

The Effect of Principal Academic Supervision and Work Environment on the Performance of Madrasah Teachers in Kota Bengkulu

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Abstract: *The objectives of this study were (1) The school principals' academic supervision on the performance of teachers. (2) The influence of the work environment on the teacher performance and (3) The effect of principals' schools are academic supervision and work environment on the teachers performance. This research is ex post facto research and according to the method is a type of quantitative research. The population in this study was the Madrasah Aliyah teacher in the Kota Bengkulu. This study included a population study with respondents as many as 52 teachers. The instruments used in this study were questionnaires and documentation. The data analysis technique in this study used multiple regression analysis. The results showed that: (1) There was a positive and significant influence of principals' school supervision in Kota Bengkulu with a regression coefficient of 0.302, a count of 2.209, and a significance value of 0.032. (2) There is a positive and significant influence on the work environment on the performance of Aliyah teachers with a regression coefficient of 1,139, count of 5,174, and a significance value of 0,000. (3) There is an effect of the school principal's academic supervision and work environment on the values of 26,611 and a significance value of 0,000.*

Keywords: Academic Supervision, Work Environment, Teacher Performance

1. Preliminary

Today's education has become a primary need for every human being. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. According to (Samsu, Hardyanto, & Sudana, 2017), teachers play an important role in improving the quality of education. Teachers as the foundation for the creation of quality education must always develop their abilities and professionalism in carrying out their duties and obligations. Quality education begins with qualified teachers. Quality teachers are teachers who always reflect on the processes they have done during learning and make improvements and develop innovative ideas in the field of education. Improving the quality of education can be done through improving teacher performance in local culture-based learning (Widada, Herawaty, & Lubis, 2018) (Herawaty, Widada, Novita, Waroka, & Lubis, 2018). Therefore, teacher performance needs to be improved.

Teacher performance is a set of work behaviors of a teacher in carrying out basic tasks and functions as a teacher who contributes, both positively and negatively in achieving school goals measured through the following indicators: (1) mastering tasks that must be carried out by the teacher, (2) the teacher's effort in completing his duties, (3) mastering the process of evaluating the results of the implementation of teacher's tasks, and (4) taking professional action for the success of education (Herawaty, 2016).

One of the government's efforts to improve the quality of education is through improving the quality of teacher performance. The purpose of improving the quality of teacher performance is for teachers to have standard competencies in accordance with applicable laws and

regulations (Herawaty, 2016). The results showed that the competence of junior high school mathematics teachers in the lowest city of Bengkulu was in Professional Competence, namely there were approximately 30% of teachers who lacked professional competence, the rest more than or equal to 90% of mathematics teachers rated by the Principal with minimal good competency (Herawaty, 2015).

Another study (Muhajirin, Prihatin, & Yusuf, 2017), found that at 0, 203 or 20, 3%, teacher participation in teacher organizations had a positive effect on work motivation of 0, 225 or 22, 5%, academic supervision had an effect on teacher professionalism by 0, 196 or 19, 6%, Teacher participation in teacher organizations influences teacher professionalism by 0, 250 or 25% and work motivation influences teacher professionalism by 0, 404 or 40, 4% of academic supervision has a direct or indirect effect on teacher professionalism. Indirectly supervision affects the professionalism of teachers through motivation as a mediation with contributions of 2, 18308. Teacher participation in teacher organizations directly or indirectly towards teacher professionalism through work motivation as a mediation with contributions of 2, 2343. It was concluded that the better the implementation of academic supervision and teacher participation in teacher organizations has a direct or indirect effect on teacher professionalism through motivation as a mediating variable. From the results of this study it is expected that principals continue to improve academic supervision and motivate teachers, and teachers to continue to actively participate in teacher organization activities.

According to (Samsu et al., 2017), the final model of academic supervision of online supervisors on teachers was obtained by describing the factual model of academic supervision that had been carried out, designing the supervision model, validating the design of the supervision model, conducting the supervision model, and formulating

the final model of supervisory supervision online. Academic supervision of supervisors has not been used as a basis for teacher development because it cannot be implemented optimally by the school supervisor. Practical and effective online supervision model of supervisors as a means of helping school supervisors in supervising learning. According to (Pallawagau, Prihatin, & Suminar, 2017), the supervision carried out was mostly administrative in nature, in the form of examining learning devices and class visits. Follow-up actions carried out by supervisors are suggestions and inputs, while they need a form of follow-up in the form of concrete guidance to improve pedagogical competence.

The program-based managerial supervision model is based on the essence of managerial supervision as professional assistance to improve the competence of principals, prioritizing the involvement of principals, dialogic communication based on trust, openness, mutual respect for each other's duties, functions and authorities, equality, also supporting increased professionalism (Susilowati, Anni, Pendidikan, Universitas, & Semarang, 2017). They concluded that (1) the managerial supervisory factual model was less optimal in the guidance function of the principal, (2) the managerial supervisory model of the school-based supervisor developed was by carrying out a dialogical communication approach between supervisors and principals and (3) the school supervisor's managerial supervision model Health-based development developed as a model to implement managerial supervision.

According to (Pallawagau et al., 2017), supervision is an activity aimed at the improvement and improvement of processes and educational achievements, or assistance provided to teachers and education staff in order to develop better learning situations. Supervision activities have an impact on the effective learning process.

Thus we want to know more about the performance of the Madrasah Aliyah Mathematics teacher in Kota Bengkulu. Therefore, this study entitled The Effect of Academic Supervision of Principals and Work Environment on the Performance of Mathematics Teachers of Islamic Senior High Schools in the Kota Bengkulu.

2. Method

The type of design of this study is included in ex post facto research. The approach used in this study uses a quantitative approach, because the data obtained will be realized in the form of numbers and analyzed based on statistics. The population of this study was all Madrasah Aliyah teachers in Kota Bengkulu. The sampling technique was done randomly, totalling 45 teachers. There are three research instruments, namely the teacher's performance questionnaire filled in by the principal, the school supervisor's academic supervision questionnaire (filled in by the teacher) and the work environment questionnaire (filled in by the teacher). This research is associative causal, which is a study of the influence of the principal variable independent supervision (X1) and work environment (X2) on teacher performance dependent variables (Y). The data was analysis technique applies multiple regression analysis.

3. Results and Discussion

Based on the description of the research data it can be seen that the school principal's academic supervision of the Madrasah Aliyah teachers in the City of Bengkulu was included in the very high category with a frequency of 28 respondents or 54%. So it can be said that most teachers think that the school principal's academic supervision is very high, from planning, implementation to evaluation. The principal has done his function well as a supervisor.

Data analysis resulted that there was a positive effect of school principals' academic supervision on teacher performance. This can be indicated by a tcount of 2.209 with a significance value of 0.032 and a value (b1) of 0.302. Because the regression coefficient has a positive value and significance value (p) <0.05, it can be concluded, the higher the academic supervision of the principal will be the higher the teacher's performance. This also applies to the opposite, namely if the academic supervision of the principal is low, the teacher's performance will be lower.

Based on the description of the research data, it can be seen that the working environment of the Aliyah Madrasah in Bengkulu City is included in the very high category with a frequency of 35 respondents or 67%. So it can be said that an increase in the work environment is needed so that teacher performance can also increase. From the results of the study it can be concluded that there is a positive influence on the work environment and teacher performance. This can be indicated by the value of tcount of 5.174 with a significance value of 0.000 and the value (b2) of 1.139. Because the regression coefficient has a positive value and significance value (p) <0.05, it can be concluded, the better the work environment, the better the teacher's performance. This also applies to the opposite, namely if the work environment is bad, the teacher's performance will be worse.

The results of the study showed that there was a significant effect of the principal's academic supervision and work environment together on teacher performance. This is indicated by the results of testing with the F test which obtained Fcount value of 26.611 with a significance value of F of 0.000 or F <0.05. The results of multiple regression testing show that the coefficient of determination (R²) is 0.521 or 52.1%. The coefficient of determination shows the magnitude of the effective contribution of the two independent variables to the dependent variable. The effective contribution means that the school principal's academic supervision and work environment affect 52.1% of teacher performance while the remaining 47.9% is influenced by other variables not examined in this study.

The results of this study support several previous studies. Like the results of (Herawaty, 2016): improving the performance of mathematics teachers can be done through increasing work motivation in carrying out their duties and responsibilities, increasing self-confidence, increasing participation in scientific forums, and increasing emotional intelligence. Therefore, each related component must strive in earnest, programmed, planned, sustainable and sustainable so that the mathematics work motivation of

teachers, self-confidence, teacher participation in scientific forums, and emotional intelligence of mathematics teachers can be significantly improved so that performance highly dedicated math teacher. On the other hand, the results of the study show that the analysis has shown the direct effect of self-efficacy and indirect academic achievement on motivation and self learning strategies on participants. Additionally, the analysis of direct and indirect results is indicated by the meditative role of self-efficacy on achievement motivation and learning strategies. The highest statistical significant effect between respondents' self-efficacy suggesting neither, the achievement motivation, nor the learning strategies of the academic achievement (Yusuf, 2011).

The result of (Karenina Parastika, 2016), there is a contribution of interpersonal communication to the performance of teachers. This is evidenced from the results of the test results of the t test obtained values of 7.325. When compared with a value of 1.978 at a significance level of 5%, then the value. In addition, when viewed from a significance value of 0,000, the significance is less than 0.05 (0,000 <0,05). The results of the analysis also obtained a correlation coefficient of 0.541, because the value of the correlation coefficient (r) is positive, it can be stated that interpersonal communication variables have a positive effect on teacher performance. The coefficient of determination shows 0.292, the value means 29.2% changes in teacher performance variables can be explained by interpersonal communication, the remaining 70.8% is influenced by other factors not examined

4. Conclusion

We conclude the results of the study are: 1) There is a positive and significant influence of school principals' academic supervision on the performance of vocational teachers in the City of Bengkulu. This can be indicated by a tcount of 2.209, a regression coefficient (b1) of 0.302 and a significance value of 0.032. Because the significance value (p) <0.05 and the regression coefficient has a positive value, it can be concluded that there is a positive and significant influence of the principal's academic supervision on the performance of vocational teachers in the City of Bengkulu. 2) There is a positive and significant influence on the work environment on the performance of vocational teachers in the City of Bengkulu. This can be shown from the value of tcount of 5.174, with a significance value of 0.000 and a regression coefficient (b2) of 1.139. Because the significance value (p) <0.05 and the regression coefficient have a positive value, it can be concluded that there is a positive and significant influence on the work environment on the performance of vocational teachers in the City of Bengkulu. 3) There is a positive and significant influence of principals' academic supervision and work environment on the performance of vocational school teachers in Bengkulu City. This is indicated by the calculated F value of 26,611 with a significance value of F of 0,000. Because the significance value of F <0,05, there is the effect of the principal's academic supervision and work environment together on teacher performance. The coefficient of determination (R) is 0.521 or 52.1%. The coefficient of determination shows that 52.1% of teacher performance can

be explained by the variable of academic supervision of the principal and work environment while the remaining 47.9% is explained by other variables not examined in this study. The effective contribution of each variable is 12.5% for the school supervisor's academic supervision variable and 39.6% for the work environment variable.

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