



The influence of principal supervision and professional competence on the performance of Kindergarten teachers in Gemeh district, Talaud Islands Regency

Dewi Maharani Uba¹, Shely D M Sumual², Viktory N J Rotty², Roos M S Tuerah²

¹ Department of Education Management Masters Study Program, Postgraduate Program, Manado State University, Tondano, Indonesia

² Master, Department of Education Management Study Program, Postgraduate Program, Manado State University, Tondano, Indonesia

Abstract

This research aims to analyze and describe the principal's supervision of kindergarten teacher performance, the professional competence of kindergarten teachers, as well as the principal's supervision and professional competence simultaneously on the performance of kindergarten teachers in Gemeh District, Talaud Islands Regency. This research uses quantitative data with two independent variables, namely principal supervision and professional competence and one related variable, namely teacher performance. The research population studied were all kindergarten teachers in Gemeh District, totaling 49 teachers. The data collection technique uses a questionnaire method. Data analysis techniques use statistics. The results show that the principal supervision variable (X1) has no significant effect on teacher performance (Y) in kindergartens in Gemeh District. The teacher professional competency variable (X2) also does not have a significant influence on teacher performance (Y) in kindergartens throughout Gemeh District. Simultaneously or together, the variables of principal supervision (X1) and teacher professional competence (X2) do not have a significant effect on teacher performance (Y) in kindergartens throughout Gemeh District. The influence of the two variables on teacher performance is only 3.9%, so the remaining 96.1% is influenced by other variables.

Keywords: Principal supervision, professional competence, teacher performance, kindergarten

Introduction

The role of education is very important for a person's life, therefore public awareness is needed to provide educational services as early as possible for their children. In this research, researchers found several phenomena that occurred in kindergartens throughout Gemeh District, namely that when carrying out learning there were still teachers who did not make lesson plans, teachers were still often late, teachers often asked to be absent from school, teachers were still less creative, teachers were still wrong in using appropriate learning methods, low salaries, lack of motivation from the principal, teachers not conducting classroom action research, the level of education taken, and not having a sense of responsibility. From several existing phenomena, the researcher concludes that the problem that occurs in kindergartens throughout Gemeh District is performance problems. And the cause is the supervision of the school principal and professional competence.

Kindergarten school is the provision of initial education for students as a provision, so that students are ready and able to continue their education in elementary school. This means that kindergarten education provides an initial contribution to the education of students in accordance with their developmental age stages. The development of kindergarten education levels and the increasing awareness of parents to provide education for children as early as possible can be balanced with the existence of kindergarten services which currently have good quality in terms of improving the quality of education. One way is to provide teaching staff who have performance that is considered good. Teacher performance is an important element in education, besides that it is also a determinant of the high and low quality of education. The successful performance

demonstrated by teachers is influenced by the surrounding environment. Therefore, the surrounding environment, especially in this case the school, such as the principal, is able to carry out supervision and professional competence in order to create good performance and is able to act as a professional teacher in addition to the teacher himself who is able to improve the quality of his own work.

Teachers as educators are expected to have professional skills because the main task of a teacher is to teach and educate, so teachers must know what is being taught to students and how to deliver learning material so that it can be accepted by students according to their developmental age stages. The demands for professional skills are intended for all teaching staff, both civil servants and non-civil servants, including kindergarten educators. Some of the competencies that kindergarten teachers must have include teachers being able to develop a curriculum related to the field of development, teachers being able to master the characteristics of students from cognitive, language, motoric, social emotional, artistic, as well as religious and moral aspects. Teachers must have the ability to organize development activities that are very educational for students. Development activities in educating students must always be improved so that learning in kindergarten can run effectively and efficiently.

Observing how important the quality of kindergarten teacher performance is in improving the quality of education, preliminary observations were made regarding the influence of school principal supervision and professional competence on the performance of kindergarten teachers in Gemeh District, Talaud Islands Regency. According to the Chair of the Kindergarten Teachers Association in Gemeh District, Talaud Islands Regency teachers in Gemeh District have

more abilities compared to 19 other sub-districts within Talaud Islands Regency. This fact is proven by the existence of competitions at various levels, both provincial and district levels, but this cannot yet be categorized as competent and professional teachers because through observations and analysis by researchers, only around 25% of teachers can be categorized as teachers who are competent in their field. Gemeh District always experiences success through winning championships.

As for several advantages possessed by kindergarten teachers in Gemeh District, it is still visible that the performance of kindergarten teachers is still lacking. The inadequate performance of kindergarten teachers is strengthened by data on kindergarten teachers who have been appointed as civil servants and have been certified, totaling 14 civil servant kindergarten teachers, only 15 people have taken higher education in Early Childhood Education, and 20 people have not taken higher education. Even though the number of schools/kindergartens in Gemeh District has reached 10 schools, this means that the number of kindergarten teachers/educators who are certified and have higher education in the Kindergarten field is not comparable to the number of existing schools. Apart from data on kindergarten teachers who are civil servants, there is still data on permanent foundation teachers or non-permanent teachers. According to existing data, there are 49 GTY/GTT Kindergarten teachers, but there are still many teachers who have not been recorded because many Kindergarten schools have sprung up but have not reported their conditions or teacher data.

Based on the interview results, it was found that the budget factor was the factor most frequently mentioned by kindergarten teachers. The reason is that the costs of education must be borne by yourself and there is very little assistance for educators to continue their education for kindergarten teachers. The costs that must be borne by kindergarten teachers are not only for continuing school but also for holding regular meetings with teachers which sometimes also use the personal money of kindergarten teachers. This factor should be preventable, because teachers receive professional allowances which should be used to improve the quality of teacher performance.

Educational supervision is a very important thing to do to improve the quality of education. The quality of education is closely related to the professional competence of teachers in dealing with problems that exist in the world of education both currently and in the future. The aim of principal supervision and professional competence in developing teacher performance is also to assist teachers in expanding knowledge, improving teaching skills, and being able to foster professional attitudes in managing teaching and learning activities. The implementation of principal supervision to improve teacher performance can be carried out individually, which can be carried out by supervisors, principals or between teachers.

By holding discussions between colleagues and improving performance by studying independently through various educational literature or continuing educational studies in accordance with the kindergarten teacher profession. Apart from that, further study can also be used to fulfill teacher certification requirements, so that teachers receive certification or professional allowances which can be used to further increase and hone their professional skills and supervise school principals to improve the quality of

education in line with national goals. Based on the background above, this research aims to analyze and describe the principal's supervision of kindergarten teacher performance, the professional competence of kindergarten teachers, as well as the principal's supervision and professional competence simultaneously on the performance of kindergarten teachers in Gemeh District.

Method

This research uses quantitative data, namely research that requires a lot of use of numbers, starting from data collection, interpretation of the data, and the appearance of the results. Quantitative research is a type of research whose specifications are systematic, planned and clearly structured from the start until the creation of the research design. This research includes two independent variables, namely principal supervision and professional competence, as well as one related variable, namely teacher performance. The research population studied was all kindergarten teachers in Gemeh District, totaling 49 teachers. From this teacher population, a number of teachers will be taken as samples in this research.

The data collection technique in this research prioritizes using the questionnaire method, considering the relatively large number of respondents, so it is not possible for researchers to meet each respondent one by one. The instrument used to collect data about professional competence is in the form of a questionnaire using a rating scale, the rating scale method is used in the form of a continuum with 5 (five) categories, namely the answer value always = 5, often = 4, sometimes = 3, rarely = 2, and never = 1.

The validity test aims to measure an instrument that has been prepared and can be said to be valid, that is, if the instrument can measure something exactly what it wants to measure. From the validity test of the statement items, the reliability is then tested, namely to prove that the instrument used as measurement can be said to be reliable, if the measurements are consistent and careful so that the instrument as a measuring tool can produce reliable measurement results. This reliability test uses the Alpha Cronbach formula.

Data analysis techniques in quantitative research use statistics. According to Sugiyono, there are two types of analysis/statistics that are used to analyze data in research, namely descriptive analysis/statistics and inferential analysis/statistics. Inferential analysis/statistics consists of two parts, namely parametric statistics and nonparametric statistics.

Results and Discussion

Results

1. Validity Test

Data validity aims to find the correlation value of the product moment (Pearson) for each question item and the total score of all research variables. The number of research respondents in this study was 28 respondents, with an r table value of $\alpha = 0.05$ of 0.374. The provisions used in assessing the validity test are: if the significance value is $\text{sig.} < 0.05$, then the question item can be categorized as valid, if the calculated r value $> r$ table, then the question item can be categorized as valid.

The results of validity testing show that all question items on the principal supervision variable (X_1) and teacher

performance (Y) obtained a calculated r value > 0.374 , and a significance value (sig) < 0.05 . Thus, all question items used on the principal supervision variable (X1) in this study were declared appropriate or valid for use as data collection instruments.

Based on the results of validity testing of the principal supervision variable (X1), teacher professional competency variable (X2), and teacher performance variable (Y) above, it can be concluded that all question items on these three variables are declared appropriate or valid to be used as instruments data collection in this research.

2. Reliability Test

In this research, data reliability testing was carried out by referring to the Cronbach's Alpha value. In this case the author uses a significance value at the 5% level, so that the research instrument can be declared reliable if the reliability coefficient is ≥ 0.60 .

Based on the results of the reliability test, it can be seen that the Cronbach's Alpha value for the principal supervision variable (X1) is 0.956, the teacher professional competency variable (X2) is 0.976, and the teacher performance variable (Y) is 0.943. This shows that the Cronbach's Alpha value for these three variables has a value of ≥ 0.60 . Therefore, it can be concluded that the research instrument items on variables X1,

3. Normality Test

The purpose of testing data normality in this research is to find out whether there are confounding or redundant variables in the normally distributed regression model. In this study, the data normality test was carried out using unstandardized residual values from the regression model using the One Sample Kolmogorov-Smirnov Test.

The results of the data normality test that have been carried out and presented in the table above show that the significance value (Sig) is $0.200 > 0.05$. Thus, it can be concluded that the normality assumption in the research is considered to be normally distributed or the normality assumption has been met.

4. Linearity Test

In this research, the linearity test aims to determine whether two research variables are significantly linearly related or not. Where, correlation can be said to be good if there is a linear relationship between the independent variables. The provisions used in the linearity test assessment are if the Deviation from Linearity Sig. > 0.05 , then there is a linear relationship between variable X and variable Y, and if the calculated F value $> F$ table, then there is a significant linear relationship between variable X and variable Y.

Based on the explanation above, referring to the significance value (Sig), the Deviation from Linearity Sig value is $0.671 > 0.05$. Thus, there is a significant linear relationship between the principal supervision variable (X1) and the teacher performance variable (Y). Meanwhile, the significance value for variable X2 is $0.999 > 0.05$, so there is a significant linear relationship between the teacher professional competency variable (X2) and the teacher performance variable (Y). This shows that the two variables in this study, both X1 and X2, have a linear relationship with variable Y.

5. Heteroscedasticity Test

The next test carried out in this research was the heteroscedasticity test. The test is carried out to test whether in the regression model there is inequality of variation from the residual value of one observation to another. If the variation in the residual value is constant, it is called homoscedasticity. However, if the variations are different then it is called heteroscedasticity. It is known that a good regression model should not have symptoms of heteroscedasticity. The provisions used in the heteroscedasticity test are: if the Sig significance value is > 0.05 , then it is stated that there are no symptoms of heteroscedasticity in the regression model, and if the Sig significance value is > 0.05 , then it is stated that there are symptoms of heteroscedasticity in the regression model.

The results show that the Sig value of the principal supervision variable (X1) and the teacher professional competency variable (X2) is $0.296 > 0.05$. Thus, it can be seen that there are no symptoms of heteroscedasticity in the regression model, so the regression model in this study can be categorized as good.

6. Multiple Linear Regression Test

Multiple linear regression can generally be referred to as a test carried out to determine the effect of one variable on another, which is expressed in the form of a regression equation. It is known that the multiple linear regression analysis in this research was carried out with the aim of determining the influence of the principal supervision variable (X1) and the teacher professional competency variable (X2) on teacher performance (Y).

The constant Unstandardized Coefficient figure in this research is 34.276. This figure means that if there is no principal supervision (X1) and teacher professional competence (X2), then the consistent value of teacher performance (Y) is 34.276. Meanwhile, the regression coefficient figure for the principal supervision variable (X1) in this study is -0.214 . This figure shows that for every 1% level of principal supervision (X1), teacher performance (Y) will increase by -0.214 . Because the regression coefficient value for this variable is (-), it can be said that the principal's supervision (X1) has a negative effect on teacher performance (Y).

On the other hand, it is also known that the regression coefficient for the teacher professional competency variable (X2) is 0.013. This figure shows that for every 1% level of teacher professional competence (X2), teacher performance (Y) will increase by 0.013. Because the regression coefficient value for this variable is positive, it can be concluded that teacher professional competence (X2) has a positive effect on teacher performance (Y). Thus, the regression equation in the regression model of this research is $Y = 34.276 - 0.214 + 0.013$.

7. Hypothesis Testing

Hypothesis testing in this research was carried out with the aim of finding out whether the regression coefficient from the results of the data testing carried out obtained significant results or not. In this research, hypothesis testing was carried out in two stages, namely partial testing and simultaneous testing.

Partial Test (T-Test)

The purpose of partial testing is to find out whether the independent variables in this study partially have a significant influence on the dependent variable. The conditions used are: a) if the Sig value is < 0.05 , then partially there is a significant influence between the independent variable on the dependent variable in this research, in other words the research hypothesis is accepted and b) if the calculated t value is > 1.703 , then partially there is a significant influence between the independent variables on the dependent variable in this research, in other words the research hypothesis is accepted.

a. First Hypothesis (H1)

The Sig value of principal supervision (X1) is $0.560 > 0.05$. Meanwhile, the calculated t value is $0.590 < 1.703$. The results show that H1, namely the principal supervision variable (X1), partially has an influence but does not have a significant effect on the teacher performance variable (Y).

b. Second Hypothesis (H2)

The Sig value of Teacher Professional Competency (X2) is $0.954 > 0.05$. Meanwhile, the calculated t value is $0.058 < 1.703$. The results show that H2, namely the teacher professional competency variable (X2), partially has an influence but does not have a significant effect on the teacher performance variable (Y).

Simultaneous Test (F-Test)

The simultaneous test (F test) in this research aims to find out whether the two independent variables in this research simultaneously have a significant influence on the dependent variable. The conditions used in simultaneous testing are a) if the Sig value is < 0.05 , then variables X1 and significant to Y, or the hypothesis is accepted.

The Sig value is $0.614 > 0.05$ and the calculated f value is $0.497 < 3.380$. The results show that the principal supervision variable (X1) and teacher professional competence (X2) simultaneously do not have a significant effect on the teacher performance variable (Y). Next, the contribution of the two independent variables in this research was analyzed simultaneously to the dependent variable.

The test results show that the R square value in this study is 0.038, which identifies that the principal supervision variable (X1) and the teacher professional competency variable (X2) simultaneously have an influence on teacher performance (Y) of only 3.9%, whereas 96.1% is influenced by other variables.

Discussion

1. The Influence of Principal Supervision on Teacher Performance in Kindergartens throughout Gemeh District

Supervision is a process of guidance from the school principal to teachers and school personnel who directly handle student learning, as well as improving working and learning situations in an effective, disciplined, responsible and fulfilling manner (Jamil Suprihatiningrum, 2020). The quality of the principal's supervision is considered to be able to influence the teacher's performance in providing education to students, in this case students in kindergarten. Teachers with good performance can certainly deliver learning material well too. Therefore, the quality of the principal's supervision can be assessed as one aspect that is

closely related to influencing teacher performance in providing learning in kindergarten. The analysis that has been carried out shows that partial principal supervision does not have a significant influence on teacher performance. This shows that the better the principal's supervision, the performance of kindergarten teachers in Gemeh District will not increase.

2. The Influence of Teacher Professional Competency on Teacher Performance in Kindergartens throughout Gemeh District

Another factor that is considered to influence teacher performance is teacher professional competence. Teacher professional competence is the ability related to broad and in-depth mastery of learning material in a field of study which includes mastery of the scientific substance that covers the curriculum material, as well as increasing scientific insight as a teacher and can improve teacher performance (Jamil Suprihatiningrum, 2020). In this way, kindergarten teachers in Gemeh District are expected to be able to improve their professional competence so that their performance in providing learning can increase. Based on the analysis carried out by the author, it shows that partial teacher professional competence does not have a significant influence on the performance of teachers in kindergartens throughout Gemeh District. So, the higher the competence of kindergarten teachers, it does not affect the level of teacher performance in kindergartens throughout Gemeh District.

3. The Influence of Principal Supervision and Teacher Professional Competence on Teacher Performance in Kindergartens throughout Gemeh District

Based on the discussion that has been carried out above, it can be seen that partially the Principal Supervision and Teacher Professional Competency variables do not have a significant effect on Teacher Performance in Kindergartens throughout Gemeh District. Meanwhile, the simultaneous test carried out also showed that these two variables together did not have a significant influence on teacher performance in kindergartens throughout Gemeh District. On the other hand, the analysis shows that the simultaneous influence of effective principal supervision and teacher professional competence on the performance of kindergarten teachers in Gemeh District is only 3.8%. Thus, it can be concluded that there are other variables that have a greater influence on teacher performance, apart from the variables of principal supervision and teacher professional competence which have been analyzed in this research.

Conclusion

1. Based on the partial test (t test) that has been carried out, it is known that the principal supervision Sig value (X1) is $0.560 > 0.05$, while the calculated t value is $0.590 < 1.703$. This means that the principal supervision variable (X1) has no significant effect on teacher performance (Y) in Kindergartens in Gemeh District.
2. Based on the partial test (t test) that was carried out, the Sig value of teacher professional competency (X2) was $0.954 > 0.05$, whereas the calculated t value was $0.058 < 1.703$. This means that the teacher professional competency variable (X2) also does not have a significant influence on teacher performance (Y) in Kindergartens throughout Gemeh District.

3. Based on the simultaneous test (f test) that has been carried out, it shows that the Sig value is $0.614 > 0.05$ and the calculated f value is $0.497 < 3.380$. This means that simultaneously or together the principal supervision variables (X1) and teacher professional competence (X2) do not have a significant effect on teacher performance (Y) in Kindergartens throughout Gemeh District. The influence of the two variables on teacher performance is only 3.9%, so the remaining 96.1% is influenced by other variables.
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