



The Role of Academic Supervision and Communication on Teacher Performance

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ARTICLE INFO

Article history:

Received December 02, 2021
Revised January 23, 2021
Accepted April 24, 2021
Available online May 25, 2021

Kata Kunci :

Kinerja Guru, Supervisi Akademik,
Komunikasi Interpersonal

Keywords:

Teacher Performance, Academic
Supervision, Interpersonal
Communication



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ABSTRAK

Guru sebagai tenaga kependidikan memiliki peran penting dalam menentukan keberhasilan pencapaian tujuan pendidikan. Sekolah memberikan perhatian khusus pada kompetensi guru sehingga guru dituntut untuk terus mengembangkan profesionalisme dan kinerjanya. Penelitian ini bertujuan untuk memperoleh informasi tentang peran supervisi akademik dan komunikasi interpersonal. tempat penelitian di sekolah dasar negeri di kota administrasi Jakarta Selatan. Penelitian ini menggunakan metode survei dengan teknik analisis jalur dan pendekatan kuantitatif kausal. Sampel dalam penelitian ini adalah 81 guru yang diambil dengan menggunakan teknik simple random sampling atau sampel acak sederhana dan guru yang menjadi objek penelitian ditentukan dengan menggunakan rumus teknik sampel dari Slovin. Teknik analisis data dilakukan dengan menggunakan statistik deskriptif dan inferensial dengan terlebih dahulu melakukan analisis prasyarat yaitu analisis normalitas populasi dan regresi. Temuan dari penelitian bahwa kegiatan supervisi akademik dan komunikasi interpersonal yang lancar berperan besar dalam meningkatkan kinerja guru. Guru yang profesional akan mampu mengelola kegiatan pembelajaran dengan baik dan akan mampu memberikan motivasi kepada siswa sehingga tujuan pembelajaran akan tercapai dan menghasilkan siswa yang berprestasi di bidangnya masing-masing.

ABSTRACT

Teachers as education personnel have an important role in determining success in achieving educational goals. Schools pay special attention to teacher competence so that teachers are required to continue to develop professionalism and performance. This study aims to obtain information about the role of academic supervision and interpersonal communication. research place at public elementary schools in the administrative city of South Jakarta. This study used a survey method with path analysis techniques and a causal quantitative approach. The sample in this study was 81 teachers who were taken using simple random sampling technique or simple random sampling and the teachers who were the object of the research were determined using the sample technique formula from Slovin. The data analysis technique was performed using descriptive and inferential statistics by first doing the prerequisite analysis, namely population normality and regression analysis. The findings from the study that academic supervision activities and smooth interpersonal communication play a major role in improving teacher performance. Professional teachers will be able to manage learning activities well and will be able to provide motivation to students so that the goals of learning will be achieved and produce students who excel in their respective fields.

1. INTRODUCTION

Teachers as education personnel have an important role in determining success in achieving educational goals. Schools pay special attention to teacher competence so that teachers are required to continue to develop professionalism and performance (Murniasih et al., 2016; Ndapaloka et al., 2016). Professional competencies that must be possessed by teachers include the ability to master learning materials, plan learning programs, manage to learn, assess learning progress, diagnose learning difficulties, and carry out curriculum administration (Duma et al., 2021; Sormin, 2016). If this professional competence has been fulfilled, it will be seen from its performance which has an impact on the learning process that is effective (Handoko et al., 2017; Nurmawati, 2020), fun, and the achievement of students increases. Teacher performance is the performance in managing learning which includes planning learning, implementing learning, and evaluating learning. In planning learning, teachers are less creative because teaching methods are still teacher-centered and students are less involved. This prevents students from developing and thinking critically. Supervision is a service effort and assistance in the form of guidance from superiors (headmasters) to school personnel (teachers) and other school officers. Supervisors act as stimulators, counselors and consultants for teachers in improving teaching and creating

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good teaching and learning situations. In addition, supervision is expected to bring the impact of good development for the progress of the teaching process through improving the existing curriculum in schools as one means in improving the quality of education (Mujiono, 2020; Renata et al., 2018). Supervision is an effort to develop the teaching process in a better direction by providing assistance and services to teachers individually or in groups (Saidah, 2020).

Supervision is an effort to develop teacher professionalism. The professionalism of the principal is needed because as a supervisor who will assist teachers by carrying out the supervision of their teachers. During supervision, the principal must also be able to build two-way communication so that it will have a positive effect on the development of the quality of education in a better direction (Memah et al., 2019; Pujiyanto et al., 2020). Effective supervision of teacher by head teachers enhances teaching and learning which in the long run improves students' performance in national examination (Renata et al., 2018; Too et al., 2012). In the educational circle, most authors see education supervision as a process to improve the learning opportunities for students. Supervision is directed towards both maintaining and improving the teaching-learning process of the school. In the words, supervision is an organized behavior system for the purpose improving the learning situation of children. Considered instructional supervision as that aspect of educational management, which has to do with providing assistance in the development of better teaching-learning situation (Mohammed et al., 2015). The principal makes a schedule of supervision and there is also sudden supervision so it is more natural. Principal academic supervision is a supportive aspect of teacher teaching performance (Latriyani & Herawan, 2013). The government continues to develop education development through the development of curriculum improvements, evaluation systems, development of teaching materials, development of educational facilities, and training for teachers. Teacher training is a form of responsibility for learning activities in the school environment, both inside and outside the classroom. Teacher qualification affects the improvement of the quality of education as teaching staff, so it is very much needed in the learning process both inside and outside the classroom. The Ministry of Education and Culture data shows that the competence of teachers in Indonesia is still low, the average Teacher Competency Test (UKG) is still below the Minimum Competency Standard (SKM). The national average value of the Teacher Competency Test (UKG) SD 60.64, SMP 63.37, SMA 70.00, SMK 60.06 (Bhakti & Maryani, 2017). This shows that the quality of primary school teacher performance is still far behind other levels of education

The low performance of teachers is an inhibiting factor for the progress of education in Indonesia, the average result of the Teacher Competency Test and the problems that occur show that teacher work motivation to achieve maximum performance is required from various components. The principal is one component of education and plays an important role in improving the quality of the education system. In school, the success of an achievement really depends on the role of the principal. Teachers will be able to work effectively if they are supported by mastery of competencies, adequate facilities, and facilities, high work motivation, commitment to tasks, and work discipline to achieve success and success in teacher performance. This study focuses on increasing the role of principal academic supervision and interpersonal communication between superiors and subordinates, as well as interpersonal communication between peers that can affect the performance of South Jakarta Public Elementary School teachers. A preliminary study was conducted through interviews that showed that South Jakarta public elementary school teachers experienced a decrease in performance based on the results of the Teacher Competency Test in 2019. The cause of the decline in performance is thought to be due to a lack of supervision in the form of supervising the principal in guarding performance.

2. METHODS

The method used in this research is a survey using a quantitative approach and path analysis to analyze the data. The method is used to determine the effect between variables of the inter-variable testing process (Creswell, 2014; Sugiyono, 2014). The object of this research is the principal and teachers of the South Jakarta State Elementary School. The participants are all teachers who are the object of research based on the existing sample and population. In this study, the authors used a survey method with a quantitative approach through path analysis (path analysis). The population in this study were 430 teachers of SD Negeri Jakarta Selatan, Mampang Prapatan, where the sample was determined using Propositional Random Sampling which was randomly selected from the population to produce 81 people using the slovin 10% formula. Data collection using an instrument in the form of a questionnaire. The instrument was tested before being used in the study through the trial of the instrument with a sample of 20 people. The instrument testing includes validity and reliability tests. This research is research that presents data using descriptive analysis and inferential analysis. Descriptive analysis is used in presenting the central size data and the size of the spread and is presented in the form of distribution tables and

histograms, while inferential analysis is used to test hypotheses using path analysis, which is preceded by the estimation error normality test through the Liliefors test, significance test, linearity test, and analysis. regression. The research hypothesis model can be seen in Figure 1.

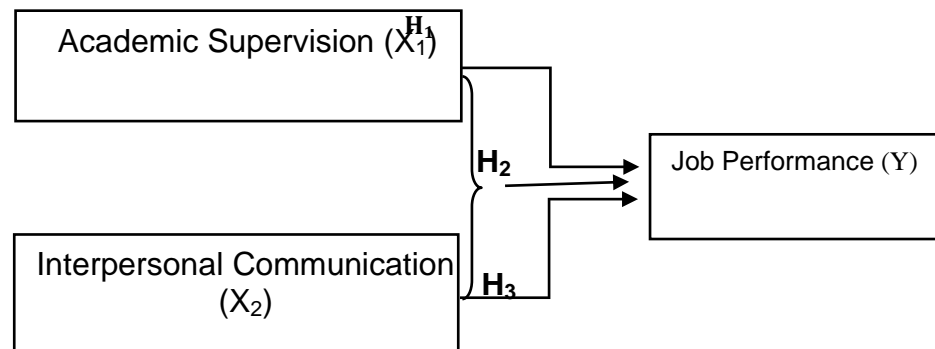


Figure 1. Research Framework

3. RESULT AND DISCUSSION

Results

Based on the research results, the descriptive analysis results are obtained in Table 1.

Table 1. Descriptive Analysis Results

Variable	Mean Score	Standard Deviation
Job Performance (X3)	141.4938	14.3441
Academic Supervision (X1)	156.1728	12.2472
Interpersonal Communication (X2)	142.000	15.5000

Based on Table 1, it can be seen that the results of the average value of each variable, the performance variable obtained an average of 141.4938 with a standard deviation of 14.34, the academic supervision variable (X2) obtained an average value of 156.1728 with a standard deviation of 12.24, and the interpersonal communication variable (X2) with an average value of 142 with a standard deviation of 15.50, to test whether each variable is normally distributed, a data normality test is performed. The data normality test is presented in Table 2.

Table 2. Normality Data

Variable	Kormogorov-Smirnov
Academic Supervision (X1) on Job performance (X3)	0.200
Interpersonal Communication (X2) on Job performance (X3)	0.200
Academic Supervision (X1) on Interpersonal Communication (X2)	0.200

Based on Table 2, by using the Kormogorov Smirnov normality test, the significance value of academic supervision on performance is 0.200, the significance value exceeds 0.05 ($p > 0.05$). This means that they are normally distributed, then the value of interpersonal communication on performance is 0.200, the significance value exceeds 0.05 ($p > 0.05$), meaning that the two variables are normally distributed, and the value of academic supervision of interpersonal communication is 0.200, the significance value exceeds 0, 05 ($p > 0.05$). This means that the two variables are normally distributed. Because the data were normally distributed, the t test was carried out to determine the significance of the mean difference. The results are presented in Table 3.

Table 3. Partial Test Results

Variable	Path Coefficient	t-count	t-table
Academic Supervision (X1) on Job performance (X3)	0.853	14.53	1.99
Interpersonal Communication (X2) on Job performance (X3)	0.923	21.34	1.99
Academic Supervision (X1) on Interpersonal Communication (X2)	0.852	14.4	1.99

Discussion

From the results of data analysis, it can be seen that the t test results indicate a direct influence between the variables, from the results of the path analysis calculation, the direct effect of academic supervision on performance, the path coefficient value is 0.853 and the t-count value is 14.5. t-table value for $\alpha = 0.05$ is 1.99. Because the value of t count is greater than the value of t table, thus H_0 is rejected and H_1 is accepted, namely that academic supervision has a direct effect on performance is acceptable. Academic supervision carried out by the principal as a supervisor in the school will improve teacher performance because academic supervision enables a teacher to see and correct deficiencies in learning activities so that this can be directed to increase teacher teaching activities through guidance, progress, direction and assistance so that they are able to improve teacher performance in an effort to improve the development of the quality of learning. This is consistent with the previous research, The results of the previous study showed that there were 11 teachers assessing that teacher performance appraisal allows conducting assessment activities through teacher performance and according to 9 teachers, teacher performance appraisals contribute to their professional development. The existence of assessments carried out by supervisors on an ongoing basis will develop their professionalism in teaching and learning activities so as to improve teacher performance (Usman, 2015).

The results of the second hypothesis result in the finding that the results of the path analysis calculation, the effect of interpersonal communication on performance, the path coefficient value is 0.923 and the t-count value is 21.34. t-table value for $\alpha = 0.05$ is 1.99. Because the t-count value is greater than the t-table value, thus H_0 is rejected and H_1 is accepted, namely that interpersonal communication on performance has a direct effect on performance is acceptable. Personal communication between teachers and principals, between teachers and colleagues, and between students and teachers will make the atmosphere more comfortable and enjoyable so as to improve teacher performance. This is in accordance with previous study which found that school principal communication to improve teacher professionalism was through oral (direct calls and warnings) and written (warning letters) to convey information to teachers, and principal communication in improving teacher discipline was by arriving on time and giving late examples. and for students (A. R. Djailani, 2015; Suriansyah & Aslamiah, 2015). Finally, to go home, the principal's communication about increasing teacher responsibility is to communicate between individuals and find solutions with the school committee and supervisors and related education offices.

The third hypothesis, results in the finding that the results of path analysis calculations, the effect of academic supervision on interpersonal communication, the path coefficient value is 0.852 and the t-count value is 14.4. t-table value for $\alpha = 0.05$ is 1.99. Because the value of t count is greater than the value of t-table, thus H_0 is rejected and H_1 is accepted, namely academic supervision has a direct effect on interpersonal communication can be accepted. Supervision as a grant provided by the principal to carry out the assessment and supervision of the technical aspects of education and administration in the form of providing guidance and examples about the teaching implementation of teachers so as to improve and improve teacher performance in carry out the main task. Interpersonal communication is the process of delivering certain information, thoughts (Rahabav, 2016). And attitudes between two people or more that there is a change of messages both as communicant and commucator with the aim to achieve mutual understanding of the issues to be discussed that eventually changed behavior". So to carry out the supervisory duties carried out by the principal, two-way communication is needed to be carried out to the teacher, so that it can make it easier for the principal to convey information, thoughts and goals to be conveyed to the teacher in helping improve teacher performance in the process of achieving better change.

In detail, academic supervision, interpersonal communication on performance has a positive influence, in the sense that supervision carried out by the principal has a significant value that affects teacher performance (Prasetyono et al., 2018). It has a significant positive effect on teacher performance, another thing is also supported by previous study that stated poor communication from the principal affects the emotional and physical state of teachers such as depression, self-esteem, feelings of inadequacy, and can make finding a new workplace (Kambeya, 2008). This study resulted in principals who were superior in showing interpersonal communication skills able to improve a conducive climate for teachers to carry out teaching and learning activities, principals who had not shown good interpersonal communication skills made teachers choose not to want to improve their performance so that it affected the teacher's performance.

Theoretically academic supervision requires continuous monitoring activities to help complete tasks smoothly so that it can improve teacher performance and be able to keep up with and compete in order to produce more competent students (Noor, 2019), supervision aims to advance and develop a comprehensive teaching process, to grow the potential of teachers in supporting teaching and learning activities, while communication is a way of interacting, humans can build relationships by conveying or

expressing what is conveyed to others. The purpose of communication itself is to improve social relationships between individuals so that they can influence and coordinate through messages conveyed. It is really needed in managing an organization. Communication is a dynamic transaction process that produces messages by realizing their behavior and transmitting them through certain channels to stimulate certain attitudes or behaviors that will affect the behavior of the source and recipient (Sukrapi & Muljono, 2014), the principal has interpersonal skills in carrying out his duties, will realize that he has a big responsibility in achieving educational goals (Syarif, 2011). The application of academic supervision in this study helps teachers in improving their performance so that teachers feel controlled and guided by the principal to get good performance results, so that academic supervision provides good benefits for improving teacher performance in schools, interpersonal communication between teachers and principals, between teachers and coworkers, and between teachers will make the atmosphere more comfortable and pleasant so that it improves teacher performance, the better the implementation of interpersonal communication, the better the teacher's performance because interpersonal communication contributes to improving teacher performance (Murniasih et al., 2016), the principal has the ability to communicate interpersonal in carrying out his duties, he will realize that he has a big responsibility in achieving educational goals (Setyana et al., 2013), teacher performance is defined as the achievement, result or ability achieved by the teacher. nature carries out teaching (Saifulloh & Darwis, 2020), the factors that affect a person's performance come from within the individual itself as well as external factors from the individual such as work climate and

Academic supervision is the duty of a school principal in coaching teachers through the supervisory function (Latriyani & Herawan, 2013; Wichmann-Hansen et al., 2015). The supervision carried out by the principal is an aid in solving problems faced by teachers in carrying out their duties which are aimed at coaching and improving the aspects of learning, the guidance provided is aimed at improving teaching, not looking for mistakes in the form of teaching carried out by the teacher. unfavorable also resulted in a misunderstanding of the tasks given by superiors, namely the principal. Government supervisors through academic supervision must be able to provide assistance and guidance to teachers to solve various problems related to learning (Murniasih et al., 2016). Communication is the process of conveying information and meaning (Lussier & Achua, 2015). Before communication can take place it needs a purpose, a message to be conveyed between a sender and a receiver sender encodes the message (convert it to a symbolic form) and passed it through a medium (channel) to the receiver, who decodes it. The result it transfer of meaning from one person to another. Communication the transfer and understanding of meaning (Robbins, 2014). The principal's communication ability is expected to be able to accommodate various opinions and complaints from teachers so that the principal can provide constructive suggestions and criticism on teacher performance. The dominating principle could affect teacher morale and performance (Asykuri, 2015; Murtiningsih et al., 2019). They include a source, which encodes an intended meaning into a message and a receiver, which decodes the message into perceived meaning. The receiver may or may not give feedback to the source. hough this process may appear to be elementary, it is not quite as simple as it looks. Noise is the term used to describe any disturbance that disrupts communication effectiveness and interfere with the transference of messages within the communication process (Üstüner & Kis, 2014). Interpersonal communication is the process of interacting simultaneously with another and mutually influencing each other, usually for the purpose of managing relationship (Beebe et al., 2014; Le Fevre & Robinson, 2015).

The principal's communication in improving teacher performance is deemed inadequate in terms of both material and non-material aspects so that teachers feel uncomfortable in doing their work. The principal should be able to build good interpersonal communication with every teacher in his school. The principal must be more intimate so that it allows for the establishment of a harmonious working relationship so that it will provide space for all problems to be addressed to be overcome to achieve an effective environment. The principal is expected to be able to provide adequate facilities and infrastructure for teachers to improve their performance and make them more professional. Interpersonal communication between the principal and teachers inside and outside the school is expected to be a way for teachers to openly and sincerely express all problems faced in class, which sometimes cannot be found or expressed through school academic supervision. This is reinforced by research and opinions from several experts, that stated the existence of an assessment carried out by supervisors on an ongoing basis will develop their professionals in teaching and learning activities so as to improve teacher performance (Vinhais & Abelha, 2015). Principal academic supervision has a significant positive effect on the performance of business and management group teachers in vocational schools in the city of Depok, directly and indirectly through work motivation (Comfort et al., 2017; Prasetyono et al., 2018). School principal communication to improve teacher professionalism is through verbal (direct calls and warnings) and written (warning letters) to convey information to teachers, and principal communication in

improving teacher discipline is to come on time and provide role models for students. Finally, to go home, the principal's communication about increasing teacher responsibility is to communicate between individuals and find solutions with the school committee and supervisors and related education offices (A. R. Djailani, 2015). The more effective interpersonal communication, organizational culture, job satisfaction and achievement motivation and achievement motivation, the higher the interpersonal communication of teachers in High School (SMA) Humbang Hasundutan Regency. Therefore, to optimize the affective commitment of middle school teachers requires an increase in the effectiveness of personal communication, organizational culture, job satisfaction and achievement motivation (Siburian, 2013).

Interpersonal communication has a direct positive impact on job satisfaction of primary school principals, Interpersonal communication, school culture, job satisfaction and work motivation have a direct positive impact on the organizational commitment of primary school principals (Irawati et al., 2019; Sirait, 2016). Hasty interpersonal communication from the principal affects the emotional and physical state of the teacher such as depression, self-esteem, feelings of inadequacy, and can lead to finding a new workplace. This study produces principals who excel in showing interpersonal communication skills are able to improve a conducive climate for teachers to carry out teaching and learning activities, principals who have not shown good interpersonal communication skills make teachers choose not to want to improve their performance so that it affects teacher performance (Iqbal et al., 2016; Kambeya, 2008). The need for accountability and control of educational standards provided justifies the existence of school supervision. The need for academic supervision in schools, these include: to know the performance of teachers recruited in system, to improve the incompetent teachers and to know the effectiveness of classroom management by the teachers (Soetopo & Wasty, 2015). Academic supervision carried out by the principal as a supervisor in the school will improve teacher performance because academic supervision allows a teacher to know and correct deficiencies in learning activities so that this can be directed to increase teacher teaching activities through guidance, encouragement, direction and assistance so that they are able to improving teacher performance in an effort to improve the development of the quality of learning (Setyana et al., 2013).

Communication is a basic element of leadership, including how leaders speak, listen, and learn (Naway, 2017). Every leader wants to motivate to communicate the vision and mission and ensure that their subordinates understand the vision and mission. Principal communication will improve teacher performance and discipline (Syarif, 2011). By conveying school information needed by teachers, principal communication can improve teacher performance and discipline. The difference between this study and previous research is that this study involved all field teachers in schools without differentiating between civil servant and non-civil servant teachers, as well as the number of population and samples, and the methods used in testing the results of the hypothesis at the end of the study. Previous research has reported on the important role of supervision on performance (Vinhais & Abelha, 2015), low performance in teachers is caused by low academic supervision (D. Djailani, 2012), and poor communication can affect teacher performance results (Sirait, 2016). In accordance with the above statement, the researcher wants to know the role of academic supervision and interpersonal communication, especially in South Jakarta public elementary schools. The purpose of this study was to determine and analyze: the role of interpersonal communication and supervision on improving teacher performance by seeing how big the impact is.

4. CONCLUSION

Based on the analysis and discussion above, The better the implementation of academic supervision in a school, the better the performance of the teachers in the school. Academic supervision contributes to improving teacher performance. This shows that good academic supervision from school supervisors will have an effect on improving teacher performance at SDN South Jakarta, The better the implementation of interpersonal communication, the better the teacher's performance. Interpersonal communication contributes to improving teacher performance, this shows that interpersonal communication has an effect on improving teacher performance at SDN South Jakarta, the better the implementation of interpersonal communication, the higher the level of performance the teacher has. Interpersonal communication contributes to increased work motivation. This contribution shows that interpersonal communication between school supervisors and teachers has an effect on teacher performance at SDN South Jakarta. The principal as a supervisor in carrying out academic supervision must pay attention to in detail what the teacher needs. The principal conducts regular coaching so that he knows the development of the teaching ability of teachers in the classroom. The principal is required to provide advice to teachers in mastering teaching skills. This is done in order to improve the quality of

education in Indonesia. it is expected that the teacher always prepares himself before carrying out teaching and learning activities in the classroom.

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