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Teacher Professionalism and Principal Supervision's Impact on Teacher Performance

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Abstract

The purpose of this study is to see if there is an influence of teacher professionalism and principal's supervision on teacher performance. This study is an ex post facto quantitative study using a questionnaire instrument. The respondents in this study were 31 teachers from SMA Negeri 2 Kayuagung. The data were analyzed using the SPSS application, which calculated regression, t-tests, and F-tests. The study's findings revealed that teacher professionalism and principal's supervision had a substantial influence on teacher performance. Previous researchers have never conducted a study like this previously since prior studies only focused on characteristics of teacher professionalism and organizational environment on teacher performance and components of teacher professionalism and teaching experience on teacher performance. While the purpose of this study is to investigate the relationship between professionalism and supervision and high school performance. This study is anticipated to help school principals enhance performance by boosting teacher professionalism and providing adequate monitoring.

Keywords: Teacher Professionalism, Principal Supervision, Teacher Performance

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1. Introduction

The findings of observations and interviews with curriculum representatives conducted in March 2021 at SMA Negeri 2 Kayuagung revealed several problems in the field, including teachers who were not disciplined, arrived late, started and ended learning not on time, administrative preparation learning that does not follow the standard process (Permendikbud no 22 of 2016), class management that is not optimal, and uses conventional learning methods. This is contrary to the advancement of 21st century education and the Fourth Industrial Revolution. This is a single issue that happens in SMA Negeri 2 Kayuagung. Teachers are not yet performing optimally in their roles as educators; thus, mentoring to teachers at SMA Negeri 2 Kayuagung is required so that difficulties encountered by teachers can be recognized. This is directly tied to the content of the Teacher Performance Assessment instrument, which serves as the standard for determining whether or not a teacher is successful in carrying out his professional tasks.

The administrator or teacher assessor is not the only one that evaluates teacher performance outcomes. Other internal evaluators, such as classmates and students, participate in the evaluation, as do external assessors, such as students' parents. Furthermore, teacher attendance can be utilized as a component of the Teacher Performance evaluation. This is based on the findings of a study conducted in 2013 by the research institute SMERU and the Australian Council For Educational Research (ACER), which reported in 2015 that by collecting data and information from various elements and components of teacher attendance, the results of the Teacher Performance Assessment system will be comprehensive.

The principal or teacher appraiser is not the only one that evaluates teacher performance outcomes. Other internal appraisers, such as classmates and students, participate in the evaluation, as do external appraisers, such as students' parents. Furthermore, teacher attendance can be used as a component of the Teacher Performance Assessment. This is based on the findings of a study conducted in 2013 by the research institute SMERU and the Australian Council For Educational Research (ACER), which reported in 2015 that by collecting data and information from various elements and components of teacher attendance, the results of the Teacher Performance Assessment system will be comprehensive.

Performance is defined as achievement, demonstrating an action or deed in carrying out the responsibilities assigned to you. The concept of performance is frequently viewed as a labor party. Because there are parallels between performance and job performance, which is the result of a person's work in a certain time when compared to objectives or targets, mutually established standards, or other options in a specific plan (Supardi, 2018). Teacher Performance Assessment is used to determine the level of quality of teacher work in carrying out their primary responsibilities, such as planning, implementing, and evaluating the learning or mentoring process, as well as the level of quality of teacher performance with additional tasks related to school functions. Teacher Performance Assessment is also used to encourage teachers to enhance their professionalism and competency as professional educators. The Teacher Performance Assessment findings are then utilized to help instructors improve their knowledge and abilities in specific areas as needed through teacher professional development programs. As a result, Teacher Performance Assessment is anticipated to help instructors advance their careers as professional educators.

Every semester, academic monitoring and learning implementation supervision are carried out. Based on Permendiknas No. 13 of 2007 on Academic Qualification Standards and Principal Competence as Supervisors. School administrators must be able to collaborate with the community in addition to managing the day-to-day operations of the school. The principal is required to raise the morale of teachers and employees in order for them to work better, to build and maintain kinship, cohesiveness, and unity among teachers, teachers and employees, and students, to develop school curricula, to know school designs and how to run them, to pay attention to and seek the welfare of teachers and employees (Purwanto, 2017). Furthermore, Kristiawan (2017) states that a leader, in this case the principal, strives to have his advise, ideas, and instructions obeyed by the teachers and all of their employees, as well as anybody in the school environment that he leads. That manner, he may use the advantages he has in the form of surplus information, expertise, and experience to modify the way he behaves, thinks, and behaves.

Purwanto (2020) defines supervision as a coaching activity designed to assist teachers and other school staff in doing their duties efficiently. According to Kartini and Kristiawan (2019), the purpose of educational supervision is to improve the professional and technical abilities of teachers, principals, and other school personnel in order to improve the educational process in schools, and the main thing is educational supervision based on cooperation, participation, and collaboration, rather than coercion and obedience.

The meaning of professionalism is precisely the term profession (English), which originates from the Latin propesus, which means capable or knowledgeable in a certain field of employment (Alma, 2014). Article 1 of Law Number 14 of 2005 Concerning Teachers and Lecturers states that teachers are professional educators whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate pupils in early childhood education, basic education, and secondary education. Educators are professionals who are entrusted with designing and implementing the learning process, measuring learning outcomes, providing advice and training, as well as doing research and community service, particularly at universities. A teacher is considered professional if he or she meets the requirements of professional teachers as stated in Law No. 14 of 2005, which states that professional teachers understand and possess four teacher competencies: (1) pedagogic competence, (2) personality competence, (3) social competence, and (4) professional competence.

Academic supervision, principal leadership, salary, motivation, punishment, and other factors all have an impact on teacher effectiveness. Khusnul Khotimah (2020) focuses issues of teacher professionalism and organizational climate on teacher performance SMA Negeri 1 Baturetno Wonogiri. Darmini (2020) research focuses on the effects of teacher professionalism and teaching experience on the performance of SMP Negeri Gombang Cawas Klaten teachers. Meanwhile, this study is being conducted at SMA Negeri 2 Kayuagung to investigate the impact of teacher professionalism and principal supervision on teacher performance.

According to the background described above, there is a link between teacher professionalism and principal oversight on teacher performance. If the teacher has grasped and applied the four teacher competences, he or she will be able to call himself or herself a professional teacher. Professional instructors who

understand and develop the four teacher competences are expected to assist teachers in achieving educational objectives and striving to accomplish educational goals by establishing improved teaching techniques and processes. Similarly, the principal's position and function as a supervisor can carry out teacher performance oversight.

Previous studies primarily focused features of teacher professionalism and organizational environment on teacher performance and factors of teacher professionalism and teaching experience on teacher performance, therefore this research has never been done previously by other researchers. While the purpose of this study is to investigate the relationship between professionalism and supervision and high school performance. This study is anticipated to help school principals enhance performance by boosting teacher professionalism and providing adequate monitoring.

2. Methods

This study was carried out at SMA Negeri 2 Kayuagung. Ex post facto research was used in this study. Ex post facto research, according to Arikunto (2018), is a research methodology in which events happened before the study was conducted. This study took a quantitative method. This study's population and sample size were 31 persons. Data collecting methods included questionnaires, observations, and documentation. The data was analyzed using descriptive statistics, inferential statistics such as simple linear regression analysis, multiple regression analysis, the t-test, and the F-test.

3. Results and Discussion

Teacher Professionalism's Impact on Teacher Performance

Teacher performance is influenced by the professionalism of teachers at SMA Negeri 2 Kayuagung. This is based on the findings of the study data analysis. , publications, and comments on test results acquired if the t-count value is more than t-table, then Ha is accepted, indicating that there is an impact between teacher professionalism factors at SMA Negeri 2 Kayuagung on teacher performance. The results revealed that instructors' professionalism was good, as

seen by the results of questionnaires or questionnaires filled out by respondents, where 29 study respondents out of 31 persons previously scored pretty good, good, and very good. Meanwhile, three persons are classified as poor or very poor. This is because the respondents did not fulfill the study's measures of acquiring professional competence. The t test analysis findings revealed that the variable of teacher professionalism had an influence on teacher performance. This is consistent with the findings of Armani and Margunani (2017), who discovered that there was a substantial effect of teacher professionalism on the performance of economics subject instructors at SMA Negeri in Sragen Regency based on descriptive analysis.

In addition, the findings of Khusnul Khotimah's (2020) study on the effect of teacher professionalism and organizational environment on teacher performance at SMA Negeri 1 Baturetno Wonogiri. According to the study's findings, teacher professionalism had a positive and substantial influence on teacher performance, with a t count > t table value. Teacher professionalism was a significant contributor to teacher performance.

It is also supported by the findings of Darmini's (2020) study, The effect of teacher professionalism and teaching experience on teacher performance at SMP Negeri Gombang Cawas Klaten. The findings revealed that teacher professionalism has an effect on teacher performance at SMP Negeri 2 Gombang Cawas Klaten. Based on multiple linear regression analysis (t-test), it was determined that t-count > t-table.

This is also consistent with Law No. 20 of 2003 on the education system. Educators are expected to be professionals who organize and administer the learning process, assess learning results, and provide advice and instruction. This instructor's major task is a research dimension, which is defined as an indication of teacher performance in this study. Based on this remark, it is apparent that teacher professionalism in carrying out their tasks has a substantial effect on teacher performance.

Principal Supervision's Influence on Teacher Performance

Principal monitoring has been shown to improve teacher effectiveness at SMA Negeri 2 Kayuagung. This is demonstrated by the findings of the data

analysis. constructive. The findings revealed that the t-count value is bigger than the t-table value, indicating that there is an impact between the factors of the principal's supervision and the teacher's performance at SMA Negeri 2 Kayuagung. This is based on the findings of the respondent's questionnaire, which show that 22 persons have fairly excellent, good, and very good categories, whereas 9 have less and very less categories. Respondents in the poor group are the result of failing to fulfill the competency accomplishment indicators provided in the survey, as well as additional variables not investigated in this study. The findings revealed that the principal's supervision variable influenced teacher performance.

This is consistent with the findings of Yama (2017) study, The Effect of Principal Supervision on Teacher Performance at Nasima Elementary School Semarang. The findings revealed that the principal's supervision variable had a favorable and statistically significant influence on teacher performance at Nasima Elementary School Semarang.

This is consistent with the findings of Dhanik Riastuti's (2017) study, The influence of academic supervision and teacher job motivation on teacher performance in Sukoharjo Regency State Elementary Schools. The findings revealed that academic supervision had a favorable and substantial influence on performance with t-count > t-table.

Furthermore, Novi Maryani's (2020) research named the influence of principal supervision and teacher professional competence on teacher performance at Islamic Junior High School, Ciawi District, Bogor. According to the findings, the principal's supervision had a considerable impact on teacher performance. The findings of Mey Mildayanti's (2018) study, titled the influence of principal's academic supervision and teacher work discipline on teacher performance at SMA Negeri 2 Konawe Selatan, bolstered it. The findings revealed that the principal's academic supervision had a considerable impact on teacher performance. According to Suhardan (2020), supervision is aimed on enhancing teaching facilities in the classroom based on superiors' directives, with an emphasis on creating settings and situations for academic activities of instructors who will teach and students who will study. This condition is linked to

teacher performance in terms of preparing excellent learning in accordance with national education goals.

Teacher Professionalism and Principal Supervision's Impact on Teacher Performance

Teacher professionalism and principal's supervision, either separately or jointly, have been demonstrated to have an impact on teacher performance at SMA Negeri 2 Kayuagung. This is based on previously completed data analysis. According to the questionnaire responses, professionalism and principal's supervision have an impact on teacher performance.

According to the significance test, there is a mutually significant influence of teacher professionalism and principal's supervision on teacher performance at SMA Negeri 2 Kayuagung. According to the Anova test findings, F arithmetic is bigger than F table, hence Ho is rejected. The high effect of teacher professionalism and principal supervision on the performance of SMA Negeri 2 Kayuagung teachers is influenced by other factors not addressed in this study. This is consistent with the findings of Ria Agustina's (2018) study, which suggests that teacher professionalism and educational supervision have a favorable impact on teacher performance at Kalidoni Junior High School in Palembang City.

Based on the analysis of the preceding debate, it is possible to infer that the teacher's professionalism and the principal's supervision have an impact on the teacher's performance at SMA Negeri 2 Kayuagung. The more professional a teacher is in doing his or her tasks, the better his or her performance. Similarly, if the outcomes of the principal's supervision are good, so will the performance.

4. Conclusions

Based on the outcomes of the preceding chapter's analysis, findings, and debate, the following can be concluded: Teacher performance is influenced by elements of professional background, development of learning resources, personality competency, ICT and research abilities, social competence, professional, publishing, and reflection. The factors of management competence, principals as supervisors, democratic, comparative, and constructive supervision have a substantial influence on teacher performance in SMA Negeri 2 Kayuagung.

Teacher professionalism and principal's supervision have an impact on teacher performance at SMA Negeri 2 Kayuagung. The more professional a teacher is in carrying out their tasks, and the more the value of the principal's supervision, the better the teacher's performance.

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