

THE ROLE OF SUPERVISION OF THE HEAD OF SCHOOL MODERATING THE INFLUENCE OF PROFESSIONAL COMPETENCY AND WORK DISCIPLINE ON THE PERFORMANCE OF THE FOUNDATION TEACHER OF THE SULTAN AGUNG CITY OF SEMARANG

Jumiati, Yohanes Suhari

Stikubank University, Semarang 50241, Indonesia

Abstract

This study aims to examine and analyze the role of principal supervision in moderating the effect of professional competence and work discipline on teacher performance at the Sultan Agung Waqf Foundation, Semarang City. This type of research is explanatory. The population of this research is teachers at the Sultan Agung Waqf Foundation, Semarang City, with the status of permanent employees. Respondents in this study were 101 respondents. The data analysis technique used is moderation regression analysis. The results showed that professional competence and work discipline had a positive effect on teacher performance, while the supervision of the principal has negative effect on teacher performance at the Sultan Agung Waqf Foundation Senior High School, Semarang City. Supervision of school principals moderates the effect of professional competence on teacher performance at the Sultan Agung Waqf Foundation Senior High School, Semarang City. Supervision of the principal does not moderate the influence of discipline on teacher performance at the Sultan Agung Waqf Foundation Senior High School, Semarang City.

Keywords: Principal Supervision; Professional Competence; Work Discipline; Performance

1. Introduction

Education is a very strategic tool in an effort to improve human resources as the main factor in the development of a country. In the world of education, the teacher is one of the main elements in the educational process, especially at the institutional and instructional levels. The position of the teacher in the implementation of education is at the forefront of ensuring a quality learning process. The existence of teachers and their readiness to carry out their duties as educators are very decisive for the implementation of an educational process.

Professional competence has a relationship with teacher performance, in this perspective is the ability to manage classes, deliver material and mastery of the field of science that they are engaged in. So teacher performance can not be separated from the professional competence of teachers. Based on these conditions, it can be concluded that the professional competence of teachers has a relationship with teacher performance. Professional competence has a relationship with teacher performance, in that perspective is the ability to manage classes, deliver material and mastery of the field of knowledge they are engaged in. So teacher performance can not be separated from the professional

competence of teachers. Based on these conditions, it can be concluded that the professional competence of teachers has a relationship with teacher performance.

Supervision, professional competence, and teacher discipline have a relationship with teacher performance. Supervision is a very important thing to do for improving teacher performance in a school. This is officially regulated and becomes a directive from the Ministry of Education and Culture. Therefore a school must carry out supervision. Several previous studies that are relevant to the supervision of the principal, professional competence, work discipline, and teacher performance. Professional competence has an effect on teacher performance [1][2] and [3]. Work discipline has an effect on teacher performance [4] and [6] . Principal supervision has an effect on teacher performance [7] [8] and [9].

The facts at the Sultan Agung Waqf Board Foundation, especially at Sultan Agung Islamic High School, have not shown work discipline and performance that is still not optimal in carrying out their duties as a teacher. This is in accordance with the data obtained by the researcher, namely in the 2020-2021 school year the data for teachers who collect learning tools on time is still low at 71.42%. Meanwhile, the teacher attendance data for 2021 has not yet reached 100%. Teacher attendance data in 2021 is at 87.28%. This shows that the work discipline and performance of high school teachers at the Sultan Agung Waqf Foundation is still low, so researchers are interested in conducting this research.

2. Material and Methods

This type of research is explanatory research which aims to test a theory or hypothesis in order to strengthen or even reject the theory or hypothesis of previous research results [10]. The population of this research is all teachers at the Sultan Agung Waqf Foundation, Semarang City with the status of permanent employees as many as 101 people and all members of the population as respondents.

Data were collected using an instrument in the form of a questionnaire. Data analysis was carried out by grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer the problem formulation, and performing calculations to test the proposed hypothesis. The analysis technique used moderated regression analysis.

3. Result and Discussion

3.1 Respondent Description

Descriptions of respondents are used to describe information about the characteristics of respondents in the form of frequency and percentage based on gender, education, age, years of service, and rank/class. The research respondents consisted of 101 teachers. The research was carried out by distributing questionnaires via google form. The proportion between men and women is almost the same, namely men amounting to 45 or 44.55% and women amounting to 56 or 55.45%. Respondents aged between 20-35 were 27 or 26.71%, while those aged >35 had a high presentation of 73.3% or 74 people. Meanwhile, the number of teachers who graduated from D4/S1 was 75 people or 74.3%, which was greater than the number of teachers who graduated from Masters, which amounted to 26 people or 25.7%. The largest group of respondents is III/A with a total of 42 people or 41.6%, while the lowest group is IV/B with a total of 3 people or 3%.

3.2 Variable Description

Based on the results of data analysis, the competency variable has a high value, meaning that the average respondent strongly agrees that teachers must have predetermined professional competencies. The work discipline variable has a high value, meaning that the respondents strongly agree if the teacher has high discipline. On the principal's supervision variable, a high score was obtained, meaning that the respondents strongly agreed that it was necessary to routinely supervise the principal. The teacher's performance variable got a high score, meaning that the respondents agreed that the teacher must have a good performance in doing the job.

3.3 Instrument Test

1. Validity Test

In the professional competence variable, the Kaiser-Meyer-Olkin (KMO) value is 0.823, which is greater than 0.5. Thus, the sample adequacy requirements are met. All indicators in each variable are declared valid, because they have a loading factor value > 0.4 .

- a. In the work discipline variable, the Kaiser-Meyer-Olkin (KMO) value is 0.886, which is greater than 0.5. Thus, the sample adequacy requirements are met. All indicators in each variable are declared valid, because they have a loading factor value > 0.4
- b. In the variable of the principal's supervision, the Kaiser-Meyer-Olkin (KMO) value is 0.910, which is greater than 0.5. Thus, the sample adequacy requirements are met. All indicators on each variable are declared valid, because they have a loading factor value > 0.4 .
- c. In the teacher performance variable, the Kaiser-Meyer-Olkin (KMO) score was 0.874 which was greater than 0.5. Thus, the sample adequacy requirements are met. All indicators on each variable are declared valid, because they have a loading factor value > 0.4 .

2. Reliability Test

The reliability test was carried out using Croanbach's Alpha, if Croanbach's Alpha > 0.7 then the questionnaire was said to be reliable. Based on the results of the Croanbach's Alpha test, the following results are obtained: The professional competence variable is 0.872, work discipline is 0.771, teacher performance is 0.904, and the principal's supervision is 0.948. Thus, it can be concluded that the instruments for the variables of professional competence, work discipline, teacher performance, and principal supervision are reliable.

3.4 Goodness of Fit

Goodness of fit using the F test. F test results are 190,291 with a probability error rate of 0.000 which has a value smaller than the significance value of 0.05. That is, a regression model can be performed for further analysis.

3.5 Coefficient of Determination Test

The coefficient of determination test is used to measure the effect of the independent variable on the dependent variable. The results of the study, it can be seen that the results of the Adjusted R square test are 0.904, which means that the influence of the independent variable on the dependent variable is 90.4% while the remaining 9.6% is explained by other factors.

3.6 Multiple Regression Analysis

The results of the test of the effect of the variables of professional competence, work discipline, principal's supervision on performance are as follows:

TABLE 1 RESULT OF t TEST

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	-.016	.039		-.425	.672
Moderation 2	-.064	.046	-.072	-1.386	.169
Moderation 1	.116	.048	.126	2.428	.017
Professional Competence	.176	.052	.176	3.406	.001
Work Discipline	.905	.071	.905	12.761	.000
Principal Supervision	-.137	.055	-.137	-2.473	.015

a. Dependent Variable: Teacher Performance

Based on the Table 1, the results of the regression equation are as follows:

$$Y = 0.176X_1 + 0.905X_2 - 0.137Z + 0.126\text{Moderation}_1 - 0.072\text{Moderation}_2 + e$$

Keterangan:

- Y : Teacher Performance
X₁ : Professional Competence
X₂ : Work Discipline
Z : Principle Supervision

3.7 Hypothesis Test

Hypothesis testing is used to test the hypothesis that has been made. Based on table 1, the following results are obtained:

- First hypothesis. Sig. value. $0.001 < 0.05$ and the beta coefficient is 0.176, so the first hypothesis is accepted. These results indicate that the professional competence variable has a positive and significant effect on teacher performance at the Sultan Agung Waqf Board Foundation Senior High School, Semarang City.
- Second hypothesis. Sig. value. $0.000 < 0.05$ and a beta coefficient of 0.905, so the second hypothesis is accepted. These results indicate that the work discipline variable has a positive and significant effect on teacher performance at the Sultan Agung Waqf Board Foundation Senior High School, Semarang City.
- Third hypothesis. Sig. value. $0.015 < 0.05$ and a beta coefficient of -0.137 is negative, so the third hypothesis is rejected. These results indicate that the principal's supervision variable has a negative and significant effect on teacher performance at the Sultan Agung Waqf Foundation Senior High School, Semarang City.
- Fourth hypothesis. Sig. value. $0.017 < 0.05$, so the fourth hypothesis is accepted. That is, the principal's supervision moderates the effect of professional competence on teacher performance at the Sultan Agung Waqf Board Foundation Senior High School, Semarang City.
- Fifth hypothesis. Sig. value. $0.169 > 0.05$. That is, the value of sig. greater than 0.05 so that the fifth hypothesis is rejected. This means that the principal's supervision does not moderate the effect of discipline on teacher performance at the Sultan Agung Waqf Board Foundation Senior High School, Semarang City.

3.8 Discussion

1. Teacher Professional Competence has a Positive and Significant Effect on Teacher Performance

Based on the results of the study, it shows that professional competence has a positive and significant effect on teacher performance at the Sultan Agung Waqf Foundation Senior High School, Semarang City. That is, a teacher who has professional competence can improve the teacher's performance in learning. The results of this study are similar to the research conducted by [3],[9],[11] which states that professional competence has an effect on teacher performance.

2. Work Discipline Has a Positive and Significant Effect on Teacher Performance

Based on the results of the study, it was shown that teacher discipline had a positive and significant effect on teacher performance at the Sultan Agung Waqf Foundation Senior High School, Semarang City. A teacher who has high discipline improves his performance as a teacher. This study is in line with research [4][5] which states that there is an influence of work discipline on teacher performance.

3. Principal Supervision has a Negative Effect on Teacher Performance

Based on the results of the study, it showed a negative sign, so that the supervision of the principal had a negative effect on teacher performance at the Sultan Agung Waqf Foundation Senior High School, Semarang City. This is because many factors influence the success of an organization, but leadership occupies a very important position for the development of systems or sub-systems in the organization.

4. Principal Supervision Moderates the Effect of Professional Competence on Teacher Performance

Based on the results of the study, it shows that the supervision of the principal's supervision moderates the effect of professional competence on teacher performance at the Sultan Agung Waqf Foundation Senior High School, Semarang City. The more often the principal supervises, the more the professional competence of a teacher increases so that teacher performance increases.

The results of this study are in line with research [9] which states that the supervision of principals strengthens the influence of professional competence on teacher performance. Supervision of principals who are able to run a business as managerial or functional will pay great attention to improving human resources, especially teacher competence. When teacher competence increases and develops, it is expected to have implications for improving performance.

5. Principal's Supervision of Memorization of the Effect of Professional Competence on Teacher Performance

Based on the results of the study, it was shown that the supervision of the principal did not moderate the influence of discipline on teacher performance at the Sultan Agung Waqf Foundation Senior High School, Semarang City. Principal supervision is not a factor for a teacher to be disciplined, but there are other factors that cause teachers to be undisciplined so that it affects performance.

The results of this study are in line with research conducted by [7] which states that the supervision of the principal does not moderate the effect of work discipline on teacher performance. The main function of educational

supervision is aimed at improving and improving the quality of teaching. To identify the needs of teachers, then to improve their abilities, and then to guide teachers to really try to apply their abilities to improve teaching and learning situations with their students, the activities needed, certain ways and directed, so that each each goal is best achieved.

3.9 Conclusion

Based on the results of the research and discussion, the conclusion of this study is that professional competence and work discipline have a positive and significant effect on teacher performance, while the supervision of the principal has a negative effect on teacher performance at the Sultan Agung Waqf Foundation Senior High School, Semarang City. Supervision of school principals moderates the effect of professional competence on teacher performance at the Sultan Agung Waqf Foundation Senior High School, Semarang City. Supervision of the principal does not moderate the influence of discipline on teacher performance at the Sultan Agung Waqf Foundation Senior High School, Semarang City.

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