The Effect of School Principal Supervision on Teacher Professionalism in SMA Pekanbaru

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Abstract: there are a number of the phenomenon among high school teachers in Pekanbaru. Some of them are in low spirit of work in performing tasks, fewer rewards for teachers, lack of teaching preparation, lack of attention from school principals in running the school vision and mission, low performance of the deputy principal, and absence of regular supervision of the principal. Based on the above description, this paper is aimed at investigating the following research question: Does the principal supervision affect the professionalism of high school teachers in Pekanbaru?. The population of this quantitative research type is 137 people. 104 people were selected as the sample using proportional random sampling. Data were collected through distributing a questionnaire to the respondents after testing its validity and reliability. This study revealed that there is a positive influence of principal supervision (X) on teacher professionalism (Y) in SMA Pekanbaru. This means that the better and more effective the principal supervision (X), then, the higher the teacher professionalism (Y) will be. Therefore, Principal Supervision (X) is an important variable for improving Teacher Professionalism (Y).

Keywords: *Principal Supervision, Teacher Professionalism*.

INTRODUCTION

Improving the quality of education depends on many things, including the provision of regular supervision by the school principal on the school teachers. It is believed that this will have a direct impact on teacher professionalism.

Through a systematic, programmed, and continuous supervision of school principals, it is hoped that teachers' difficulties in the learning process can be overcome, and ultimately the learning objectives will be achieved optimally. In such situations, the supervision of the school must have different models and approaches.

Based on authors' observation to a number of high school teachers in Pekanbaru, we identified some phenomenon among school teachers. Some of them are like the low spirit of work in performing tasks, fewer rewards for teachers, lack of teaching preparation, lack of attention from school principals in running the school vision and

mission, low performance of the deputy principal, and absence of regular supervision of the principal.

Based on the above description, this paper is aimed at investigating the following research question: Does the principal's supervision affect the professionalism of high school teachers in Pekanbaru. This study aims to reveal the effect of school principal supervision on teacher professionalism. This study is expected to be useful for various related parties. It is hoped that this study can add an insight and knowledge in conducting analysis on Principal Supervision and Teacher Professionalism in High School. It can also provide feedback for school principals and employees in SMA Pekanbaru, for school supervisors as well as for government officials in Education Office of Pekanbaru City.

Literature Review

Professionalism is used for intellectual techniques and procedures that must be studied deliberately so that it can be applied to the benefit of others and have a philosophy to address and carry out its work. A teacher must be able to create an attitude of professionalism in himself to achieve the goals of national education.

According to Ahmad Tafsir (2012), professionalism is an understanding emphasizing that every work must be done by a professional person. In this case, a teacher is required to be able to master the teaching materials and allocate the time in accordance with the time set.

In the same vein, Sudarman Danim and Vollmer and Mills (2010) argue that professionalism is a work that demands a special intellectual ability gained through learning and training activities. It is aimed at mastering skills or expertise in serving or giving advice to others to gain a certain wage and salary.

In addition, according to the formulation of Law Number 14 the Year 2005, Chapter I Article I paragraph 4, professionalism is described as work or activities are undertaken by a person and become a source of livelihood that requires skills, knowledge, and expertise that meet certain quality standards and norms and require professional education. Based on the above definitions, it can be concluded that professionalism is a job or skill that requires intellectual competence, attitudes, and skills that are processed through the academic process of education.

Furthermore, Syafrudin Nurdin (2005) describes the characteristics of teachers professionalism. Professional teachers should be knowledgeable and skillful, dedicated to full-time vocation, universal stewardship, have diagnostic skills and applicative competence, independent and respect to code of ethics in their field.,

Regarding the supervision, the term supervision comes from the Latin word -"super video", which means overseeing, or judging the performance of subordinates. In practice, the term 'supervision' is often used interchangeably with other terms, like

'inspection' and inspiration. In line with this, Mukhtar (2009) states that supervision is an effort to condition and guide continuously the growth of teachers in schools either individually or in groups. Supervision is a process of guidance that aims to assist the professional development of teachers / prospective teachers, especially in teaching performance based on observation and careful and objective analysis of data as a handbook for changes in teaching behavior.

According Purwanto (2000) supervision is a planned guidance activity to help teachers and other school staff in doing the work effectively. While Manullang (2005) states that supervision is a process to apply what work has been done, to assess the work and, if necessary, to correct with the intention that the implementation of work in accordance with the original objectives.

Thus, supervision process is a systematic effort to provide services so that teachers become more professional in carrying out the task of serving the students. The principal's professional service to teachers is essential for improving the quality of the Teaching and Learning process.

RESEARCH METHODS

The research was conducted for three months at Senior High Schools (SMA) in Pekanbaru. The population in this study is all high school teachers (134 teachers) consisting of five SMAs. The sample was selected using simple random sampling.

Based on the calculation formula from Yamane (year?), it can be seen that the number of samples in this study is 104 teachers. In this study, the authors used two types of sources of data: primary and secondary data. The primary data were obtained directly from the object of research. In this case, they are the respondents or the Senior High School Educators of Pekanbaru. The secondary data were obtained from the Education Office of Pekanbaru City. For the primary data, they were collected using the questionnaire which contains statements about the effectiveness of principal supervision and teacher professionalism.

The data were then analyzed using descriptive statistical analysis techniques and inferential analysis. A descriptive statistical analysis was performed to give an idea of frequency distribution, data histogram, mode, median, mean value and standard deviation. Statistical analysis was used to test hypotheses that have been formulated previously. Prior to testing the hypothesis, the test first needs to be analyzed in terms of its normality, homogeneity, and linearity of the test.

RESEARCH RESULTS

Distribution of Research Questionnaires

The research questionnaires were distributed to respondents in July 2017. This distributed questionnaire is the questionnaire that has fulfilled the validity and understood by the teachers (respondents) based on the validity and reliability test conducted in May 2017.

Descriptive Statistics Analysis

These research data are concerning two variables: a dependent variable and an independent variable. The dependent variable is Teacher Professionalism (Y), while the independent variable is Principal Supervision (X).

1. Professionalism Variable (Y)
Based on the 25 points of questions asked to the respondents about teachers professionalism variable (Y), the highest score obtained by High School teachers of Pekanbaru is 112 and the lowest score is 81, with a score range of 31 obtained from the highest and the lowest scores. The calculation of the scores distribution yields: (1) Average score = 96.54, (2) standard deviation = 7,163, (3) median = 97; and (4) mode = 99.

2. Principal Supervision Variables (X)
Based on the 25 items of questions asked to respondents for the principal supervision variable (X), the highest score obtained by High School Teachers of Pekanbaru is 104 and the lowest score is 57, with a score range of 47 obtained from the highest and the lowest scores. The calculation of the scores distribution yields: (1) Average score = 81.91, (2) standard deviation = 11,472, (3) median = 83; and (3) mode = 85.

Testing Requirements Analysis

There are three conditions that must be met before performing regression analysis, either simple linear regression or multiple regression. These requirements are (1) the normality requirements of the estimates of a simple regression, (2) the homogeneity of the variance of the data grouped by similarity with the predictor of variable data, (3) the linear regression of the independent variable (X) on the dependent variable (Y).

1. *Normality Test*

Testing of data normality was done by Liliefors Test. From the results calculation, it can be seen that the results of normality testing in this study are in the following table:

Table 1. Results of Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Teacher Professionalism	.044	100	.200[*]	.989	100	.606
Principal Supervisory	.056	100	.200[*]	.982	100	.187

Source: SPSS Program Messaging Data

Based on the normality test with Kolmogorov-Smirnov in Table 1, it can be concluded that data of the Principal Supervision (X) variable are normally distributed because the sig value is greater than the alpha value (0,200> 0,050); Teacher Professionalism (Y) variables are normally distributed because the sig value is bigger than the alpha value (0.200> 0.050). Based on the normality test with Kolmogorov-Smirnov above, it can be concluded that the data of the two variables are normally distributed. Regression analysis requirements are met.

2. Homogeneity Test

The homogeneity test of the data was done through combined variance. From result of data processing, it was obtained that value of Sig> α (0,095> 0,05) at 95% confidence level. It can be concluded that the three groups of data come from a homogenous population. Levene Statistic figures in the table show that the smaller the value, the greater the homogeneity. df1 = number of data groups - 1 or 3 - 1 = 2, Whereas df2 = total data - number of data groups or 300 - 3 = 297. Details can be seen in Table 2 below:

Table.2   Results of Homogeneity Test

Levene Statistic	df1	df2	Sig.
31.597	2	297	.095

3. Linearity Test

Linearity testing can be used to explain and draw further conclusions about the relationship of Principal Supervision (X) with Teacher Professionalism (Y) of SMA Pekanbaru. Linearity test results can be seen in Table 3 below:
Table 3. Linearity Test Results For Principal Supervision data (X) with Teacher Professionalism (Y)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Professionalism Principal Supervision	aya Between Groups	(Combined)	5069.673	46	110.210	637.216	.000
		Linearity	5047.026	1	5047.026	29180.985	.000
		Deviation from Linearity	22.648	45	.503	2.910	.000
	Within Groups		9.167	53	.173		
	Total		5078.840	99			

Based on the ANOVA table above, it can be seen that the significance value is less than 0.05. Therefore, it can be concluded that there is a linear relationship between the variables of Principal Supervision (X) and Teacher Professionalism (Y).

Hypothesis testing

The hypothesis to be tested is: "Principal Supervision (X) has a positive and significant influence on Teachers Professionalism (Y) in SMA Pekanbaru". Based on the statistical calculation of the influence of Principal Supervision (X) on Teacher Professionalism (Y), regression equation obtained was $\hat{Y} = 45,558 + 0,622X$.
a. Result of Test of Regression Meaning
The result of regression significance test can be seen in the following Regression equation:
Y = a + bx
Y = 45,558 + 0,622X

Based on the above equation, it can be interpreted that the constant of 45,558 means if the value of Supervision Principal (X) is 0, then the level of Teacher Professionalism (Y) increases.

Based on the results of the process, it can be concluded that the value of t arithmetic> t table (124,687> 1,985) Ha is accepted. This means that there is a significant influence of Principal Supervision (X) on the level of Teacher Professionalism (Y).

Furthermore, test on the significance and linearity of the equation with the F test was conducted to know the degree of significance of the simple regression equation. Based on data analysis, the result of F-count 15546,764> F-table 3.0902. Then Ha is accepted. This means that there is a positive influence Principal Supervision (X) on Teacher Professionalism (Y) of SMA Pekanbaru.

b. Linearity Test Results

From the linearity test, it can be concluded that the regression equation is significant. Therefore, the equation can be used to explain and draw a further conclusion about the influence between Principal Supervision (X) and Teacher Professionalism (Y). This equation is also said linear.

Furthermore, from the equation, it can be interpreted that the Principal Supervision (X) and Teacher Professionalism (Y) is linearly correlated. So, every increase of Principal Supervision score (X) and followed by Teachers Professionalism (Y) (0,622) is in the same direction with 45,558 constant.

The degree of strength of the relationship between Principal Supervision (X) and Teacher Professionalism (Y) is calculated using the Pearson Product Moment correlation technique.

From the data it can be seen that the correlation coefficient between Principal Supervision (X1) and Teacher Professionalism (Y) is 0.997, that means quite related. Thus, there is a direct positive influence between Principal Supervision (X) and Teacher Professionalism (Y). The test results indicate a direct relationship between the Principal Supervision (X) and Teacher Professionalism (Y). This means that the stronger Supervision Principal (X), the stronger Teacher Professionalism (Y). The result of examination of the strength of relationship Principal Supervision (X) with Teacher Professionalism (Y) can be seen in Table 4 below:

Table 4. Test Results of Strength of Principal Supervision Relation (X) with Teacher Professionalism (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.997[a]	.994	.994	.570

The result of calculation about the strength of the relationship between Principal Supervision (X) and Teacher Professionalism (Y) is shown by the correlation coefficient = 0.977 and the coefficient of determination = 0.994, as described in table 5 below:

Table 5. Correlation Coefficient and Determination between Principal Supervision (X) and Teacher Professionalism (Y).

No	Calculation	Results
1	Correlation (r)	0,997
2	Determination (r^2)	0,994

Based on the above table, it can be obtained that correlation coefficient (r) is 0.997, while the coefficient of determination (r2) is 0.994 or 99.4%. This means that 99.4% of variations which strengthen Teacher Professionalism (Y) is determined by Principal Supervision (X1).

DISCUSSION

After hypothesis testing, it turns out that the proposed hypothesis can be significantly accepted. The results of this study are discussed through two aspects: the data description of each variable and the results of correlation analysis between variables. The result of data description analysis of each variable shows that the range score of Principal Supervision Variables (X1) range is 47. The results of the scores distribution calculation are as follows: (1) average score = 81.91; (2) standard deviation = 11,472; (3) median = 83; and (4) mode = 85. This data shows that 57 respondents (57%) got scores above average and 43 respondents (43%) scored below average.

The hypothesis testing concludes that there is a positive relationship between Principal Supervision (X) with Teacher Professionalism (Y) in SMA Pekanbaru. This shows the correlation coefficient of 0.997 with Fcount of 15546,764; with regression coefficient Ftabel equal to 4,8309 at significant level $\alpha = 0,01$.

The relationship pattern between the two variables is expressed by regression equation $\acute{Y} = 45,558 + 0,622X$. The regression equation informs that every 1 unit of variable variation of school principal supervision will cause a change of teacher professionalism variable, which is equal to 0,622 with 45,558 constant. The correlation coefficient between Principal Supervision (X) and Teacher Professionalism (Y) of 0.997 is quite relevant. Thus, there is a positive relationship between Principal Supervision (X) and Teachers professionalism (Y). The test results indicate a direct relationship between the Principal Supervision (X) and Teacher Professionalism (Y).

This finding is supported by a statement as outlined in the Decree of the Minister of National Education of the Republic of Indonesia No. 162/13/2003 that Supervision of the Principal is a guidance process aimed at assisting the professional development of teachers. This system of guidance, when examined more closely, can be understood as a set of key characteristics upheld in the nature of supervision, among others: (1) Coordinating the timetable of learning and evaluation/assessment; (2) Facilitating teachers to develop teaching materials; (3) Facilitating teachers to prepare learning aids; (4) Coordinating teaching and learning activities; (5) Facilitating teachers to develop learning evaluation instruments; (6) Coordinating the reporting of student learning outcomes.

Creating good Principal Supervision will support a good working atmosphere which then generates the morale of teachers to achieve organizational goals. Ahmad Tafsir (2012) found that every job should be done by professionals. Teacher Professionalism is a job or skill that requires certain intellectual competencies, attitudes, and skills that are processed through an academic process of education. Thus there is a positive relationship between Principal Supervision (X) and Teacher Professionalism (Y), meaning that the stronger Principal Supervision (X), then the better Teacher Professionalism (Y) in SMA Pekanbaru will be.

CONCLUSION

From the result of the research, it can be concluded that there is a positive relationship between Principal Supervision (X) and Teacher Professionalism (Y) at SMA in Pekanbaru. This means that the better Principal Supervision (X), then the higher the Teachers Professionalism (Y) will be. Conversely, the worse the Principal Supervision (X), then the lower the teacher's professionalism (Y) will be. Therefore, Principal Supervision (X) is an important variable for improving Teacher Professionalism (Y).

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