



THE RELATIONSHIP BETWEEN ACADEMIC SUPERVISION OF PRINCIPAL AND TEACHER PROFESSIONAL DEVELOPMENT WITH THE PERFORMANCE OF KINDERGARTEN TEACHER IN TANJUNG DISTRICT TABALONG REGENCY

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ABSTRACT: The background of the problem that the principal supervision will affect the performance of teachers, so it can be presumed that the lack of effective performance of Elementary School teacher in the Tanjung sub-district, due to the lack of effective supervision of the school principal that the teacher's performance of the work carried yet effective. Teachers who are willing and able to improve their competence development their performance also increased. Lack of willingness of Elementary School teachers in the Tanjung sub-district to develop a profession cape is thought to cause the performance is low. This research is categorized as descriptive correlational for trying to explain the relationship factors or varieties of variables that influency the state without manipulating these variables. If viewed in terms of its approach, this research categorized as quantitative research. Furthermore, because this research aims to reveal the relationship between the independent variable and the dependent variable, this research also called correlational research. The result found that there is a significant relationship of academic supervision of the principal to the performance of kindergarten teachers in Tanjung District, Tabalong Regency. There is a significant relationship between teacher professional development and the performance of kindergarten teachers in Tanjung District, Tabalong Regency. There is a relationship between the principal's academic supervision and teacher professional development together, which is significant to the performance of kindergarten teachers in Tanjung Subdistrict, Tabalong Regency.

Keywords: academic supervision, professional development, performance

INTRODUCTION

Teacher performance is basically influenced by factors from within the teacher himself, namely how to do the duties and responsibilities carried out and the effort in him to develop his profession. An external factor that is predicted to affect teacher performance is the supervision of the principal who is the leader and supervisor in the school. Goodwin (2005: 13) said the task of principals in the 21st century is very complex, including having to understand more about how to teach, thus the principal

must understand how to teach teachers in the classroom.

Teacher performance is everything that affects how much they contribute to the organization. This opinion reveals that the more teachers contribute to education, the better the performance of the teacher (Ahmadiyahanto, Ahmad Suriansyah, 2022; Akbar & Imaniyati, 2019; Jumi, Puspitasari, Sulaiman, 2022; Noriawati, Solomon, 2022; Norlatipah, Norlatipah, Muhammad Saled, 2022; Rusdiana, Ahmad Suriansyah, 2022; Solekah, Solekah,



Solomon, 2022; Sri Rumanti, Aslamiah, 2022).

The principal as an education provider in leading his institution as a role model. Danim and Suparno (2009: 144) say that schools are generally key figures for the incarnation of democracy and democratization of the implementation of educational and learning activities in their schools. The principal also became a good administrator and supervisor. As a supervisor, the principal is obliged to provide guidance to teachers in order to grow and develop their professional attitude. Sumber reference in the professional development of education personnel (especially teachers), one of which is the importance of effectively streamlining the dimension of academic supervision competence by the principal, because by maximizing academy supervision activities by the principal at the education unit level, it is hoped that educators (teachers) can achieve mastery of increasing knowledge and skills in learning process (Inike Anjarsari, Wahyu, 2022; Sri Norbaiti, Ahmad Suriansyah, 2022; Widya Pratiwi, Wahyu, 2022; Vienna Novita, Solomon, 2022; Yusrina, Yusrina, Muhammad Saleh, 2022; Zainatir Raiyah, Ahmad Suriansyah, 2022).

The principal's capacity to support teacher performance in order to increase the quality of the learning process, guidance, learning media, assessment, and professional development is known as academic supervision (Mariah & Sa'ud, 2013; Naufal Akbar, Muhammad, Muhammad Saleh, 2022; Noviecka Wiewanthi, Wahyu, 2022; Nurul Hidayah, M. Saleh, 2022; Wahyu, Wahyu, 2022).

The fact that occurs on the ground that only 65% of kindergarten teachers in

Tanjung District carry out professional development. This fact shows how low the performance and professionalism of kindergarten teachers in Tanjung sub-district.

METHOD

The method used in this study is a descriptive method with correlational. The population in this study was all kindergarten teachers in Tanjung Subdistrict Tabalong Regency. The number of kindergarten teachers in Tanjung Subdistrict who have the status of civil servants or non-civil servants (except principals) is 324 teachers spread across 33 schools. The population in this study that fits the above criteria is 115 people. Techniques used for the collection of Questionnaire and Observation data.

RESULT

Description of academic supervision variables

Descriptive statistics obtained through the *SPSS version 21 for Windows program* for principal academic supervision variable data (X 1) are presented in the following table.

Table 4. 2. Descriptive Statistics Variables of Academic Supervision



Statistics
Academic Supervision

N	Valid	89
	Missing	0
Mean		92.2809
Std. Error of Mean		.49897
Median		92.0000
Mode		89.00
Std. Deviation		4.70732
Variance		22.159
Range		19.00
Minimum		83.00
Maximum		102.00
Sum		8213.00
	25	88.5000
Percentiles	50	92.0000
	75	97.0000

From the table above shows the average value = 92.28; middle value = 92.00; mode value = 89.00; standard deviation = 4.707; variance = 22.159; the lowest value = 83.00 and the highest value = 102.00.

Table 4.2. Value Grouping of Academic Supervision Variables

Variable	Value	Frequency	Percentage	Information
X ₁	X ₁ > 110	0	0	Tall
	70 ≤ X ₁ ≤ 110	89	100	Keep
	X ₁ < 70	0	0	Low
	Amount (N)	89	100	

Description of professional development variables

Descriptive statistics obtained through the SPSS version 21 for Windows program for teacher professional development variable data (X₂) are presented in table 4.3.

Table 4.3. Descriptive Statistics Variables of Professional Development

Statistics
Professional development

N	Valid	89
	Missing	0
Mean		30.5056
Std. Error of Mean		.83390
Median		32.0000
Mode		36.00
Std. Deviation		7.86697
Variance		61.889
Range		24.00
Minimum		20.00
Maximum		44.00
Sum		2715.00
	25	23.0000
Percentiles	50	32.0000
	75	37.0000

From the table above shows the average value = 30.51; middle value = 32.00; mode value = 36.00; standard deviation = 7.867; variance = 61,889; The lowest value = 20.00 and the highest value = 44.00.

Table 4.4. Grouping of Professional Development Variable Values

Variable	Value	Frequency	Percentage	Information
X ₂	X ₂ > 48	0	0	Tall
	32 ≤ X ₂ ≤ 48	45	50,56	Keep
	x ₂ < 32	44	49,44	Low
	Amount (N)	89	100	

Description of teacher performance variables

Descriptive statistics obtained through the SPSS version 21 for Windows program for teacher performance variable data (Y) are presented in the table:



Table 4. 5. Discriptive Statistics Teacher Performance Variables

Statistics		
Kinerja Guru		
N	Valid	89
	Missing	0
Mean		42.2360
Std. Error of Mean		.23048
Median		43.0000
Mode		43.00
Std. Deviation		2.17435
Variance		4.728
Range		11.00
Minimum		36.00
Maximum		47.00
Sum		3759.00

From the table above shows the average value = 42.24; middle value = 43.00; mode value = 43.00; standard deviation = 2.174; variance = 4.728; The lowest value = 36.00 and the highest value = 47.00.

Table 4. 6. Pgrouping of Teacher Performance Variable Values

Variable	Value	Frequenc y	Percenta ge	Infor matio n
Y	Y > 51.33	0	0	Tall
	32.67 ≤ Y ≤ 51.33	89	100	Keep
	Y < 32.67	0	0	Low
	Amount (N)	89	100	

The relationship between academic supervision and kinerja teacher

The results of the test are shown in table 4.7 below:

Table 4.7. Correlation Coefficient between Variables X₁ to Y

Correlations		Y	X ₁
Pearson Correlation	Y	1.000	.404
	X ₁	.404	1.000
Sig. (1-tailed)	Y	.	.000
	X ₁	.000	.
N	Y	89	89
	X ₁	89	89

The above result shows the correlation coefficient R = 0.404. The coefficient is significant because after being tested with the F test with a significance of 0.000, the price of the F_{test} (16.993) > F_{table} (3.951) was obtained.

The relationship between professional development and kinerja guru

The results of the test are shown in the following table:

Table 4. 8. Correlation Coefficient between Variables X₂ to Y

Correlations		Y	X ₂
Pearson Correlation	Y	1.000	.508
	X ₂	.508	1.000
Sig. (1-tailed)	Y	.	.000
	X ₂	.000	.
N	Y	89	89
	X ₂	89	89

The above result shows the correlation coefficient R = 0.508. The coefficient is significant because after being tested with the F test with a significance of 0.000, the price of the F_{test} (30.228) > F_{table} (3.951) was obtained.

The relationship of academic supervision and professional development with kinerja teacher



The results of the test are shown in the following table:

Table 4.9. Correlation Coefficient between Variables X_1 and X_2 to Y
Correlations

		Y	X_1	X_2
Pearson Correlation	Y	1.000	.404	.508
	X_1	.404	1.000	.598
	X_2	.508	.598	1.000
Sig. (1-tailed)	Y	.	.000	.000
	X_1	.000	.	.000
	X_2	.000	.000	.
N	Y	89	89	89
	X_1	89	89	89
	X_2	89	89	89

The above result shows the correlation coefficient $R = 0.523$. The coefficient is significant because after being tested with an F test with a significance of 0.000, the price of $F_{test} (16.198) > F_{table} (3.103)$ was obtained.

DISCUSSION

The Relationship between Academic Supervision and Teacher Performance

Based on data obtained from the results of research processed using the *SPSS version 21 for Windows program*, in conjunction with the 1st hypothesis which reads that there is a significant relationship of academic supervision to the performance of kindergarten teachers in Tanjung District, Tabalong Regency, it shows that the 1st hypothesis is "accepted". As for the price of the correlation coefficient $R = 0.404$, the coefficient is significant because after being tested with the F test with a significance of 0.000, the price of the $F_{test} (16.993) > F_{table} (3.951)$ was obtained. So that H_0 which states that the relationship of academic supervision is not significant to teacher

performance is "rejected", which means that there is a significant relationship of academic supervision to the performance of kindergarten teachers in Tanjung District, Tabalong Regency.

The results of the study are related to theoretical studies that supervisi is an effort to improve the teaching and learning situation, namely as an aid for teachers in improving the quality of teaching to help students to be better at learning (Sagala, 2009: 88). Meanwhile, according to Pidarta (2009: 2) stated that educational supervision is an activity to foster educators in developing the learning process, including all supporting elements. The main activity of the principal's supervision is to carry out coaching so that the quality of learning improves.

The Relationship between Professional Development and Teacher Performance

Based on data obtained from the results of research processed using the *SPSS version 21 for Windows program*, in conjunction with the 2nd hypothesis which reads that there is a significant relationship between the professional development of teachers and the performance of kindergarten teachers in Tanjung District, Tabalong Regency, it shows that the 2nd hypothesis is "accepted". As for the price of the correlation coefficient $R = 0.508$, the coefficient is significant because after being tested with the F test with a significance of 0.000, the price of $F_{test} (30.228) > F_{table} (3.951)$ was obtained. So that H_0 which states that the relationship of professional development is not significant to teacher performance is "rejected", which means that there is a significant professional development relationship to the performance



of kindergarten teachers in Tanjung District, Tabalong Regency.

The results of the study are related to the research result that teacher professional development is the development of teacher competencies which is carried out to improve teacher professionalism. Teachers can thus maintain, improve, and expand their knowledge and skills to carry out the learning process professionally. Quality learning is expected to be able to improve the knowledge, skills, and attitudes of students (Akbar & Imaniyati, 2019; Noriawati, Sulaiman, 2022).

The Relationship between Academic Supervision and Professional Development Together with Teacher Performance

Based on data obtained from the results of research processed using the *SPSS version 21 for Windows program*, in conjunction with the 3rd hypothesis which reads that there is a significant relationship between the principal's academic supervision and teacher professional development together, with the performance of kindergarten teachers in Tanjung District, Tabalong shows that the 3rd hypothesis is "*accepted*". As for the price of the correlation coefficient $R = 0.523$, it is significant because after being tested with the F test with a significance of 0.000, the price of the F_{test} (16.198) $> F_{table}$ (3.103) was obtained. So that H_0 , which states the relationship between academic supervision and professional development together, is not significant to teacher performance "*rejected*" which means that there is a relationship between academic supervision and professional development together, which is significant to teacher performance.

The results of the study are related to the principals as education providers in leading their institutions as role models. Danim and Suparno (2009: 144) say that schools are generally key figures for the incarnation of democracy and democratization of the implementation of educational and learning activities in their schools. The principal also became a good administrator and supervisor. As a supervisor, the principal is obliged to provide guidance to teachers in order to grow and develop their professional attitude. Schools based on the things outlined above are obliged to provide guidance to teachers, because in this way the implementation of education involving a number of professional educators can run effectively and efficiently.

CONCLUSION

Based on the hypothesis, theoretical basis, research results and discussion, it can be concluded that: There is a significant relationship of academic supervision of the principal to the performance of kindergarten teachers in Tanjung District, Tabalong Regency. There is a significant relationship between teacher professional development and the performance of kindergarten teachers in Tanjung District, Tabalong Regency. There is a relationship between the principal's academic supervision and teacher professional development together, which is significant to the performance of kindergarten teachers in Tanjung Subdistrict, Tabalong Regency.

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