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THE RELATIONSHIP BETWEEN THE IMPLEMENTATION OF SCHOOL SUPERVISORS' SUPERVISION, THE SCHOOL PRINCIPLE'S LEADERSHIP STYLE AND MOTIVATION ONTEACHER PERFORMANCE

NURYATI¹, Betti NURAINI², Hamid Al JUFRI³

Tangerang City Education Office¹, Universitas Muhammadiyah Prof. DR. HAMKA^{2,3}

Nuryati085@gmail.com¹, betty_nuraini@uhamka.ac.id², hamid_jufri@uhamka.ac.id³

ABSTRACT

The purpose of this study is to investigate The relationship between the implementation of school superintendent's supervision, the transformational leadership style of the principal and the motivation together for teacher performance. The research approach used in this study is a quantitative approach. The population in this study was all elementary school teachers in Cluster 3, Karang Tengah District, Tangerang City with a sample of 144 teachers who were taken randomly (random sampling). The analysis technique used is a double correlation analysis technique. Based on the results of the analysis, it is known that: 1) There is a positive and significant relationship of supervisory supervision with teacher performance. 2) There is a positive and significant relationship of leadership with teacher performance, 3) There is a relationship between work motivation and teacher performance. 4) There is a positive and significant impact of supervisory supervision, traditional leadership and work motivation together with teacher performance. Level of relationship between supervisory supervision Traditional leadership and work motivation with Teacher performance in a very high relationship category

Keywords: Supervisory Supervision, Traditional Leadership, Motivation, Teacher Performance

INTRODUCTION

The role of school supervisors has a positive contribution to improving the quality of education. Supervisors for TK/SD, SMP, SMA and SMK are educational staff whose role is very important in

fostering the professional abilities of teachers and principals in improving school performance. School supervisors function as supervisors, both academic supervisors and managerial supervisors. School supervisors as academic supervisors are obliged to help teachers' professional abilities so that teachers can improve the quality of the learning process. Supervisors as managerial supervisors are obliged to help the principal to achieve an effective school. Guidance and supervision of these two aspects should be the main task of the school supervisor.

The successful achievement of educational goals requires the skills of the school principal and the possession of standardized competencies so that carrying out their duties and functions can be carried out easily. This must be understood because the principal has an influence on the performance of the school as a whole. The principal in his leadership process is always related to the leadership style he uses. The principal's leadership style influences the performance of school personnel in increasing performance productivity in order to realize the vision and mission of the school itself.

Apart from leadership management, another factor that influences teacher performance is motivation. Motivation is a desire that arises from within a person to carry out certain activities in order to achieve the desired goals. Meanwhile, work motivation is a strong desire from within a person to carry out all activities related to his work in order to achieve organizational goals. Motivation arises as a result of giving a driving force that creates a person's enthusiasm so that they want to work together, work effectively and integrate with all their efforts to achieve satisfaction. This means that teachers who have high motivation will try to work better so that the desired goals can be achieved. Likewise, being a professional teacher must have motivation from within himself to become a teacher. If you don't have motivation, you won't be successful in teaching.

Previous studies (Dewi, 2015); (Putro, Rinawati, & Muh, 2013); (Suhadi, Mujahidin, Bahruddin, & Tafsir, 2018); (Ardiana, 2018); (Harefa, 2020) gave the answer that teacher work motivation greatly influences teacher performance and has a positive impact on student achievement. The study confirms that teachers who have high motivation will have an influence on achievement in educational institutions where teachers work. Study of factors that influence teacher motivation (Nasrun, 2016); (Anwar, 2019); (Maham, Bhatti, & Öztürk, 2020) which provides an understanding that leaders, the people closest to them are factors that can increase teacher motivation

Based on the results of the pre-research conducted by the author through interviews with several supervisors and the results of discussions with teachers, several problems were found, namely supervisory assistance was still not optimal, there was no well-coordinated supervision schedule, supervision was only used as a culture and to abort obligations, the supervisor's role was still limited to the relationship between leaders and subordinates, not yet being an educational consultant, so if there is implementation of supervision teachers become afraid and the low performance of supervisors is often experienced, reflected in a lack of understanding and mastery of supervision methods, techniques and principles, supervisors (supervisors) still oriented to supervision (control) and the main object is administration.

Based on interviews with school principals during the 2022/2023 academic year, school principals rarely provide coaching, advice, guidance, school principals have not made good efforts so that achievement results for teachers are not optimal, the role of school principals is also not optimal in motivating teachers to improve their performance so that the teacher seems relaxed about the existing rules plus, the teacher's motivation is still low in carrying out their duties, teachers are also found to behave impolitely such as smoking and using mobile phones when carrying out learning in class, learning activities are not in accordance with the allotted time allotted, where the material many but the allocation of learning time is limited.

Demands from various parties for the quality of teacher learning are getting higher, but the reality among State Elementary School teachers in Cluster 3, Karang Tengah District, Tangerang City, that is difficult to deny is that there are still many deficiencies and weaknesses at the application level. This

can be seen from the pre-research that the author conducted in November 2022 that the quality of learning in public elementary schools in Cluster 3, Karang Tengah District, Tangerang City is still low and there are still many student scores that are below the KKM (Minimum Completeness Criteria) but are forced to be pulleyed to be able to promoted to next grade. Of the 20 teachers surveyed, 15 teachers (75%) applied conventional learning strategies and methods and most were still unable to utilize modern information, using ICT (Computer Information Technology) in the learning process.

Based on the author's interview with school principals in Public Elementary Schools in Cluster 3, Karang Tengah District, Tangerang City in November 2022, there has not been much research related to school supervision, especially in cluster 3, Karang Tengah District, Tangerang City, even though to improve the quality of supervision it must first It is known how supervision has been carried out so far. This results in a lack of information about the magnitude of the relationship between the implementation of school supervisor supervision, the principal's leadership style and motivation with teacher performance from previous studies. Based on the problems above, the authors need to do further research regarding the relationship between the implementation of school supervisor supervision, the principal's leadership style and motivation with teacher performance.

METHOD

This research is a correlation research with a quantitative approach. Survey research is intended to obtain a general description of the leadership and leadership performance of school principals. In order to explain the research variables, a descriptive and correlative level of explanation was carried out. The population in this study were all teachers at the Gugus 3 Elementary School, Karang Tengah District, Tangerang City, with a sample of 144 teachers taken at random (random sampling). The analysis technique used is multiple correlation analysis technique.

FINDINGS AND DISCUSSION

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

Supervisor Supervision Relations with Teacher Performance

Based on the results of the correlation analysis between supervisory supervision and teacher performance, the Pearson Correlation value was (r_{count}) 0.637. with a significance value of 0.000. When compared to the value of $r_{count} > r_{table}$ ($0.637 > 0.164$). Likewise with the Sig value $< \alpha$ value ($0.000 < 0.05$). With these results, it can be concluded that there is a relationship between supervisory supervision and teacher performance at Gugus 3 Elementary School, Karang Tengah District, Tangerang City. The level of strength of the relationship between variables X1 and Y, seen based on the r_{count} value of 0.637, if entered into the Pearson Correlation table, the value is in the range 0.60 – 0.799, so it can be concluded that there is a high relationship between supervisory supervision and teacher performance.

The results of this study support previous research conducted by Astuti, et al (2016) which stated, There is a positive influence of school supervisor supervision on teacher performance. This is in accordance with the opinion of Sagala (2019) who argues that the school supervisor as a supervisor is a person who can act as a partner for the school principal and other education staff who are expected to be present at school as counselors to overcome various problems faced by teachers and other education staff in carry out tasks.

Supervision of school supervisors in accordance with their duties, functions and authorities will contribute to creating an increase in the quality of education, where school supervisors provide assistance and guidance, motivate, provide direction and services to improve teachers' abilities in the

learning process. Conceptually, in this study, the activities of coaching, mentoring, direction, motivation, and services carried out by school supervisors are in accordance with the main tasks and functions as well as the authority and responsibility given to them to improve teacher performance.

Research on the relationship between supervisor supervision and teacher performance has been carried out by many researchers in the field of education. In these studies, supervisory supervision is interpreted as an effort to assist teachers in improving the quality of learning through class observations, providing feedback, and providing guidance and training.

Several studies have shown that effective supervisory supervision can improve teacher performance. For example, research conducted by Elwan and Ebrahim (2020) in Egypt shows that supervisory supervision that focuses on providing constructive and supportive feedback can improve teacher performance in managing the classroom and improve student learning outcomes.

Another study conducted by Khusaini and Bambang (2019) in Indonesia shows that regular and systematic supervisory supervision can increase teacher motivation and performance in teaching. In addition, research conducted by Yasin and Hanif (2018) in Pakistan shows that supervisory supervision who provides support and motivation to teachers can improve teacher performance in managing classes and increase student participation in learning.

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From the description above it is explained that supervisory supervision is very influential on teacher performance, this is a positive thing for the progress of the education unit that is shaded by

educators. The task of supervisors is not only to supervise educators but also to guide, motivate, provide solutions to any problems and also provide opportunities for self-development.

The Relationship between Transformational Leadership and Teacher Performance

Based on the results of the analysis of the correlation analysis between transformational leadership and teacher performance, the Pearson Correlation value was 0.540. When compared to the value of $r_{count} > r_{table}$ ($0.540 > 0.164$). Likewise with the Sig value $< \alpha$ value ($0.000 < 0.05$). Then the null hypothesis (H_0) is rejected and the working hypothesis (H_a) is accepted. Thus it can be stated that there is a relationship between transformational leadership and teacher performance at Gugus 3 Elementary School, Karang Tengah District, Tangerang City. The Pearson Correlation value is 0.540, in the range 0.40 – 0.599, so it can be stated that there is a moderate relationship between transformational leadership and teacher performance.

The results of this study are in accordance with what was stated by Musbikin (2013) that the achievement and realization of professional teachers is very dependent on the skills/capabilities of the school principal's leadership. According to Karwati & Priansa (2015) said that the principal is one of the components of education that is influential in improving teacher performance. The expert's opinion shows that the leadership of the school principal is very much needed because it plays a role in developing schools and improving teacher performance and professionalism.

A school principal who has a transformational leadership style will encourage teachers in the education units they lead to be aware of the importance of their work assignments, and encourage them to prioritize their educational units rather than their own interests, which are manifested in the form of performance. Transformational leadership from school principals makes teachers more sensitive to the value and importance of work, as explained by Sutikno (2014) that transformational leadership can raise the awareness of its followers by directing them to higher ideals and moral values.

Gibson (1987) in Umam (2012) states that one of the factors that influence performance is the organization, including organizational structure, job design, leadership, and reward systems. Principal leadership will work well if they understand the existence of schools as complex and unique organizations, and develop school life by providing the widest possible opportunities for teachers to develop and innovate.

With a transformational leadership style, a school principal will have strong self-confidence, high commitment, clear vision, diligent, hardworking and militant, consistent, able to show important, big, and noble ideas, and be able to transmit them to teachers at school. the educational unit he leads. The school principal always demonstrates his commitment to the education unit he leads and tries to continuously inspire the spirit of the teachers through growing enthusiasm and optimism by inspiring behavior that can motivate teacher performance.

Principals who have a transformational leadership style always pay attention to the input of teachers as material for decision making, and pay attention to the needs of teachers regarding their career development. This is in line with Bas (1975) in Sagala (2018) that transformational leadership is able to transform and motivate followers.

Many studies have shown a positive relationship between transformational leadership and teacher performance. Transformational leadership is defined as a type of leadership that focuses on motivating and inspiring followers to achieve common goals, fostering creativity and innovation, and helping followers to reach their full potential.

Several studies show that transformational leadership can improve teacher performance. For example, research conducted by Voon, Lo, Ngui, and Ayob (2011) in Malaysia shows that transformational leadership by school principals can improve teacher performance in teaching, planning lessons, and conducting assessments.

Another study conducted by Li and Li (2019) in China shows that transformational leadership carried out by school principals can increase teacher job satisfaction and influence teacher performance through mediating job satisfaction. However, there is also research indicating the existence of other factors that affect the relationship between transformational leadership and teacher performance. For example, research conducted by Sahoo and Sahoo (2019) in India shows that factors such as organizational support, motivation, and a conducive work environment also contribute to teacher performance.

Overall, research on the relationship between transformational leadership and teacher performance shows that effective transformational leadership can improve teacher performance. However, to achieve optimal results, transformational leadership must be supported by other factors such as organizational support, motivation, and a conducive work environment.

Relationship between Work Motivation and Teacher Performance

The results of the correlation analysis between work motivation and teacher performance obtained a Pearson Correlation value of 0.544, with a Sig value $< \alpha$ value ($0.000 < 0.05$). Then the null hypothesis (H_0) is rejected and the working hypothesis (H_a) is accepted. Thus it can be stated that there is a relationship between work motivation and teacher performance at Gugus 3 Elementary School, Karang Tengah District, Tangerang City.

The Pearson Correlation value is 0.544, this shows that work motivation and teacher performance have a moderate relationship. The value of the correlation coefficient is positive, this means that work motivation has a direct relationship with teacher performance, so that the higher the work motivation, the higher the teacher performance and vice versa, the lower the teacher's work motivation, the lower the teacher's performance. Based on the results of the correlation significance test with the t test, it was found that the correlation coefficient obtained was significant. This is because $t_{count} > t_{table}$ ($7.723 > 1.977$). From the results of the hypothesis testing above, it can be stated that the second hypothesis which states that there is a positive and significant relationship between work motivation and teacher performance at Gugus 3 Elementary School, Karang Tengah District, Tangerang City is proven to be true.

The results of this study are also in line with Mangkunegara (2010) (Umam, 2012) that motivational factors are formed from an employee's attitude in dealing with work situations. Motivation is a condition that moves employees towards achieving goals. Work motivation arises because it is learned through experience or interaction with other people or social interaction. Teachers who have high work motivation feel comfortable and passionate about their performance.

Research has shown that high work motivation can improve teacher performance. Work motivation is defined as the drive or desire of individuals to achieve goals and achieve satisfaction in their work. Teacher performance itself is defined as the teacher's ability to achieve the learning outcomes desired by students.

Several studies have shown a positive relationship between work motivation and teacher performance. For example, research conducted by Chen and Chen (2017) in Taiwan shows that intrinsic motivation, such as the desire to achieve job satisfaction, can improve teacher performance in teaching and providing feedback to students.

Other research conducted by Haryanto and Supriadi (2019) in Indonesia shows that high work motivation can improve teacher performance in developing effective learning programs and providing good learning experiences for students.

However, there is also research showing that there are other factors that influence the relationship between work motivation and teacher performance. For example, research conducted by Cetin and Bayrak (2019) in Turkey shows that factors such as school principal support, good working conditions, and self-development opportunities also contribute to teacher performance.

Overall, research on the relationship between work motivation and teacher performance shows that high work motivation can improve teacher performance. However, to achieve optimal results, work motivation must be supported by other factors such as the support of the school principal, good working conditions, and opportunities for self-development.

Supervisory Supervision Relationship (X1), Transformational Leadership (X2) and Work Motivation (X3) Together with Teacher Performance (Y)

Based on the results of the analysis of multiple correlation analysis between supervisory supervision, transformational leadership and work motivation with teacher performance, a Pearson Correlation value of 0.816 is obtained when compared to the value of $r_{count} > r_{abel}$ ($0.816 > 0.164$). Thus the null hypothesis (H_0) is rejected and the working hypothesis (H_a) is accepted. So it can be concluded that there is a relationship between supervisory supervision of transformational leadership and work motivation with teacher performance at Gugus 3 Elementary School, Karang Tengah District, Tangerang City.

The Pearson Correlation value is 0.816, so it can be concluded that there is a very high relationship between supervisory supervision of transformational leadership and work motivation and teacher performance. Supervisory supervision and transformational leadership contribute to teacher performance by 0.666 (66.6%). This means that together with supervisory supervision, transformational leadership and work motivation contribute 66.6% to teacher performance at Gugus 3 Elementary School, Karang Tengah District, Tangerang City.

The results of this study support previous research conducted by Hutagaol (2016), which stated that there is a positive and significant relationship between transformational leadership and work motivation and teacher performance, implying that the better the teacher's perception of school principal supervision, transformational leadership and work motivation a teacher, the better the performance.

Research on the relationship between supervisory supervision, transformational leadership, and teacher performance shows that supervisory supervision and transformational leadership together can improve teacher performance.

For example, research conducted by Wicaksono and Subiyantoro (2018) in Indonesia shows that supervisory supervision and transformational leadership both have a positive effect on teacher performance. The results of this study indicate that effective supervisory supervision and motivating transformational leadership can improve teacher performance in teaching and provide a better learning experience for students.

Another study conducted by Akbari, Bahrani, and Mokhtari (2019) in Iran also showed similar results. This research shows that supervisory supervision and transformational leadership together have a positive influence on teacher performance, particularly in terms of more effective use of educational technology.

However, it should be kept in mind that the relationship between supervisor supervision, transformational leadership, and teacher performance can be influenced by other factors such as work motivation and principal support. For example, research conducted by Fatah, Perdana, and Hasanah (2020) in Indonesia shows that the support of school principals also contributes to teacher performance.

Overall, research on the relationship of supervisory supervision, transformational leadership, and teacher performance shows that supervisory supervision and transformational leadership together can improve teacher performance. However, other factors such as work motivation and school principal support must also be considered.

CONCLUSION

Based on the results, it can be concluded: 1) There is a positive and significant relationship between supervisory supervision and teacher performance. This is evident from the results of the $t_{count} > t_{table}$ ($0.637 > 0.164$) and the Sig value $< \alpha$ value ($0.000 < 0.05$). 2) There is a positive and significant relationship between transformational leadership and teacher performance. This is evident from the results of $t_{count} > t_{table}$ ($0.540 > 0.164$) and Sig value $< \alpha$ value ($0.000 < 0.05$). 3) There is a relationship between work motivation and teacher performance. This is evident from the $t_{count} > t_{table}$ ($0.544 > 0.164$) and the Sig value $< \alpha$ value ($0.000 < 0.05$). 4) There is a positive and significant relationship between supervisory supervision, transformational leadership and work motivation together with teacher performance. This is evident from the results of $t_{count} > t_{table}$ ($0.816 > 0.164$) and Sig value $< \alpha$ value ($0.000 < 0.05$). The degree of relationship between supervisory supervision and transformational leadership and work motivation with teacher performance is in the very high relationship category.

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THE INFLUENCE OF PRINCIPAL MANAGERIAL COMPETENCE AND WORK CLIMATE ON TEACHER PERFORMANCE IN STATE ELEMENTARY SCHOOL CULTURE 3, TANGERANG CITY

Ulva AULIANAH

SDN Parung Serab

ulvaaulianah21@gmail.com

ABSTRACT

This study aims to prove: 1) the magnitude of the influence between the managerial competence of school principals on teacher performance; 2) The magnitude of the influence of work climate on teacher performance; 3) The magnitude of the influence of the managerial competence of school principals on the work climate. This research is a quantitative research. The method used in this research is a quantitative method with surveys and path analysis. The population in this study were teachers at the Gugus 3 Public Elementary School, Kota Tangerang, totaling 158 teachers with a sample of 113 teachers taken at random (proportional random sampling). The analysis technique used is path analysis technique. Based on the results of the research and discussion, it can be concluded: 1) There is a positive and significant direct effect of the principal's managerial competence on teacher performance. This is also proven from the results of $t_{count} > t_{table}$ ($14.864 > 1.982$) and the path coefficient value of 0.562. 2) There is a positive and significant direct effect of work climate on teacher performance. This is also proven from the results of $t_{count} > t_{table}$ ($2.927 > 1.982$) and the path coefficient value of 0.268. 3) There is a positive and significant direct effect on the managerial competency of the principal on the work climate.

Keywords: *Principal's Managerial Competence, Work Climate, Teacher Performance*

INTRODUCTION

Quality education is the hope of society, but the low quality of education in Indonesia is related

to teacher performance. Effective and efficient teacher performance can produce quality graduates, while ineffective teacher performance has a negative impact on the quality of education. One of the factors that influence teacher performance is the principal because the principal is one of the components that has the most role in improving the quality of education. As the state of Singapore believes in the importance of the principal's work in bringing about educational change because it is the principal who can create conditions where many individual variables when combined synergistically in schools will improve learning (Ng & Wong, 2019).

In addition to the managerial competence of the principal, another factor that also influences teacher performance is the work climate. The results of Nuraini's research (2022) show that there is a simultaneous influence of the principal's managerial competency standards and school climate on the performance of SMAN 1 Leuwisadeng teachers. A conducive working climate is very important for implementing the main tasks and functions of teachers in schools. The work climate in educational institutions is formed and used as a characteristic. Work climate can play an important role in providing a healthy and positive atmosphere.

The work climate is a collective reflection that is universal in nature that can create hope and a sense for employees so as to increase the capacity of a good organization. Work climate is a basic aspect that needs to be considered by school leaders because it can affect the behavior of teachers, employees and students. Nevertheless, the development of the times should be, the more dynamic the education system in this country is also developing. The work climate reflects the conditions and work relations between fellow educators and their environment. This is the embodiment of a conducive work environment. This kind of situation is needed for the school system to run smoothly.

Based on initial observations at seven Public Elementary Schools cluster 3 coordinators of the Ciledug sub-district, Tangerang city, totaling 158 teachers, it can be seen that the teacher's performance is felt to be still not optimal, that is, there are still teachers who have low performance. varied learning, there are still teachers who have not made lesson plans, and the teacher's lack of enthusiasm in carrying out their duties can be seen from the many students who do not pay attention to what the teacher explains so they do not absorb the lessons learned. This is caused by several factors, including the lack of oversight by the principal in managing the school. In addition, the school atmosphere also affects the work climate. The working climate in Cluster 3 Korwil, Ciledug District, Tangerang City has not supported teachers to work comfortably. This can be seen when the emergence of jealousy, ego between fellow teachers in work competition and the low responsibility of the teacher in the learning process takes place, for example, the teacher leaves students during learning hours so that the work climate becomes not conducive.

Several previous research results prove that many factors affect teacher performance, including the managerial competence of school principals and work climate. Research conducted by Destler (2017) states that certain climates, such as trust among colleagues and supervisory support, influence certain performance behaviors more than others. Research conducted by Meynita et al., (2020) proved that the managerial abilities of school principals and work climate have a significant effect on improving teacher performance. In addition, Nuraini (2022) in her research also proved that there was a simultaneous influence of the principal's managerial competency standards and school climate on the performance of SMAN 1 Leuwisadeng teachers.

Based on the facts above, the researcher wishes to study further by conducting research related to the managerial competence of school principals, work climate on teacher performance in cluster 3 Korwil Ciledug District, Tangerang city. The results of previous studies and literature reviews show the importance of teacher performance in improving the quality of schools and education. The principal as the highest leader in the school also contributes to teacher performance, especially in managerial competence. In addition, a conducive work climate will affect teacher performance and bring changes to the teacher's performance in carrying out his activities as a teacher which affects the quality of students. Therefore, this study focuses on three variables, namely the managerial competence of the

principal, work climate and teacher performance. Even though there has been quite a lot of research on these three variables, it is still important to investigate further, especially at the elementary school level.

METHOD

The method used in this research is a quantitative method with surveys and path analysis. The population in this study were teachers at the Gugus 3 Public Elementary School, Kota Tangerang, totaling 158 teachers with a sample of 113 teachers taken at random (proportional random sampling). The analysis technique used is path analysis technique. Path analysis (path analysis) is an extension of multiple regression analysis in various regression models or equations that can be estimated simultaneously, but provides a more effective way to determine models of direct and indirect effects. Relationship between principal managerial competence variables (X1), work climate (X2) and teacher performance (X3)

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 influence between variables. These results serve as the basis for the discussion of research, as follows:

The Effect of Principal Managerial Competence on Teacher Performance

Based on the results of the t test analysis, it shows a tcount value of 14.864. The tcount value is then compared with the ttable value with $df = 107$ and the value is 1.982. after comparison it turns out that the value of tcount is greater than ttable ($14.864 > 1.982$). 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 H0 is rejected and H1 is accepted.

Based on the analysis of the correlation coefficient (rxy) between the principal's managerial competence (X1) and teacher performance (X3) a value of 0.562 was obtained with Sig. (2-tailed) of 0.000. This means that the value of Sig. ($0.000 < \alpha$ (0.05)). The coefficient value is 0.562. Thus it can be concluded that between the managerial competence of school principals and teacher performance has a significant relationship with the medium category. Research shows that the managerial competence of school principals has a significant positive effect on teacher performance. Several supporting studies include research conducted by Aisyah et al. (2020) in Indonesia found that the managerial competence of school principals has a significant positive effect on teacher performance.

Research conducted by Hong et al. (2018) in South Korea found that principals who have higher managerial competence tend to perform better in terms of motivating teachers to improve the quality of their teaching. Research conducted by Sholihah et al. (2021) in Indonesia found that the managerial competence of school principals has a significant influence on teacher performance, both directly and through school climate mediators.

Theories that support a positive relationship between the managerial competence of school principals and teacher performance are contingency theory and transformational theory (Aisyah et al. 2020). Contingency theory states that an effective leadership style depends on certain situations and conditions. In this case, school principals who have good managerial competence can adapt their leadership style to the situations and conditions at school. This will enable principals to develop appropriate management strategies to improve teacher performance.

Meanwhile, transformational theory states that effective leadership is leadership that is able to influence others to achieve higher goals through motivation and inspiration. In this case, school principals who have good managerial competence can motivate and inspire teachers to improve their performance through the development of training programs and professional development.

In practice, principals who have good managerial competence can build good working relationships with teachers, facilitate effective communication, and develop appropriate reward systems to motivate teachers. This can improve teacher performance and create a better learning environment in schools.

The Effect of Work Climate on Teacher Performance

Based on the results of the t test analysis, it shows a tcount value of 2.927. The tcount value is then compared with the ttable value with df 109 and the value is 1.982. after comparison it turns out that the value of tcount is greater than ttable ($2.927 > 1.982$). Likewise with the significance level (p-value), 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 H0 is rejected and H2 is accepted. So it can be concluded that the work climate has a significant effect on teacher performance at SD Negeri Gugus 3 Tangerang City. The correlation coefficient (r_{xy}) between work climate (X2) and teacher performance (X3) obtained a value of 0.268 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 teacher performance has a significant relationship with the low category.

The results of this study are supported by previous studies listed in the journal Quality Vol 4 No. 1 2016 conducted by Hadi (2016) which shows that there is a positive and significant influence of organizational climate on teacher performance. Research conducted by Wicaksono and Sari (2020) in Indonesia shows that a conducive work climate has a significant positive effect on teacher performance. This study used a survey method with a sample of 126 teachers from eight high schools.

Research conducted by Wong et al. (2021) in Hong Kong show that a positive work climate and leadership support have a significant positive effect on teacher performance. Research conducted by Hartini et al. (2021) in Indonesia show that a conducive work climate has a significant positive effect on teacher performance, both directly and through work motivation mediators. According to Supardi (2019) a conducive climate in schools will have a good influence on students to develop themselves both in the short and long term. Interpersonal interaction is a manifestation of the fact that school is a special community in which social interaction occurs in the form of education. If the pattern of interaction is good, good work cohesiveness will be created and if the cohesiveness is intact, it will support the creation of teacher professionalism.

Research shows that a conducive work climate can positively influence teacher performance. Several theories that support include contingency theory, reward theory, and needs theory (Wicaksono and Sari, 2020). Contingency theory states that an effective leadership style depends on certain situations and conditions. In this case, school principals who are able to create a conducive working climate can increase teacher motivation and performance in schools.

Reward theory states that rewards and recognition can motivate someone to improve their performance. In this case, school principals who are able to reward and recognize good teacher performance can increase teacher motivation and performance in schools. Needs theory states that everyone has needs that must be met to achieve certain goals. In this case, school principals who are able to create a conducive working climate can meet the needs of teachers to feel valued, cared for, and supported by school principals and their peers (Hartini et al., 2021).

The Effect of Principal Managerial Competence on Work Climate

Based on the results of the t test analysis, it shows a tcount value of 2.576. The tcount value is then compared with the ttable value at a significant level with df 109 and the value is 1.982. after comparison it turns out that the value of tcount is greater than ttable ($2.576 > 1.982$). 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 H0 is rejected and H3 is accepted. So it can be concluded that the managerial competence of school principals has a significant effect on the work climate at SD Negeri Gugus 3 Kota Tangerang.

The correlation coefficient (r_{xy}) between the principal's managerial competence (X1) and work climate (X2) obtained a value of 0.238 with Sig. (2-tailed) of 0.019. This means that the value of Sig. (0.000) $< \alpha$ (0.05). The coefficient value is 0, it is in the moderate correlation category. Thus it can be concluded that between the managerial competence of school principals and work climate there is a significant relationship with the weak category.

Research shows that the managerial competence of school principals has a significant influence on the work climate in schools. Several theories that support include the theory of transformational leadership, the theory of trust, and the theory of participation.

Transformational leadership theory states that school principals who are able to motivate and inspire teachers can create a positive work climate in schools. In this case, school principals who have good managerial competence can become effective transformational leaders to improve the work climate in schools (Sugiarto, B. 2020).

Trust theory states that the teacher's trust in the principal can affect the work climate in schools. In this case, school principals who have good managerial competence can build trust by communicating clearly, consistently, and transparently with teachers (Panggabean, N. L., & Masbar, R. 2019).

Participation theory states that teacher participation in decision-making at school can improve the work climate at school. In this case, school principals who have good managerial competence can facilitate teacher participation in decision making at school (Setyaningsih, A. W., & Wahyuni, N. E. 2020).

Several journals that support a positive relationship between the managerial competence of school principals and the work climate in schools include: Research conducted by Panggabean and Masbar (2019) in Indonesia shows that the managerial competence of school principals has a significant positive influence on the work climate in schools.

Research conducted by Budisantoso et al. (2020) in Indonesia show that the managerial competence of school principals has a significant positive effect on the work climate and teacher performance in schools. Research conducted by Setyaningsih and Wahyuni (2020) in Indonesia shows that the managerial competence of school principals has a significant positive influence on the work climate and job satisfaction of teachers in schools.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that several important things are as follows: 1) There is a positive and significant direct effect of the managerial competency of the principal on teacher performance at SD Negeri Gugus 3 Kota Tangerang. This is also proven from the results of $t_{count} > t_{table}$ ($14.864 > 1.982$) and the path coefficient value of 0.562. In addition, the results of the correlation coefficient analysis show a value of 0.562 with Sig. (2-tailed) of 0.000. this means that the principal's managerial competency with teacher performance has a significant relationship and is in the medium category. 2) There is a positive and significant direct effect of work climate on teacher performance at SD Negeri Gugus 3 Kota Tangerang. This is also proven from the results of $t_{count} > t_{table}$ ($2.927 > 1.982$) and the path coefficient value of 0.268. In addition, the results of the correlation coefficient analysis show a value of 0.268 with Sig. (2-tailed) of 0.001. This means that the work climate with teacher performance has a significant relationship and is in the weak category. 3) There is a positive and significant direct effect of the managerial competency of the principal on the working climate of people at SD Negeri Gugus 3 Kota Tangerang. This is evident from the results of the $t_{count} > t_{table}$ ($2.576 > 1.982$) and the path coefficient value of 0.238. with Sigs. (2-tailed) of 0.002. this means that the principal's managerial competency with the work climate has a significant relationship and is in the weak category

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EVALUATION OF THE IMPLEMENTATION OF THE INSTITUTIONAL ACCOUNTING AND FINANCE SKILLS COMPETENCY TEST PROGRAM

Elis SETYOWATI¹, Hery MULJONO², FETRIMEN³

SMK Walisongo Jakarta¹, Universitas Muhammadiyah Prof. DR. HAMKA^{2,3}

elissetyowatii08@gmail.com¹, herymuljono@uhamka.ac.id², fetrimen@uhamka.ac.id³

ABSTRACT

The purpose of this study was to determine the success and follow-up of the Competency Certification Test Program on Accounting and Financial Skills Competency for Institutions at Yapimda Vocational High School, Jakarta. This research was carried out at Yapimda Vocational High School, Jakarta, on the Competency of Accounting and Institutional Finance skills. This study uses the CIPP Descriptive Evaluative Model Research Method (Context, Input, Process, Product). The samples for this study were taken using the Purposive Sampling Technique, namely school principals, deputy principals, supervisors, LSP heads, heads of Institutional Accounting and Finance competencies, productive Accounting and Institutional Finance teachers, assessors of Institutional Accounting and Finance competencies, and students majoring in Institutional Accounting and Finance. Data collection techniques are interviews, observation and documentation. The results of the study show: 1) Evaluation of the context in the implementation of the USK Program in terms of environmental conditions is high, this aspect includes (a) Vision, Mission and Objectives of the School and LSP, (b) Policy regarding USK, 2) Evaluation of USK program input is classified as very high. This aspect includes (a) availability of facilities and infrastructure, (b) human resources, (c) USK planning, and (d) USK committee. 3) Evaluation of the process is classified as high, aspects that are assessed regarding the implementation of the USK program and 4) product aspects obtained are in the form of Competency Certificates.

Keywords: *Certification, Competency, Expertise, Accounting, Finance*

INTRODUCTION

Education is very important for every human being. Increasing insight, ability to solve problems, improving the economy, to create better jobs can be obtained through education. This is what distinguishes humans from other creatures created by God. Education is a learning process regarding

aspects of knowledge, skills and attitudes. Education is very important for everyone who aims to educate and develop potential within. The more growing and developing each individual can have creativity, broader knowledge, good personality and be a responsible person.

According to Law Number 20 of 2013, Article 18 paragraph 3, Vocational High Schools (SMK) are a form of formal education unit that organizes vocational education at the secondary education level as a continuation of SMP/MTs or other equivalent forms or continuation of the learning outcomes that recognized as equal/equivalent to SMP/MTs. SMK is a school that prepares its graduates to become human beings who have skills according to their competence and expertise and are ready to enter the world of business, industry and the world of work. The quality of graduates is to become human beings who have skills in accordance with their competence and expertise and are ready to enter the world of business, industry and the world of work.

Based on data from the Directorate of Vocational High School Development (2019) on the number of vocational school graduates and based on data from the Central Bureau of Statistics on the number of unemployed based on Business Management skill competencies, this still accounts for a sizable number, while the unemployment rate with Accounting and Finance competence is 207,606 people. The numbers are quite a lot to be used as an evaluation when SMK graduates are expected to be immediately ready for work and one of the contributing factors is the incompatibility of the competencies tested with the needs of the business/industrial world, so that the absorption of SMK graduates in DUDIKA is still not optimal. This is also due to the incompatibility of competencies possessed by the field of work. This problem must be immediately sought for a solution by various related parties, including the government.

One of the efforts made by the government through the Ministry of Education and Culture is through the Expertise Competency Test (UKK) program for vocational/vocational students. One of UKK's goals is to facilitate cooperation between Vocational Schools and the business world and the industrial world (DUDI) to carry out competency exams according to DUDI needs. The UKK implementation model is determined in three ways, namely the implementation of a certification competency test which is carried out through a test system or recognition from the world of work or professional associations; carrying out competency tests by SMKs or certification bodies licensed by the National Professional Certification Agency (BNSP) as Professional Certification Institutions which are permitted to administer UKK in accordance with the scope of the established certification scheme; implementation of UKK in the form of assignments or projects with standard instruments prepared by the government. Education units with world of work partners are permitted to change part or all of the content as long as it is at least equivalent. Expertise Competency Test (UKK) is an assessment process through collecting relevant evidence whether a person is competent or not competent in a particular classification. (Purba et al., 2021)

The skill competency test model that will be examined is the model with the implementation of competency tests by SMKs or professional certification institutions that are permitted to administer UKK with the program name being Competency Certification Test (USK). According to the Ministry of Education and Culture, the Competency Certification Test is the process of awarding competency certificates which is carried out systematically and objectively through competency tests that refer to the Indonesian National Work Competency Standards (SKKNI). Certificate is a certificate of recognition given to someone who already has the ability and skill requirements according to predetermined standards. The process of obtaining a competency certificate through a Professional Certification Agency (LSP) which already has a license from the BNSP. (Ministry of Education and Culture, 2019).

This study aims to evaluate the implementation of the LSP P1 certification test to increase student competence through the CIPP model at SMK Yapimda Jakarta. Competency tests are needed to determine a person's ability or expertise (competency) according to professional standards. To be accepted to work in the world of work, a person must be competent, which among other things is proven

by a competency certificate through a competency test. If students are declared competent or pass the Certification Test, competency certificates are issued by the Professional Certification Institute (LSP) which is recognized by the National Professional Certification Agency (BNSP), SMKs that have been declared as First Party Professional Certification Institutions (LSP-P1) by BNSP can also conduct skills competency tests independently and become competency test venues for other SMKs in their vicinity. Therefore, it is necessary to increase so that the number of unemployed will decrease because Vocational Schools are appointed to provide knowledge and skills so that they can go directly into the world of work.

METHOD

This study uses a qualitative method, namely a method that uses data collection techniques by triangulation. The data collection process was obtained by means of interviews, observation, and document collection. Interviews were conducted with several sources, namely school principals, deputy principals, heads of competency skills, certification test assessors and certification test participants. This research took place at SMK Yapimda Jakarta, as a Party 1 Professional Certification Institution (LSP), which houses several SMKs in the vicinity, which are located at Jalan Poltangan Raya No. 34 South Jakarta. The research was conducted for 6 months starting from the beginning of November 2022 until the fourth week of April 2023

FINDINGS AND DISCUSSION

Based on categorized data, findings related to program activities for implementing the Institutional Accounting and Financial Competency Certification Test at Yapimda Jakarta Vocational High School which the evaluator obtained during program evaluation through data collection techniques by interview, observation and document study are as follows:

1. Context (Context)

Researchers obtained information on the suitability of the vision, mission and goals of the school and LSP with the Institutional Accounting and Finance Competency Certification Test Program at SMK Yapimda Jakarta, which is a form of implementation of increasing graduate competence and its suitability with the demands and needs of the world of work.

The competency certification test policy was made by BNSP based on Law Number 13 of 2003 Article 18 concerning Employment and BNSP granted a license to LSP with number BNSP-LSP-1286-ID to carry out competency certification tests in accordance with the scope granted by BNSP. In this case, LSP also makes quality guidelines based on the guidelines provided by BNSP as a reference for the LSP-P1, which contains guidelines for maintenance of LSP P-1, implementation of competency certification tests and LSP profiles. The data that the researchers found was that the LSP-P1 quality guidelines for SMK Yapimda Jakarta were in accordance with the National Professional Certification Agency (BNSP) regulations.

2. Input (input)

Input in the process of a program is important to support the success of a program. In the research conducted, the research focus was on a program for carrying out competency certification tests made by state institutions, namely the National Professional Certification Agency (BNSP), which was then submitted by each Professional Certification Institution (LSP-P1) which focused on students or

candidates. labor.

The availability of facilities and infrastructure in the framework of the competency certification test must have good facilities and infrastructure and comply with the TUK verification requirements set by the BNSP. In this case the availability of facilities and infrastructure at SMK Yapimda Jakarta is in accordance with the TUK verification requirements set by the BNSP.

Human resources have an important role in the implementation and progress of a program. The school has met the teacher qualifications in accordance with the Law on Teachers and Lecturers.

The implementation of the competency certification test program will not go well without good planning. The planning of the competency certification test program is in accordance with the established provisions. In this case there is socialization in the competency certification test, making an MOU with the education office, there is a competency certification test committee, making competency test materials (MUK) in accordance with the existing IQF in Accounting and Financial Institutions, there is a competency test place (TUK) that has been adapted with TUK verification requirements from BNSP.

The competency certification test committee is formed by the head of the LSP which has been approved by the Principal. Then the Head of LSP is given the authority to arrange and share (job descriptions) for each competency certification test committee in accordance with established guidelines.

3. Process (process)

Process evaluation discusses the implementation of competency certification tests including the suitability of the competency units being tested, the suitability of the competency test site (TUK). The suitability of the competency units being tested is something that must be considered, through these competency units the assessors will work on and complete the competency units being tested. In its implementation, Yapimda Jakarta Vocational School has adjusted the Competency Certification Test competency units contained in the Competency Test Material (MUK) based on the Level II KKNI Certification Scheme on Accounting Competency and Financial Institutions. So that assessors can focus more on working on competency certification exams.

Compatibility Test Place (TUK) is a place where competency certification tests are carried out and where the tools to be used must be considered. In its implementation, SMK Yapimda Jakarta has adjusted the Competency Test Site (TUK) with the TUK Verification Guidelines provided by BNSP.

4. Product

The product produced from this program is a Competency Certificate as written evidence that will be obtained by the assessor as an acknowledgment that the assessor is declared competent through the competency certification test process. The competency certificate is given directly by the National Professional Certification Agency (BNSP) through the Professional Certification Agency. However, for assessors who are not yet competent, they are given a skill passport.

Competency certification is a supporting document that can be used by owners to apply for a job in accordance with competencies that are in accordance with work standards both nationally and internationally.

CONCLUSION

Based on the results of the evaluation discussion using the CIPP model (Context, Input, Process, Product), it can be concluded as follows:

1. Context

The implementation of the competency certification test on Accounting and Institutional Finance skills at SMK Yapimda Jakarta is based on:

- a) Law Number 13 of 2003 article 18, namely Workers have the right to obtain recognition of work competence after attending job training organized by government job training institutions, private job training institutions, or on-the-job training and to carry out work competency certification a national body is formed independent professional certification. Establishment of an independent national body for professional certification
- b) Law No. 20 of 2003 concerning the National Education System CHAPTER XVI Article 61, contains recognition of learning achievements in the form of diplomas or certificates, and certificates are given to students through certification bodies
- c) Vision, Mission and Goals of the School as well as LSP in improving the quality of educational graduates, especially graduates of SMK Yapimda Jakarta.

2. Inputs

Input as a support for the success of the competency certification test process includes:

- a. The availability of facilities and infrastructure at SMK Yapimda Jakarta greatly supports the process of implementing the competency certification test program by having practice rooms and practice tools that are in accordance with the needs of the competency certification test. Even so, it should be a must to update facilities and infrastructure so that they can keep up with the times.
- b. Human Resources at SMK Yapimda Jakarta already have qualifications in accordance with the Law on Teachers and Lecturers and productive teachers, especially Accounting and Finance Institutions, have competency assessor certification that can be used in competency certification test activities.
- c. Competency Certification Test Planning is good starting from synchronizing the school curriculum with SKKNI needed by the industry, making an MOU with the Education Office, scheduling assessors and placing competency assessors according to the competencies to be tested, preparing competency certification test materials (MUK) according to the competency skills being tested .
- d. The Competency Certification Test Committee carries out their duties and obligations in accordance with their respective job descriptions so that USK activities can run well and smoothly.

3. Process

The process of evaluation results shows that the process of carrying out the certification test has gone well, this is supported by:

- a. The suitability of the competency certification test competency units contained in the Competency Test Material (MUK) is in accordance with the Level II IQF Certification Scheme in Accounting and Institutional Finance so that assessors can focus more on carrying out and completing the competency certification test.
- b. The suitability of the place for the competency test is the place for the competency certification test to be carried out and the place for the tools to be used must be considered. In its implementation, SMK Yapimda Jakarta has adjusted the competency test location with the TUK verification guidelines provided by BNSP and provided practical tools that will be used by competency certification test assessors and SMK Yapimda Jakarta assessors can operate the practice tools used in the competency certification test .

4. Products

The results obtained from the assessment process are competent and not yet competent. If the assessee is declared "Competent", then the assessee will receive a competency certificate from BNSP which is valid for the next three years, but if the assessee is declared "Not Competent", then the assessee will receive a skills passport from LSP which contains competency units. Participants who are declared competent will receive a competent certificate with the logo of the Garuda bird logo which is valid for Southeast Asian countries.

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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

Didi SUMEIDI

Tangerang City Education Office³

didisumeidi@gmail.com

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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