
The Principal's Contribution to the Implementation of Supervision and Work Ethics on the Pedagogic Competence of Padang City Junior High School Teachers

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Abstract

Based on the pre-survey in the field, it is shown that the pedagogical competence of Padang City Junior High School teachers is still not optimal. It is suspected to have something to do with implementing the principal's supervision and the teachers' work ethic. Therefore, it is necessary to conduct research to test its validity. This study aims to reveal the contribution of the implementation of principal supervision and work ethic to the pedagogical competence of Padang City Junior High School teachers. The hypotheses proposed in this study are: (1) the implementation of principal supervision contributes to teacher pedagogical competence, (2) work ethic contributes to teacher pedagogical competence, and (3) implementation of principal supervision and cooperation ethos contributes to teacher pedagogical competence. The population in this study were all-state junior high school teachers in the city of Padang, totalling 1,099 people. The research sample of as many as 220 people was taken with a cluster random sampling technique based on the highest national exam results (UN), moderate to the lowest (2019 UN results). The research instrument used is a rating scale and a Likert Scale model questionnaire that has been tested for validity and reliability. The research data were analyzed by correlation and regression techniques. The results of data analysis show that: (1) the implementation of principal supervision contributes to teacher pedagogic competence by 41%, (2) work ethic contributes to teacher pedagogic competence by 52.4%, and (3) implementation of principal supervision and cooperation ethic. Equally, contribute to the pedagogic competence of teachers by 68.5%. The level of achievement of the teacher's pedagogic competence score of 86.71% is in the capable category. For the implementation of principal supervision, 87.63% is in a suitable category, while for the teacher's work ethic, 86.70, the ideal score is in the high category. The above findings imply that the implementation of principal supervision and work ethic are two factors that can improve teachers' pedagogic competence, in addition to other factors.

Keywords: Supervision, Work Ethic, Pedagogical Competence

INTRODUCTION

Education aims to educate the lives of the nation's children. Regarding national education goals, the government always tries to improve the quality of education (Wahyu, Rizal, & Shah, 2021). One factor that must be considered in improving the quality of education is the teacher. So that the quality of teachers must be improved first, one of which is by increasing the pedagogic competence of teachers.

Pedagogic competence is an inseparable part of the four competencies that teachers must possess. It is stated in Government Regulation Number 74 of 2008 concerning teachers states that four competencies must be possessed by teachers, including pedagogical competence, professional competence, personality competence and social competence. Teacher pedagogic competence is essential because a school's success or failure depends on a teacher's ability and skills to manage to learn (Liakopoulou, 2011; Remesh, 2012). Furthermore, Nurhamidah, (2018), stated that pedagogic competence is related to teacher skills with mastery of theory and its application in the learning process. It can be concluded that teacher pedagogic competence is the ability of teachers to manage student learning, which includes understanding participant education, learning design and implementation, evaluation of learning outcomes and the development of students to actualize their various potentials. A teacher must be able to

master effective teaching methods and be able to manage the teaching and learning process in order to develop and actualize the various potentials possessed by students, which is supported by research conducted by Sudjana (2014), concerning "The Contribution of Pedagogical Competence, Work Climate.

However, the results of several studies that have been carried out show that this pedagogic competence is still not optimal as expected. It is in line with research conducted where in the learning process, there are still many teachers who do not understand the characteristics of their students in learning which causes students to be less interested in the learning being carried out. It causes students to be inactive in learning and busy with their respective activities. The problem that is often found is monotonous learning. It can be seen from the way teachers teach, both the methods used by teachers in teaching and the absence of supporting media in learning which can cause boredom for students in learning. Therefore, As seen from the above phenomenon, the not-yet-optimal pedagogic competence of teachers is thought to have something to do with the poor implementation of supervision carried out by school principals (Ngole & Mkulu, 2021). This statement follows the opinion expressed by Murtadloa, Sonhadjib, Bafadalc, & Ulfatin (2019), who explained that the purpose of supervision is to assist teachers in creating improvements in the existence through learning, curriculum, and in the learning process. Furthermore, in the learning process, teachers are also required to have a high work ethic so that students can improve their achievement (Turk & Vignjević, 2016). The teacher's work ethic can be seen from the work achieved by the teacher in carrying out his duties and obligations and in students' learning outcomes.

RESEARCH METHODS

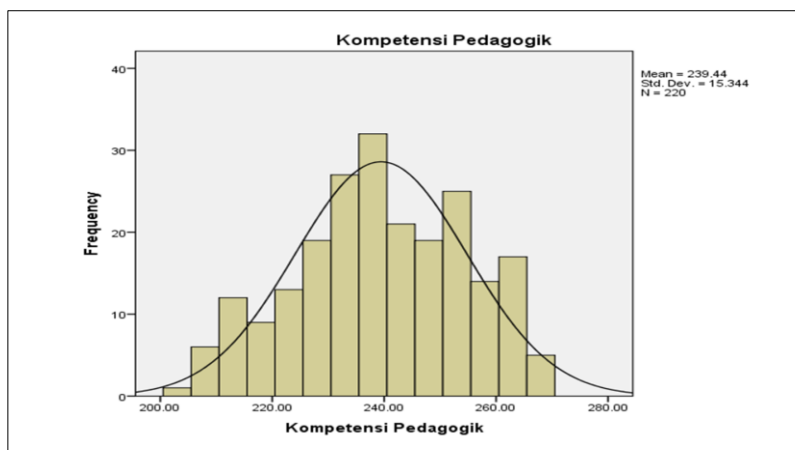
The method used in this study is a qualitative approach with the type of research "ex-post facto". Post facto research is an attempt to explore by not manipulating conditions. This method is intended to investigate and analyze the factors suspected to cause the incident (Sugiyono, 2017). The population in this study were all-state junior high school teachers in the city of Padang, totalling 1,099 people. The research sample comprised 220 people who were taken by random cluster sampling. The research instrument used is a rating scale and a Likert Scale model questionnaire that has been tested for validity and reliability. The research data were analyzed by correlation and regression techniques.

RESULT AND DISCUSSION

Results

Description of Teacher Pedagogic Competence Variable Data

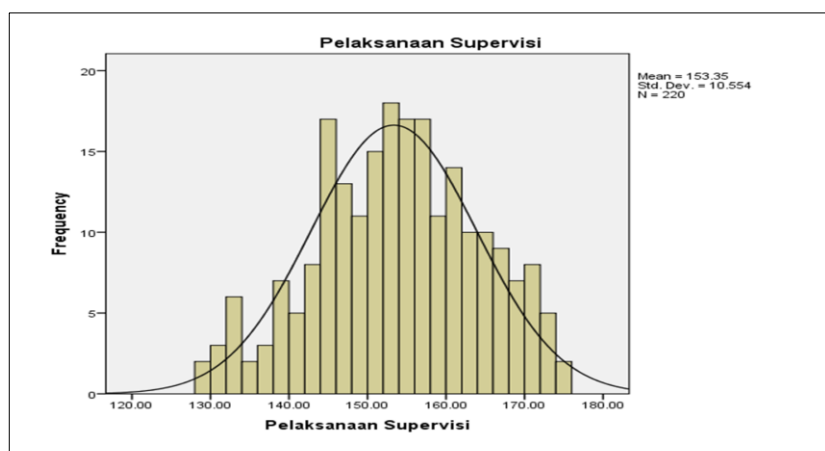
Teacher pedagogical competence variables were collected by distributing questionnaires to 220 Padang City State Junior High School teachers. The teacher pedagogical competency questionnaire comprised 55 items, with the highest point being five and the lowest point 1. An overview of the frequency distribution of teachers' pedagogic competency scores can be seen in the histogram graph below:



Based on the data processing results on the teacher pedagogic competence variable, by comparing the average score with the highest score multiplied by 100%, which is 238.45 divided by 275 and multiplied by 100, the score is 86.70%. The score obtained indicates that the teacher's pedagogical competence variable is in the "Able" interpretation of the ideal score.

Description of the Variable Data on the Implementation of the Principal's Supervision

The data collection for the variable implementation of the supervision of the principal was obtained from the distribution of questionnaires to 220 teachers at the Padang City State Junior High School. The questionnaire for the implementation of the principal's supervision that was distributed consisted of 35 items, with the highest point being five and the lowest point being 1. The description of the frequency distribution of teachers' pedagogical competency scores can be seen in the histogram graph below:

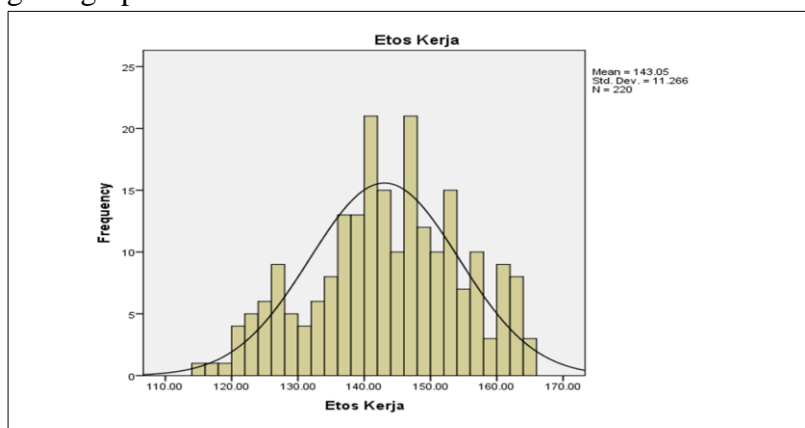


Based on the data processing results of the variables of the implementation of the supervision of the principal, by comparing the average score with the highest score multiplied by 100%, namely 153.35 divided by 175 and multiplied by 100, the score is 87.62%. From this score, it can be interpreted that the variable of the implementation of the principal's supervision is in the "good" interpretation of the ideal score.

Description of Teacher Work Ethics Variable Data

The data collected on the teacher work ethic variable was obtained from distributing questionnaires to 220 teachers at the Padang City State Junior High School. The work ethic questionnaire consisted of 33 items, with the highest point being five and the lowest 1. The

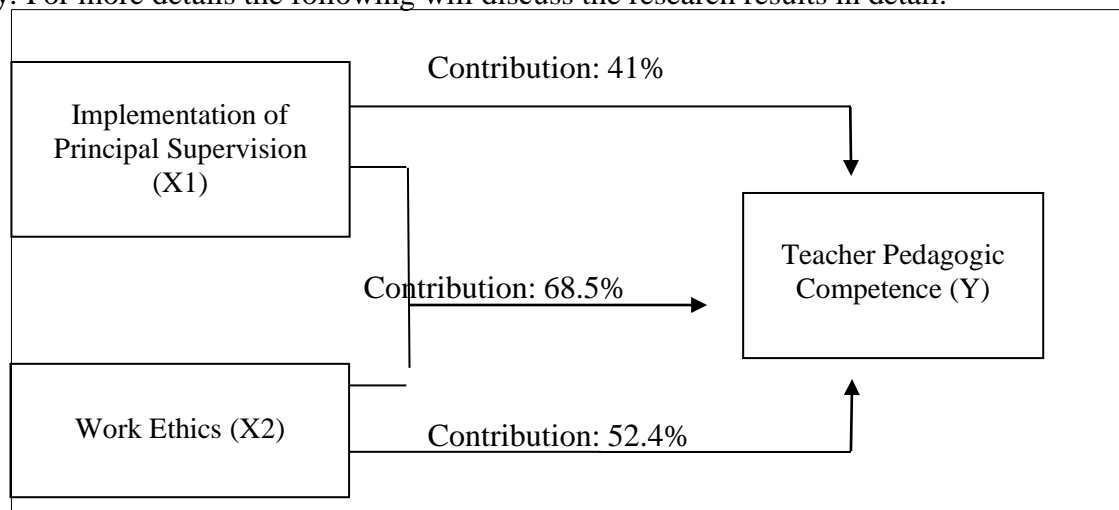
description of the frequency distribution of teachers' pedagogical competence scores can be seen in the histogram graph below:



Based on the data processing results, the teacher's work ethic variable by comparing the average score with the highest score multiplied by 100%, namely 143.05 divided by 165 and multiplied by 100, the score is 86.69%. From this score, it can be interpreted that the teacher's work ethic variable is in the "high" interpretation of the ideal score.

This study's findings differ from the results of the initial observations that the researchers did. Initial observations found that teachers' pedagogical competence at the Padang City State Junior High School was still not good. Differences in research findings with initial observation findings occur because the results of measurements are made based on observations only or without valid and reliable instruments. So it is necessary to carry out systematic research by procedures, to obtain empirical evidence and truth.

The results of data analysis and hypothesis testing indicate that the three hypotheses tested in this study are acceptable. The results of data analysis show that the implementation of principal supervision and work ethic, both individually and collectively, has a significant contribution or role in increasing the pedagogic competence of teachers at SMP Negeri Padang City. For more details the following will discuss the research results in detail.



Discussions***The Contribution of the Implementation of Principal Supervision on Teacher Pedagogical Competence***

The results of the study show that the variable of the implementation of the principal's supervision contributed significantly to teachers' pedagogical competence by 41%. It means that the implementation of principal supervision can be used as a tool to predict teacher pedagogical competence. This finding supports the theory put forward by Sagala (2012) that the relationship between the implementation of academic supervision and the teacher's pedagogical competence is very closely related. To become a competent teacher in operating pedagogical competence, especially considering that the teacher is the executor of learning in the classroom and, of course, will interact directly with students, the teacher needs academic supervision by the principal.

It means that the implementation of the supervision of the principal at SMP Negeri Padang City has been carried out well by the principal. To be in the excellent category, a school principal needs to improve the implementation of his supervision so that it becomes an excellent category. It means that the principal's implementation of supervision has been carried out correctly. It will have a positive effect on the pedagogic competence of teachers.

Contribution of Work Ethic to Teacher Pedagogical Competence

This study also found that teachers' work ethic contributed significantly to teachers' pedagogical competence (Y) by 52.4% at SMP Negeri Padang City. It means that work ethic can be used to predict teacher pedagogical competence. The results of this descriptive analysis indicate that the Padang City Junior High School teachers' work ethic needs to be improved in a better direction so that the category becomes very high. It is because the increase in work ethic can also improve the pedagogic competence of teachers. According to the results of this study, work ethic plays a role in improving the pedagogic competence of teachers.

It is also reinforced by what was said by Millar, Woehr, & Hudspeth (2002) that teachers who have a high work ethic could be seen as being fair, hardworking, not wasting time during working hours, and respecting co-workers. If a high work ethic always guides the teacher, then the teacher will try his best to complete the task with the best results.

Thus, it can be said that the teacher's work ethic is also a determinant of whether or not the teacher's pedagogic competence is good. So it can be interpreted that improving the teacher's pedagogic competence can be improved by increasing the work ethic.

Contribution of the Implementation of Principal Supervision and Collaborative Work Ethic towards Teacher Pedagogic Competence

The results indicate that the variables of the principal supervision implementation and the variable work ethic together contribute to the variable of teacher pedagogic competence. The better the implementation of supervision carried out by the principal and the higher the work ethic of the teacher, the better the pedagogic competence of the teacher (Singerin, 2022).

Furthermore, data analysis shows that teachers' pedagogical competence is significantly influenced by the implementation of the supervision of the principal and the work ethic of both teachers, individually and collectively. Implementing principal supervision and work ethic are two significant factors because they can affect the pedagogic competence of teachers (Haris, Naway, Pulusaat, Takeshita, & Ancho, 2018). The implementation of supervision provides opportunities for teachers to develop professional competence so that teachers are even more optimal in improving and increasing their ability to manage to learn (Kotirde & Jailani, 2014). In learning management, teachers are also required to have a high work ethic so that students can actualize their potential and achievements. The higher the work ethic of a teacher, the higher the pedagogic ability of the teacher.

Thus it can be seen that implementing principal supervision and teacher work ethic can determine teacher pedagogic competence. So these two variables can be used to improve teacher pedagogic competence.

CONCLUSION

Based on the results of the study, it can be seen that the implementation of the supervision of the principal is in a suitable category, the work ethic is in the high category, and the pedagogic competence of the teacher is in the capable category. So it is necessary to increase the achievement of each of these variables. The teacher can carry out efforts to improve their work ethic by trying to create a desire from within himself which is manifested in the form of being diligent in carrying out tasks, liking work, and being enthusiastic and tenacious in facing the difficulties encountered.

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