Teachers During Covid-19 in Terms of Academic Supervision and Work Life Balance

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Abstract

The purpose of the study was to test the effect of academic supervision and work life balance on teacher performance during Covid-19. This type of research is quantitative with an explanatory research approach. There were 92 teachers of SMK 8 Padang who were selected as samples in the study based on saturated sampling techniques. Research data collected through a questionnaire for academic supervision. The data was collected using questionnaires with a 5-point likert measurement scale. Findings in this study with regression analysis multiple linear showing the results of the analysis that: there is an influence of academic supervision on teacher performance during Covid-19 H_1 received; there is a work life balance effect to the performance of teachers during Covid-19 H_2 received; and there is an influence of academic supervision and work life balance simultaneously on teacher performance during Covid-19 H_3 received.

Keywords: Academic Supervision; Work Life Balance; Teacher Performance

INTRODUCTION

Educational institutions in Indonesia based on government policies began to limit and shift face-to-face learning to distance learning and teaching in March 2020, this was done as an effort to prevent the spread of Covid-19 (Riadin et al., 2020). The implementation of Teaching and Learning Activities at SMKN 8 Padang also adapted to changes during Covid-19 which required the teaching and learning process to be carried out at home according to the health protocols implemented by the government.

Adjustment of learning during Covid-19 carried out from home at the request of the Government is not easy to do because learning is running less than optimally due to limited effective teaching hours (Pohan, 2020). In addition, the demands on teachers who must innovate and make a renewal in the way of teaching online according to the standards of the Department of Education still encounter many obstacles when interacting with students, where most teachers tend to be unable to operate computer devices smoothly when teaching due to the lack of teacher understanding. against the use of modern technology applications so that it limits teachers in managing online learning (Lestari et al., 2020; Sulistyani, 2021; Apriyanti et al., 2021). This condition, of course, for teachers needs to be adjusted so that their main duties and responsibilities as teachers are carried out properly. For this reason, it is important to improve teacher performance during Covid-19.

Teacher performance is the result of the work of teachers in schools according to their duties and responsibilities in achieving educational goals, or interpreted as the result of teachers' work in completing their workloads according to the teacher's skills, experience and sincerity in teaching (Khoeriyah, 2015). According to Busyra & Sani (2020) the average teacher performance in Indonesia has only reached 50% and overall performance results do not exceed the 70% limit. Teacher performance in the online learning process is in the moderate category, which means there are still teachers whose performance has not been maximized (Ratnasari et al., 2021).

An external factor that affects teacher performance is academic supervision (Nurhidayanti et al., 2021), in which supervision is the task of the principal to deal with changes and improve the quality of education on an ongoing basis and is used as a benchmark for achieving school success in dealing with these changes. Thus, any changes in the learning process during Covid-19 require continuous monitoring by the principal of the learning process carried out by all teachers, the goal of which is to evaluate all learning activities so that the quality of learning remains good and can be improved.

According to Johari et al., (2018) the ability of a good teacher to manage learning and his personal life, then he will have psychological well-being and harmony will help teachers increase concentration at work and improve their performance. Work life balance is a balance of time for individuals between work and family responsibilities which is an important factor to provide satisfaction for individuals (Bataineh, 2019; Shafie et al., 2020). Teachers with high levels of work-life balance can help teachers adjust their roles, time and involvement in family and work. On the other hand, teachers with low levels of work-life balance will demotivate teachers in their work, poor social life so that it has an impact on the mental health of teachers which can result in decreased teacher performance (Apriyanti et al., 2021).

RESEARCH METHODS

This research is included in the type of quantitative research. There were 92 teachers of SMK 8 Padang who were selected as samples in the study based on the saturated sampling technique. Research data collected through a questionnaire for academic supervision there are 3 indicators sourced from the research of Pujianto et al., (2020) namely planning academic supervision programs, implementing academic supervision and evaluating the results of academic supervision by the principal, for work life balance there are 3 indicators sourced from Maslichah & Hidayat's research (2017) namely time balance, balance of involvement and balance of satisfaction, while for teacher performance there are 5 indicators sourced from Ratnasari et al., (2021) namely mastery of material, mastery of teaching methods and strategies, giving learning tasks , the ability to manage classes and the ability to assess and evaluate.

This study was analyzed using multiple linear regression analysis by testing the classical assumptions first consisting of normality test, multicollinearity test and heteroscedasticity test. The regression equation used is shown in formula (1).

$$Y = a + b_1X_1 + b_2X_2 + ... + b_nX_n \quad ....(1)$$

Description:
Y = dependent variable / teacher performance;
a = constant;
b = regression coefficient;
X = independent variable consisting of academic supervision and work life balance.

RESULTS AND DISCUSSION

From the results of the classical assumption analysis, the results of the data normality test, data multicollinearity test and data heteroscedasticity test were obtained. Based on the normality test that has been carried out on the research data, the Asymp value is obtained. Sig. for academic supervision data of 0.577, work life balance of 0.425, and teacher performance of

0.578, the results show the value of sig. > 0.05. This shows that the research data is normal. After the multicollinearity test for academic supervision was carried out, the VIF value was 1.496 and the work life balance was 1.496, from these results the VIF value for academic supervision and work life balance was less than 10, so there was no multicollinearity. While the results of the heteroscedasticity test of the data showed that the points in the image spread above and below the number 0 on the Y axis and formed an unclear pattern, then there was no heteroscedasticity or there was no similarity of variance between the research variables, which can be seen in Figure 1 below. :
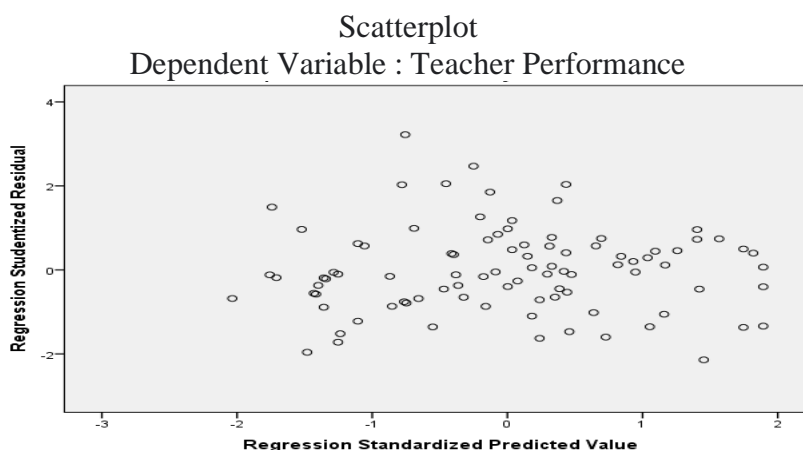

Figure 1 Heteroscedasticity Test Results

The results of multiple linear regression analysis between academic supervision, work life balance and teacher performance can be seen in Table 1.

Table 1 Multiple Regression Test Results

Model	R	R *Square*	*Adjusted R Square*
1	0,766	0,587	0,582
2	0,634	0,402	0,395
3	0,801	0,642	0,634

Table 1 is the result of statistical tests on the effect of academic supervision and work life balance on teacher performance. In the first model, the effect of academic supervision on teacher performance. The results of data analysis revealed that academic supervision was able to predict 58.7% (R^2 = 0.587) on teacher performance. In the second model, the results of the analysis show that work life balance is able to predict 40.2% (R^2 = 0.402) of teacher performance. In the third model, the results of the analysis show that academic supervision and work life balance are simultaneously able to predict 64.2% (R^2 = 0.642) of the teacher's performance at SMKN 8 Padang.

Table 2 shows the coefficients for making regression equations based on research results.

Table 2 Regression Coefficients Value

Model	*Unstandardized Coeffiecients*	t	**Signifikansi**
Constant	7,515	3,072	0,003
Academic supervision	0,947	7,735	0,000
Work Life Balance	0,426	3,717	0,000

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Based on Table 2, the regression equation of the results of the research formed is $Y = 7,515 + 0,947X_1 + 0,426X_2$.

Table 2 also shows the significance value of academic supervision on teacher performance of 0.000 where the acquisition of this value is less than 0.05 then H1 is accepted, this means that there is a significant effect of academic supervision on teacher performance at SMKN 8 Padang; The significance value of work life balance on teacher performance is 0.000, where this value is smaller than 0.05, then H2 is accepted, this means that there is a significant effect of work life balance on teacher performance at SMKN 8 Padang.

Table 3 ANOVA Value

	Model	F	Sig.	Note
	Regression	79,865	0,000	Influential
1	Residual			
	Total			

Table 3 shows the results of the study that there is a significant effect of simultaneous academic supervision and work life balance on teacher performance during Covid-19 which is expressed by the F-count > F-table (79.865 > 3.10) and p = 0.000 (0.000 < 0, 05). So that it can be interpreted that academic supervision and work life balance can be used to predict teacher performance.

The results of the regression test showed that academic supervision contributed 58.7% to teacher performance, work life balance contributed 40.2% to teacher performance, and academic supervision and work life balance contributed 64.2% to teacher performance. Significance also shows that there is an influence of academic supervision on teacher performance as long as Covid-19 H1 is accepted; there is an effect of work life balance on teacher performance as long as Covid-19 H2 is accepted; and there is a simultaneous influence of academic supervision and work life balance on teacher performance during the Covid-19 H3 is accepted. Academic supervision and work life balance are predicted to improve teacher performance.

Academic supervision is a teacher performance appraisal technique with the process of planning activities, implementing academic supervision, providing feedback on the results of supervision, and following up on the results of the supervision (Nurhidayanti et al., 2021). Academic supervision is carried out by observing by supervisors on academic problems that are in the environment of teaching and learning activities. In principle, supervision activities are directed at fostering and developing aspects contained in the learning situation, so that a situation will be created that can support the learning process in schools (Pohan, 2020), this opinion was also confirmed by Wardani et al., (2020) that improving teacher performance generally carried out through academic supervision programs proven to be able to encourage self-development for teachers, refine teaching materials, improve learning methods, and at the same time evaluate learning managed by teachers.

This study is in line with research by (Zulfakar et al., 2020; Nurhidayanti et al., 2021; Suharto, 2018) in research on the consequence of academic supervision and teacher performance. It was found that academic supervision had a significant positive effect on teacher performance. It means that if the perception of academic supervision is positive, the teacher's performance will increase. On the other hand, if the perception of academic supervision is negative, the teacher's performance will decrease.

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Work life balance is a balance of time for individuals between work and family responsibilities which is an important factor to provide satisfaction for individuals (Bataineh, 2019; Shafie et al., 2020). According to Lestari et al., (2020) in a work life balance, regularity is needed between tasks from the office and work at home. When the individual is not able to balance the conditions of homework and office work this is called Balance. The role of work life balance is very much needed by the teaching profession to support the achievement of high and maximum performance during the pandemic Quintana et al., 2019; Putranti et al., 2020). Achievement of a better work life balance can improve performance and job satisfaction (Mendis & Weerakkody, 2018).

These results are in line with research by (Apriyanti et al., 2021; Lestari et al., 2020; Quintana et al., 2019; (Putranti et al., 2020) that work life balance has a significant effect on teacher performance at SMKN 8 Padang. A high level of work life balance will improve teacher performance, on the other hand, a low level of work life balance will reduce teacher performance.

The occurrence of the Covid-19 pandemic has forced teachers to further improve academic supervision and work life balance to improve teacher performance. The education sector needs to improve academic supervision from school principals so that professionalism can be further improved and the quality of online learning can be achieved. In addition, teachers need to balance work and life to support high performance during the Covid-19 pandemic. Teacher performance is influenced by academic supervision and work life balance due to learning activities carried out at home and in personal life.

CONCLUSION

Work-life balance methods are an important aspect of human resource management, which includes acquiring collective and proper consideration from the government, employers, and researchers.The reason for this is that it is a strong motivator for enhanced structural responsiveness in terms of application and administration of a healthy work-life balance. It's also closely linked to balance between the amount of time and energy a person devotes to his or her body and personal endeavors in order to live a happy life. The goal of work-life balance techniques is to improve balance between the stresses of the job and, as a result, excellent management of life outside the office and a diverse work environment.

Based on the results of the study that there is a significant effect of simultaneous academic supervision and work life balance on teacher performance during Covid-19 which is expressed by the F-count > F-table (79.865 > 3.10) and p = 0.000 (0.000 < 0, 05). So that it can be interpreted that academic supervision and work life balance can be used to predict teacher performance.Significance also shows that there is an influence of academic supervision on teacher performance as long as Covid-19 H1 is accepted; there is an effect of work life balance on teacher performance as long as Covid-19 H2 is accepted; and there is a simultaneous influence of academic supervision and work life balance on teacher performance during the Covid-19 H3 is accepted. Academic supervision and work life balance are predicted to improve teacher performance.

The conclusion of this study is that there is an effect of academic supervision on teacher performance during Covid-19; there is an effect of work life balance on teacher performance during Covid-19; and there is a simultaneous influence of academic supervision and work life balance on teacher performance during Covid-19.

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