

## **The Influence of the Principal's Academic Supervision and the Work Ethic of Teachers on Educational Quality**

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### **Abstract**

The aim of this study is to investigate and assess whether the academic supervision of the principal and the work ethic of the teachers have an influence on the quality of education. This study was carried out at SMA Negeri 10 Palembang, and the research method employed was descriptive analysis using a quantitative approach. The participants in this study are 60 instructors from SMA Negeri 10 Palembang. Data gathering methods include providing questionnaires that reflect all variables. The data analysis strategy used in this study is simple regression and multiple regression with SPSS. The findings revealed that there was a substantial effect of the principal's academic supervision variable on the quality of education, as well as a positive and significant influence of the principal's supervision and the teacher's work ethic on the quality of education at SMA Negeri 10 Palembang. The findings of this study are likely to aid teachers in the design of the learning process.

**Keywords:** Academic Supervision; Educational Quality Principal; Work Ethic of Teacher.

### **A. Introduction**

The quality of education serves as a barometer of how good country. According to (Asmuni, 2013), one of the key concerns in national education is the problem of educational quality, which is particularly connected to the low quality of education

at every level and unit of education, particularly in basic and secondary school. Furthermore, the success of education at the education unit level is decided by the principal's leadership, thus the principal must have a variety of leadership skills in order to progress his school effectively, efficiently, autonomously, productively, and accountably. To achieve this, every educational personnel must play an active part in accordance with the responsibilities assigned.

Teachers must also enhance their work ethic in order to fulfill their responsibilities as instructors. However, teachers' working circumstances, both physical and non-physical, continue to be insufficient to give a level of job satisfaction that influences teacher's performance. According to (Herabudin, 2009), the low work ethic and teacher's performance contribute to teachers' low professionalism, and it cannot be separated from administrators' low commitment in developing teachers in schools through monitoring.

Furthermore, (Sinamo, 2005) defines work ethic as a collection of beneficial work behaviors built in strong awareness, core convictions, and a comprehensive commitment to an integral work paradigm. The term paradigm refers to the main concept of work itself, which includes the underlying idealism, the governing principles, the values that drive, the attitudes that are born, and the standards to be achieved; as well as the main character, basic thoughts, code of ethics, moral code, and code of conduct for its adherents.

Ethos as a basic attitude toward self and the universe that is radiated by life (Hartono, 2015). While labor, according to (Marini, 2014), can be regarded as a commercial endeavor that becomes a requirement for existence, or something that is an imperative of self, as well as something connected to self-identity that is utterly sacrosanct. Based on some of the descriptions above, we might infer that work ethic is a fundamental attitude that influences the advantages of a job before, during, and after the process.

As the school's management, the principal examines every learning activity to ensure that it aligns with the vision and goal that have been established. As a result, the principal must carry out academic supervision of all human resources under his command, particularly overseeing instructors. It is intended that by carrying out the principal's supervisory actions in a methodical, planned, and sustainable manner, numerous challenges of economics subject instructors during the learning process would be solved, and that the learning objectives will be reached ideally. In such a case, school supervision must employ a variety of models and tactics.

According to (Zahroh, 2015), supervision is an activity of observing, recognizing which things are accurate, which are not correct, and which are not true, with the objective of being proper in order to provide direction. Furthermore, (Imron, 2011) states the deployment of continuous supervision has a big impact on the success of learning.

According to (Priansa, D.J & Somad, 2014), educational supervision is scientifically defined as coaching in the form of direction or demands aimed at improving the educational situation in general and the quality of teaching and learning in particular. Academic supervision is a set of activities designed to assist instructors improve their abilities to control the learning process and accomplish learning goals.

According to (Salis, 2010), effective schools exhibit the following characteristics: (1) high learning and learning effectiveness; (2) strong and democratic leadership; (3) effective and professional management of education personnel; (4) the development of a quality culture; and (5) intelligent and dynamic teamwork. As a result, the capacity of the principal to manage each of the current components has a significant impact on the success or failure of teaching and learning in schools. As the leader of educational institutions, the principle is in charge of all instructional activities at the school.

The quality of education is attained when the inputs, procedures, outputs, teachers, facilities, and infrastructure, as well as the expenses for all of these components, fulfill specified criteria. Quality education workers, on the other hand, are those who can respond to issues swiftly and responsibly. Principals, teachers, and stakeholders in schools have the obligation to improve the quality of education in schools. Improving educational quality is a dynamic and hard endeavor.

Improving educational quality is a dynamic and hard endeavor. Education is continually evolving along with the times, therefore it is always in need of development and quality enhancement efforts to keep up with the ever-increasing requirements and expectations of people's lives.

According to (Dacholfany, 2017), in order to increase the quality of education, the education component in the form of human resources plays a very essential role in accomplishing the intended goals, vision, and purpose; hence, educational institution leadership attempts to offer serious care and attention. On the management of human resources involved in these educational institutions, including not only educators and education staff, but also students, parents of students, and the community, because only with the readiness of human resources will educational institutions be able to survive and improve the quality of education in institutions education.

School quality is frequently characterized as the features of educational services that meet particular standards in order to satisfy education customers, meaning students, parents, and other interested parties. A quality control that oversees the process and all of its supporting components is required to preserve the process's quality.

Several researchers have conducted research that is similar to what the researcher did previously. Eka Nurul Bija Rohma (2018), *The Effect of Work Ethic on Teacher Performance at Madrasah Ibtidaiyah Ma'arif Nahdlatul Ulama Pucang Sidoarjo*,

mentions that work ethic has a significant influence on teacher performance. According to another research, Habib Hakim (2017), climate factors, work ethic, and work discipline impact 78.5% of the efficacy of instructors' work, while the remaining 21.5% is influenced by other variables outside the model, such as work motivation and leadership style variables. However, we explored a different issue in their research, namely the impact of the principal's academic supervision and the teacher's work ethic on the quality of education at SMAN 10 Palembang.

According to the findings of observations and interviews with curriculum representatives conducted at SMAN 10 Palembang, there were several issues, such as some teachers' lack of work ethic in carrying out their duties and obligations, the resulting performance had not yet reached the maximum as expected, and the principal's academic supervision had not been carried out. There is no common norm for the execution of academic supervision by the principal in a systematic and procedural way. The researchers are interested in investigating the Effect of Principal Academic Supervision and Teacher Work Ethic on Education Quality by studying the numerous challenges that occur.

## **B. Methods**

This is a descriptive quantitative study. The subject of this study is the principal's academic supervision (X1), the teacher's work ethic (X2), and the quality of education (Y). In accordance with the aims attained, this study investigates the influence of academic supervision and work ethic on the quality of education by multiplying the existing facts, using a questionnaire including a number of questions that represent their impressions of the variables analyzed. This study takes a descriptive quantitative approach and the survey included 60 instructors from SMAN 10 Palembang. The data analysis approach included descriptive statistical analysis, inferential statistical analysis, including simple linear regression analysis, multiple regression analysis, t-test, and F-test, with the assistance of SPSS version 25 for Windows.

## **C. Results and Discussion**

### **The Impact of Academic Supervision by the Principal on Educational Quality at SMAN 10 Palembang**

The t-test was used to determine the impact of the principal's academic supervision on the quality of education at SMAN 10 Palembang. The t-test was used to address the following study hypothesis:

Ho1 :  $\rho = 0$  Academic supervision by the principal has no influence on the quality of education at SMAN 10 Palembang.

**Ha1 :  $\rho \neq 0$  Academic Supervision by the Principal Impacts Quality at SMAN 10 Palembang**

The coefficient analysis findings were obtained after processing the data with the SPSS version 25 for windows software, where t-count was 2.700 t-table = 2.002 with a significance of 0.009 < 0.05. Thus, the premise that Principal Supervision has a substantial influence on the Quality of Education at SMAN 10 Palembang may be accepted.

The findings of this study support previous research by (Da'iwibowo, 2009) that claims principal supervision plays a role in increasing educational quality. Furthermore, this study is consistent with research (Ankoma-Sey, 2016) and (Mastura, 2017) that state that the influence of principal supervision has a positive but not significant effect on students' academic performance, where academic performance in (Ankoma-Sey, 2016) is student learning outcomes, while in this study it can be equated with the quality of education as measured by the results of the National Standard School Final Examination (UASBN).

**The Impact of Teacher Work Ethic on Educational Quality at SMAN 10 Palembang**

The t-test was used to determine the impact of the teacher's work ethic on the quality of education at SMAN 10 Palembang. The t-test was used to address the following study hypothesis:

Ho1 :  $\rho = 0$  The work ethic of teachers has no bearing on the quality of instruction at SMAN 10 Palembang.

Ha1 :  $\rho \neq 0$  The work attitude of teachers influences quality at SMAN 10 Palembang.

The findings of the coefficient analysis were obtained after processing the data with the SPSS version 25 software for Windows, where t-count was 2.888 t-table = 2.002 with a significance of 0.005 < 0.05. As a result, the premise that work ethic has a major influence on the quality of education at SMAN 10 Palembang may be accepted.

This study is also consistent with research (Ankoma-Sey, 2016) and (Mastura, 2017) that show a positive but not significant effect of principal supervision on students' academic performance, where academic performance in (Ankoma-Sey, 2016) is the result of student learning, whereas in this study it can be equated with the quality of education as measured by the National Standard School Final Examination results (UASBN). According to students at Muhammadiyah High School Tolangohula, Tolungahula District, Gorontalo Regency, "teacher work ethic has a substantial effect on teacher performance at Muhammadiyah High School Tolangohula, Tolungahula District, Gorontalo Regency."

## **The Impact of Principal Academic Supervision and Teacher Work Ethic on Educational Quality at SMAN 10 Palembang**

Based on the findings of the investigation of the influence of the principal's academic supervision and the teacher's work ethic on the quality of education at SMAN 10 Palembang, the multiple regression analysis revealed that the F-count test (11.543) > F-table (2.35) with a sig value of 0.000 0.05. This signifies that  $H_a$  is accepted, or that the Principal's Supervision and the Work Ethic of the Teachers have a combined influence on the Quality of Education at SMAN 10 Palembang. And the coefficient value ( $R^2$ ) is 0.288, which equals 28.8%. This suggests that the independent variables, Principal Supervision and Teacher Work Ethic, may explain 26.3% of the variance in Quality of Education, while the remaining 71.2% is explained by factors not included in this model.

### **D. Conclusion**

Based on the findings of data analysis and hypothesis testing, it is possible to infer that the principal's academic supervision has a marginally significant influence on the quality of education at SMAN 10 Palembang, with a coefficient of determination of 40.1%. Work ethic has a major influence on the quality of education at SMAN 10 Palembang, and simultaneously there is influence of the principal's academic supervision and the teacher's work ethic on the quality of education at SMAN 10 Palembang

### **E. Acknowledgement**

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