



The Influence of the Principal's Academic Supervision and Teacher Commitment to the Professional Competence of the State Junior High School Teachers

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ABSTRAK

Salah satu penyebab rendahnya kompetensi profesional seorang guru adalah guru tidak menyiapkan materi pembelajaran dengan baik, tidak menguasai materi pembelajaran, guru kurang variatif dalam memilih metode dan model pembelajaran. Tujuan utama dari penelitian ini adalah untuk menganalisis komitmen guru dan otoritas pengawas akademik yang berkaitan dengan kompetensi profesional guru di Sekolah Menengah Pertama Negeri. Studi ini merupakan studi kuantitatif nasional dengan fokus interdisipliner. Penelitian ini menggunakan pendekatan korelasional. Partisipan dalam penelitian ini berjumlah 124 guru PNS. Instrumen yang digunakan untuk pengumpulan data adalah kuesioner yang disusun dengan menggunakan skala Likert. Rumus korelasi digunakan untuk menganalisis hasil penelitian. Hasil analisis deskriptif keterampilan profesional guru sebesar 80,66%, supervisi akademik kepala sekolah sebesar 80,79%, dan komitmen guru sebesar 80%. Hasil analisis data menunjukkan bahwa terdapat perbedaan yang signifikan antara kompetensi profesional guru dan akademik dekan sekolah (58%), antara kompetensi profesional guru dan pengurus dekan (35,4%), dan antara kompetensi profesional guru dan panitia dekan (62,8%).

ABSTRACT

One of the causes of the low professional competence of a teacher is that the teacher does not prepare learning material properly, does not master learning material, the teacher is less varied in choosing learning methods and models. The main objective of this study is to analyze the commitment of teachers and academic supervisory authorities with regard to the professional competence of teachers in public junior high schools. This study is a national quantitative study with an interdisciplinary focus. This study uses a correlational quantitative approach. The participants in this study were 124 PNS teachers. The instrument used for data collection was a questionnaire prepared using a Likert scale. The correlation formula is used to analyze the research results. The results of the descriptive analysis of teacher professional skills were 80.66%, the principal's academic supervision was 80.79%, and teacher commitment was 80%. The results of the data analysis show that there are significant differences between the professional competence of teachers and the academic dean of the school (58%), between the professional competence of teachers and dean administrators (35.4%), and between the professional competence of teachers and the dean committee (62.8%).

1. INTRODUCTION

Education is a deliberate and intentional endeavor to foster an environment of active learning and produce students who may realize their potential for developing their religion gives people the spiritual strength, self-control, personality, intelligence, moral fiber, and practical abilities needed for themselves and society (Christopoulou et al., 2018; Shanks et al., 2017). In the world of education, teachers have an important role in educating and guiding students. According to Law No. 20 of 2003's Article 39 Paragraph 2, the role of the teacher includes planning and carrying out the educational process, evaluating the results, providing advice and training, doing research, and performing community service (M. F. Baharuddin et al., 2019; Susilowati & Suyatno, 2021; Zein, 2017). This indicates that in addition to teaching, a teacher's duties also include providing guidance and training, doing research, and performing volunteer work.

Previous study explains that a teacher is a professional educator whose primary responsibility is to train, direct, supervise, educate, assess, and evaluate students in basic education as well as secondary education from early childhood education through formal education (Beijaard et al., 2004; Richter et al.,

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2021; Vangrieken et al., 2017). Teachers have four competencies that must be applied, which consist of: (1) pedagogic competence: a number of teacher abilities that are directly related to the science and art of teaching students (2) personality competencies: skills pertaining to the instructor's personal conduct Professional competence is the capacity to master learning resources that help pupils reach academic standards. Social competence is the capacity to adapt to the workplace.

The four competencies above have their own sections which play an important role in shaping the character of a professional teacher. In accordance with the times, today teachers are required to be certified in the sense of meeting qualification and competency standards. All of these competencies must be owned by a teacher and applied in the world of education, one of which is professional competence (Handayani et al., 2021; Putri & Sari, 2020; Suebsing & Nuangchalerm, 2021). The capacity to grasp knowledge in the areas of science, technology, and art is known as professional competence. Therefore, every professional teacher must meet the requirements in mastering the fields of knowledge, technology and art, because this is the responsibility of a teacher in the world of education in order to achieve educational goals (Ernst & Erickson, 2018; Hau et al., 2020).

Various problems are found in every educational institution, one of which is the cause of the low professional competence of a teacher, namely the teacher does not prepare learning material properly, does not master learning material, the teacher is less varied in choosing learning methods and models, competence is adequate but the performance and category are still relatively low (Haryanto & Arty, 2019; Mufit et al., 2018). In line with the pre-observations that the author conducted at several Public Middle Schools in Padang City, it was found that teachers had not yet fully implemented professionalism in the process of teaching and learning in terms of knowledge, skills and technological capabilities so it needed to be improved. Judging from the fact that it is not optimal to develop and master learning material properly due to limited mastery of material and teacher knowledge related to learning methods and supports, it cannot be applied properly to students (Fatmawati et al., 2022; Singh. & Prasad Singh, 2021).

Based on preliminary findings is West Padang District Public Middle Schools. The author's discussions with a number of teachers revealed that the teachers' performance is not at its best. The following phenomena show how this is the case: 1) In terms of knowledge, it was discovered that teachers had not yet fully incorporated professional competence into the teaching and learning process, skills and technological capabilities so that it needed to be improved. Judging from the fact that it is not optimal to develop and master learning material properly due to limited mastery of material and teacher knowledge related to learning methods and supports, it cannot be applied properly to students. 2) The teacher's command of competency standards and fundamental competences is not at its best. The teacher's instruction does not adhere to competency criteria or fundamental skills. 3) Although not to the best of his or her ability, the teacher has attempted to develop the content creatively. This is evident from the sparse utilization of instructional strategies, learning materials, and learning media. 4) lack of continuous professional development by carrying out reflective actions. This can be seen, there are still teachers rarely assessing student learning outcomes. It can be seen from the teacher explaining the lesson, rarely giving tests in the form of exercises or quizzes, the purpose of the assessment is to see how far students understand the lessons that have been explained. 5) Not utilizing information and communication technology to develop themselves. Subject teachers are still less able to use various media and learning resources to carry out more varied learning. Such as: making attractive PPTs, props, media and other learning resources that make students interested in taking lessons. This is because some teachers still focus on how to use media and learning resources that have been around for a long time.

In connection with the phenomena of teacher professional competence, it is necessary to study the factors that cause various problems in teacher professional competence. The school principal's supervision is one of the significant variables. The purpose of supervision is to help manage and enhance education at educational institutions. The forms of supervision are divided into three, namely managerial supervision, academic supervision, and clinical supervision (Aji et al., 2019; Sulaiman & Ismail, 2020). Here the researcher focuses more on academic supervision. What is meant by academic supervision is supervision relating to coaching, monitoring, assessment, and enhancing teachers' capacity to perform their primary responsibilities as educators (Fahmi et al., 2019; Kartini et al., 2020). Based on the results of the observations, the authors found that there were still a number of teachers whose teaching preparation had not been well organized, including professional competence that needed to be improved, in addition to the lack of attention from the principal in carrying out the school's vision and mission.

In addition, there are other factors that also influence the professional competence of teachers, namely the teacher's commitment factor. The degree of the teacher's dedication to his job is crucial because someone with a high level of dedication will have an impact on the teacher's behavior at work. People who have high commitment are characterized by discipline, high concern, loyalty, responsibility, and participate actively in the progress of an organization (Hermino & Arifin, 2020; Ramdan & Fauziah, 2019). Based on

the results of the author's observations, it was found that some teachers had not completed the Learning Implementation Plan even though learning was already taking place, and they did not participate in activities held by the school. The aims of this study is to analyze the commitment of teachers and academic supervisory authorities relates to the professional competence of teachers in public middle schools.

2. METHODS

This study employs a correlational quantitative approach and a "ex post facto" research approach, which aims to investigate without changing the circumstances. This approach is to look into and examine the elements that may have contributed to the incident. The population in this study were all teachers with the status of Civil Servants (PNS) in Public Middle Schools in the District of West Padang, namely as many as 124 people from 5 Public Middle Schools who had class III and IV, and with years of service > 15 years and <15 years. The research sample was determined using the Proportional Stratified Random Sampling technique. This technique is used when the population has members or elements that are not homogeneous and proportionally stratified (Sugiyono, 2019). So the sample of this research is 63 teachers who are assigned randomly with a lottery system. This is done to provide equal opportunities for all members of the same population in the strata to become members of the sample. The instrument used for data collection for the three research variables was a questionnaire prepared using the Likert scale model with 5 alternative answers, including Always (SL), Frequently (SR), Occasionally (KD), Infrequently (JR), and Never (TP). After the questionnaire trial data analysis results were deemed valid or reliable, data collection was started. The authors employed a questionnaire or questionnaire approach to gather data from respondents, and the correlation formula was used to analyze the research results.

3. RESULT AND DISCUSSION

Results

A sample size of 63 participants was used for this study on State Junior High School instructors in the West Padang District. A prerequisite analysis test was conducted before the hypothesis was tested, consisting of the normalcy test, homogeneity test, multicollinearity test, and linearity test. The results of the normalcy tests were shown in Table 1.

Table 1. Normality Test Results

		Professional Competence	Principal's Academic Supervision	Teacher Commitment
N		63	63	63
Normal	Mean	177.3968	121.7937	167.5238
Parameters ^{a,b}	Std. Deviation	13.41345	9.02534	12.74547
Most Extreme Differences	Absolute	0.066	0.057	0.080
	Positive	0.047	0.044	0.063
	Negative	-0.066	-0.057	-0.080
Test Statistic		0.066	0.057	0.080
Asymp. Sig. (2-tailed)		0.200	0.165	0.135

Base on Table 1 the results of the data normality test using SPSS, taken the Kolmogrov-Smirnov test, obtained a significance value of teacher professional competence of 0.200, academic supervision of 0.165, and teacher commitment of 0.135, which is greater than 0,05 ($p > 0,05$), then normally distributed data. Then do the homogeneity test. Table 2 presents the homogeneity test using SPSS.

Table 2. Homogeneity Test Results

		Professional Competence		
Levene Statistic	df1	df2	Sig.	
7.641	1	124	0.546	

Based on Table 2 show the results of the analysis as shown in the table above, the significance value of the teachers professional competence is 0.546, which is more than ($p > 0,05$), so all data has the same homogeneous variance. Next, a multicollinearity test is carried out as shown in Table 3.

Table 3. Multicollinearity Test Results

	Model	Collinearity Statistics	
		Tolerance	VIF
1	Principal's Academic Supervision	0.793	1.261
	Teacher Commitment	0.793	1.261

According to Table 3, the academic supervision variable for the school principal has a VIF value of 1.261 and a tolerance of 0.793. This shows that the variance inflation factor (VIF) and tolerance value are both more than 0.1 value of the two independent variables is less than 10. Thus, it may be inferred that there is no issue with multicollinearity or a connection between the two independent variables, namely teacher commitment and the principal's academic oversight. After that do a Linearity test using SPSS, the result is show in Table 4.

Table 4. Linearity Test Results of The Principal's Academic Supervision Test on Teacher Professional Competence

		Sum of Squares	df	Mean Square	F	Sig.	
Professional Competence * Principal's Academic Supervision	Between Groups	(Combined)	5201.996	29	179.379	0.994	0.503
		Linearity	127.727	1	127.727	0.708	0.406
		Deviation from Linearity	5074.269	28	181.224	1.005	0.491
	Within Groups		5953.083	33	180.396		
Total		11155.079	62				

In Table 4 it can be seen that the price of $F = 1.005$ with $p = 0.491$ ($p > 0.05$). This means that the regression equation is linear. Linearity test results is show in Table 5.

Table 5. Linearity Test Results of Teacher Commitment to Teacher Professional Competence

		Sum of Squares	df	Mean Square	F	Sig.	
Professional Competence * Teacher Commitment	Between Groups	(Combined)	6895.246	36	191.535	1.169	0.343
		Linearity	1740.535	1	1740.535	10.623	0.003
		Deviation from Linearity	5154.711	35	147.277	0.899	0.621
	Within Groups		4259.833	26	163.840		
Total		11155.079	62				

In Table 5 it can be seen that the price of $F = 0.899$ with $p = 0.621$ ($p > 0.05$). This means that the regression equation is linear.

Discussion

The Effect of Principal Academic Supervision on Teacher Professional Competence

According to the study's findings, the academic supervision of the principal had a considerable impact on the teacher's professional competence by 58%. This indicates that the principal's influence over academic oversight can be used as a tool to help teachers improve their professional capability. The study's findings demonstrate a significant link between teachers' professional competency and the principal's oversight of their academic performance. Since the principal's academic supervision variable (X_1)'s t value was $2.578 > t_{table} 1.669$ (sig 0.011 0.05), H_0 is accepted. Thus, it can be said that the academic oversight provided by the principal has a big impact on the instructors at the State Middle School in West Padang District's professional competence (Cetin & Kinik, 2015; Vakilifard et al., 2020).

Principal academic supervision is an activity to increase teacher professionalism in order to be able to solve their own problems. Basically academic supervision is professional assistance carried out by the school principal to teachers in improving instructional tasks to improve student learning outcomes through continuous guidance plus providing stimulus and coordination between teachers and school principals (Dwikurnaningsih & Paais, 2022; Ussarn et al., 2022). In other words, It demonstrates that the principal's role in academic supervision is limited to assisting instructors in resolving conflicts with their students as a means of raising the caliber of the teaching-learning process.

The school principal's academic oversight has an impact on the level of professionalism of teachers. The better the academic supervision carried out by the school principal, the teacher's professionalism will increase. Vice versa if the academic supervision carried out by the principal is not good, it will reduce teacher professionalism. Good and appropriate academic supervision provides clear directions for teachers and educational staff in carrying out their duties in order to achieve the goal, namely teacher professionalism (B. Baharuddin & Kanada, 2017; Supriyono, 2019).

These data provide credence to the theory put forth, previous study which there is a substantial correlation between the professional competency of teachers and the academic oversight provided by school principals, with a 42,4% influence size (Kusmei et al., 2021). Additionally, other study examined the effect of academic oversight by the school principal on teachers' professional competency (Sari & Isjoni, 2021). The study showed that teachers' professional competence had a positive 49.63% influence. According to the findings of the descriptive study, the academic supervision provided by the school principal falls into the good category with an average score of 80.79%. In contrast, the indicator with the lowest achievement is the feedback and follow-up indicator, which is in the pretty good category (77.10% of the ideal score), while the highest indicator is planning, which is in the good category (82.92% of the ideal score).

Based on the lowest achievement indicator level, the actions that can be taken by the school principal in this case need to be consistent in carrying out feedback and follow-up in accordance with the plans that have been prepared together with the teacher and the school. Communicate and discuss more with teachers regarding the results of the principal's supervision of teachers as *feedback* to correct deficiencies in the learning process (Sudirman et al., 2021; Yulius, 2020). This implies that the principal of the public middle school in the Padang Barat District has properly handled his or her responsibility for academic monitoring. A school principal must gain more knowledge of academic supervision in order to be in the good category, and teachers must develop their skills and creativity in order to carry out the learning process so that they are more professional at work. Accordingly, if the academic supervision provided by the school administrator has been correctly provided, this will have a good impact on the teacher's professional competence.

The Effect of Teacher Commitment on Teacher Professional Competence

According to the study's findings, the teacher's commitment variable had a considerable impact on their professional competence, having a 35.4% impact. Therefore, it is possible to employ the influence of teacher commitment as a technique to improve teacher professional competence. The findings of this study show a substantial relationship between teacher dedication and teacher professional competence; since the t value for the teacher commitment variable (X2) is 3.937 > ttable 1.669 (sig 0.000 0.05), the null hypothesis is accepted. Thus, it can be said that teacher dedication has a major impact on teachers' professional competency in West Padang District's State Junior High School.

Teacher commitment is an attitude, behavior that is responsible for work loyalty that has been agreed upon with oneself, as well as with a group by reflecting a genuine desire to achieve goals. The teacher's commitment to an organization where he works shows someone's interest in identifying involvement in that organization (Aji et al., 2019; Dumay & Galand, 2012). In increasing a teacher's commitment through loyalty, it is necessary to have an objective attitude from the school in carrying out a strategy that can build teacher commitment to the school, namely: a) involving the teacher in determining work goals, b) specifying how to achieve these goals, c) set targets.

A teacher who has a high commitment will complete the task properly until it is finished. But on the other hand teachers who have low commitment will hinder the success of student learning so that students will be disturbed (Collie & Martin, 2017; Zeinabadi & Salehi, 2011). Previous study says that commitment that is owned by an individual with a good personality will be able to make a professional teacher (Prayudhayanti, 2014; Zeinabadia, 2010). A good commitment is of course a hope for all schools that employ teachers, because this teacher commitment is ultimately expected to increase the professional competence of teachers.

These findings support the theory put forward by previous study where the research results show that there is a significant influence between teacher commitment and teacher professional competence with an influence size of 35.9% (Tyaningsih et al., 2021). Furthermore, other study also examined the teacher's commitment to teacher professional competence, where the research results showed that there was a positive effect on teacher professional competence of 81.3% (Aji et al., 2019). According to the findings of the descriptive analysis, the average score for teacher dedication is 80%, placing it in the good category. In contrast, the indicator with the lowest achievement is the caring indicator, which is in the pretty good group (76.46% of ideal score), while the highest indicator is loyalty, which is in the good category (81.49% of the ideal score).

The results of this descriptive analysis indicate that the commitment of state junior high school teachers in Padang Barat District needs to be improved or improved in a better direction so that the category becomes very good. This is because an increase in teacher commitment can also increase teacher professional competence in accordance with the results of this study which state that teacher commitment has a role in increasing teacher professional competence (Abu et al., 2020; Susanto et al., 2021). Thus it can be stated that teacher commitment is also a determinant of whether or not the teacher's professional competence is good, so it can be interpreted that improving teacher professional competence can be done with teacher commitment to work.

The Effect of Principal Academic Supervision and Teacher Commitment on Teacher Professional Competence

According to the study's findings, teacher dedication and the principal's academic oversight have a significant association and jointly have a considerable impact on teacher professional competence. Together, the principal's academic oversight and the teachers' dedication have a 62.8% impact on the teacher's professional competency. Additionally, the regression equation derived from the academic supervision variable of the school principal and the teachers' dedication to their professional competence is $116.985 + 0.263X_1 + 0.646X_2$. This demonstrates that the principal's academic oversight and teachers' dedication have a big impact on teachers' professional competence. Data study reveals that the principal's academic oversight and teachers' commitment, both individually and collectively, have a considerable impact on the professional competence of instructors. Two very significant aspects to consider are the principal's oversight of academics and the teachers' dedication. Teacher professional competence will increase with strong teacher dedication and effective principal academic supervision. Data study reveals that the principal's academic oversight and teachers' commitment, both individually and collectively, have a considerable impact on the professional competence of instructors. Two very significant aspects to consider are the principal's oversight of academics and the teachers' dedication. Teacher professional competence will increase with strong teacher dedication and effective principal academic supervision.

If teacher professional competency is supported by the principal, who is in charge of overseeing the educational process in schools, it will be realized appropriately. The school principle is in charge of enhancing the quality of human resources, elevating the professionalism of educators, staff members, and everyone else connected to the school who works under their direction (Avando Bastari et al., 2021; Lisnawati, 2018). The same is true for the component of a teacher's work ethic. An important quality that every teacher should possess is a high level of commitment to their work. This is because a person with a high level of commitment will have an impact on how they behave while at work, and a person who is highly committed to carrying out their tasks to the best of their abilities will deliver the best results for each task that they undertake work to enhance the teacher's technical proficiency (Elshami et al., 2021; Winarno et al., 2022).

4. CONCLUSION

The school principal's academic oversight has a substantial impact on the professional competence of teachers. This indicates that the principal's academic supervision has influence on the variation in teacher professional competence. The highest level achievement indicator score, for the "good" category of planning was then determined based on the outcomes of each data processing. Feedback and follow-up receive the lowest level of achievement indicators score as well. The principal receives an overall score in the "good" category for academic monitoring. This implies that the quality of the principal's academic oversight correlates positively with the teacher's level of professional competence. The commitment of the instructor has a substantial impact on the teachers' professional competency. Additionally, it is well-known that the outcomes of the analysis of the data description of the variable commitment of state junior high school teachers in the Padang Barat District are still in the high category with ideal score. The teacher's dedication score typically falls within the "high" group. This implies that a teacher's professional ability will increase in direct proportion to their level of dedication, and the combined effect of teacher dedication and the academic oversight provided by school principals has a effect on teacher professional competence. This demonstrates that an improvement in the teacher's professional competence is correlated with an improvement in the principal's degree of academic monitoring and the teacher's dedication.

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