The Effect of Principal Academic Supervision and Teacher Teaching Performance on Student Achievement at Public Elementary Schools in East Ratahan

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Abstract. This study aims to describe analyzing and knowing the effect of academic supervision, the effect of teacher performance on achievement, and the simultaneous influence between academic supervision and teacher performance. This research was conducted in an ex-post facto and explanatory research with a quantitative approach. The results showed that the principal's academic supervision contributed positively to student achievement in public elementary schools in East Ratahan. This research has a positive contribution to the development of student learning outcomes and achievement where academic supervision must be implemented to supervise teacher professionals in implementing learning to students. Teacher performance does not significantly contribute to student achievement in public elementary schools in East Ratahan. The implication of this research in learning activities in schools lies in optimizing students' cognitive and learning skills through stimulation and teacher professionalism. Another thing is the nutritional and emotional factors that must be optimized and developed by parents in facilitating their children to learn. The principal's academic supervision and teacher performance simultaneously contribute positively and significantly to student achievement in public elementary schools in East Ratahan. The results of this study have a positive contribution to the learning process which includes curriculum, professionalism, and school managerial systems. Improvements to the curriculum, teacher professionalism, and principal managerial systems must be a holistic entity in its implementation.

Keyword: Academic Supervision, Elementary School, Teacher Teaching Performance

Abstrak. Penelitian ini bertujuan untuk mendeskripsikan menganalisis dan mengetahui pengaruh supervisi akademik, pengaruh kinerja guru terhadap prestasi akademik, dan pengaruh simultan antara supervisi akademik terhadap kinerja guru. Penelitian ini merupakan penelitian ex-post facto dan explanatory dengan pendekatan kuantitatif. Hasil penelitian menunjukkan bahwa supervisi akademik kepala sekolah memberikan kontribusi positif terhadap prestasi belajar siswa di sekolah dasar negeri di Kecamatan Ratahan Timur. Penelitian ini memberikan kontribusi positif terhadap perkembangan hasil dan prestasi belajar siswa dimana supervisi akademik harus dilaksanakan untuk mengawasi profesionalitas guru dalam melaksanakan pembelajaran kepada siswa. Kinerja guru tidak memberikan kontribusi yang signifikan terhadap prestasi belajar siswa di SD Negeri di Kabupaten Ratahan Timur. Implikasi penelitian ini pada kegiatan pembelajaran di sekolah terletak pada optimalisasi kognitif dan keterampilan belajar siswa melalui stimulasi dan profesionalisme guru. Hal lainnya adalah faktor gizi dan emosional yang harus dioptimalkan dan dikembangkan oleh orang tua dalam memudahkan anaknya belajar. Supervisi akademik kepala sekolah dan kinerja guru secara simultan memberikan kontribusi positif dan signifikan terhadap prestasi belajar siswa di SD Negeri di Kecamatan Ratahan Timur. Hasil penelitian ini memberikan kontribusi positif terhadap proses pembelajaran yang meliputi kurikulum, profesionalisme, dan sistem manajerial sekolah. Perbaikan kurikulum, profesionalisme

guru, dan sistem manajerial kepala sekolah harus menjadi satu kesatuan yang holistik dalam pelaksanaannya.

Kata kunci: Supervisi Akademik, Sekolah Dasar, Kinerja Mengajar Guru

INTRODUCTION

The era of globalization demands the quality of human resources who are competent in their fields. Quality human resources depend on the learning process undertaken by each individual. Competence, facilities and infrastructure in the world of education play an important role in improving the quality of human resources so that the world of education must be oriented towards the quality assurance process through leadership and institutional performance, in this case the principal and teachers. Based on data from the United Nations Development Programmer (UNDP) in the 2018 Human Development Report, it is noted that Indonesia's Human Development Index in 2018 is ranked 116, down from 113 in 2015.

This study aims to determine the effect of principal academic supervision on student achievement in public elementary schools in East Ratahan, the effect of teacher performance on student achievement in public elementary schools in East Ratahan, the simultaneous influence between principal academic supervision and teacher performance. on student achievement in public elementary schools in East Ratahan.

RESEARCH METHODOLOGY

The method used in this research is ex-post facto and explanatory research with a quantitative approach. The sample amounted to 55 people.

RESULT AND DISCUSSION

Result

Classic assumption testing needs to be done to fulfill the assumptions of multiple linear regression analysis. The classical assumption tests used in this research are normality test, heteroscedasticity test, and multicollinearity test (Umar, 2014: 105). The classical assumption test aimed at determining the data that is normally distributed, homogeneous, and linear is presented in table 1. Decision making is based on the significance level of the SPSS test results as follows:

H0: Sig < .05 If the significance of the SPSS results is less than .05, then the data are not normally distributed, homogeneous, and linear.

Ha: Sig > .05 If the significance of the SPSS results is less than .05, then the data is normally distributed, homogeneous, and linear.

Table 1. The score of students in Test 1

Variable	Homogeneity of Levene Statistics iances[a] (Sig)	Homogeneity of Levene Statistics iances (Sig)	Linearity (Sig)
Teacher Performance	.200[*]	.654	
Student achievement	.012	.228	
Academic supervision	.088	.306	
Student achievement* Teacher Performance			.752
Student achievement* Academic supervision			.318

Based on table 1, it is confirmed that teacher performance data and academic supervision are normally distributed where Sig (.200; .88)> .05. In addition, the homogeneity and linearity tables confirm that the data has met the classical assumptions and can be continued for hypothesis testing using parametric statistics, in this case multiple linear regression tests (Multiple Regression Analysis).

Descriptive Statistics

Test Descriptive statistics will confirm the mean and standard deviation of each independent and dependent variable, more details will be described in table 2.

Table 2. Mean and Standard Deviation of Independent and Dependent Variables

Variable	Mean (SD)	Mean			
		Male	Female	Non-Certification	Certification
Teacher Performance	115.59 (7.791)	110.16	117.79	113.55	119.68
Teacher Performance	115.59 (7.791)	110.16	117.79	113.55	119.68
Student achievement	88.14 (5.010)	88.68	88.72	87.68	89.05
Academic supervision	121.50 (7.804)	121.16	121.16	121.16	121.18
Gender	1.7121 (.45624)	28.8%	71.2%	-	-
Certification Status	1.3333 (.47502)	-	-	33%	66.7%

Table 2 explains the mean and standard deviation of teacher performance variables, student achievement, and academic supervision. The percentage of gender and teacher certification status explained that most of the teachers at the Romboken public elementary school were women and 66.7% were certified. Academic supervision has a mean score that is higher than the mean score on student achievement and teacher performance. In addition, the mean score for teachers who are not certified has a slightly higher performance than those who have been certified. This shows that the motivation of teachers who are not certified to carry out their roles and responsibilities is higher due to external factors that have not been identified in this study.

Hypothesis testing

Hypothesis testing focuses on the design and conceptual framework of research where variables X1 and X2 are predicted to contribute to variable Y. In addition, other factors play a role as moderator variables which can cause academic supervision and teacher performance factors not to contribute to student achievement.
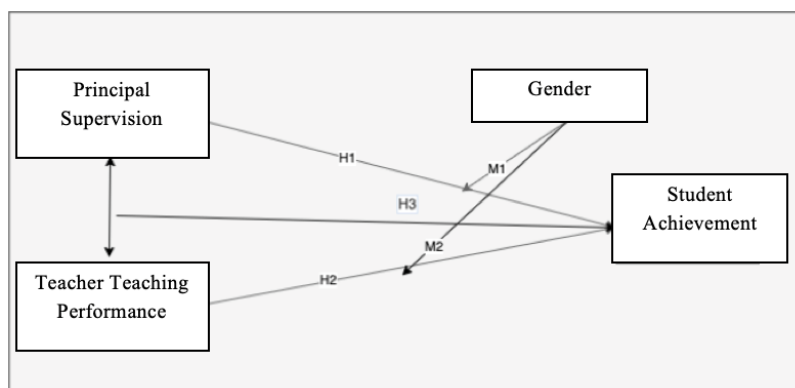

Figure 1. Variable Hypothesis Test Research Design

For more details, the statistical design in Figure 1 is explicitly explained below:

1. The effect of the principal's academic supervision on student achievement in public elementary schools in East Ratahan

Table 3. Results of the Effect of Principal's Academic Supervision on Student Achievement

Variable	R^2	Mean Square	B	F	Sig
Academic Supervision Learning Achievement	.068	110.208	.167	4.636	$.035^b$

Table 3 confirms that academic supervision predicts student achievement in which the level of significance as a predictor is Sig.035 <.05. In addition, 6% has contributed to student achievement. These results indicate that academic supervision at public elementary schools in East Ratahan has a significant effect on student achievement but only 6% probability is likely to be affected. Therefore, 94% of other determinants were referred to in further research.

2. The effect of teacher performance on student achievement in public elementary schools in East Ratahan

Table 4. Results of the Effect of Teacher Performance on Student Achievement

Variable	R^2	Mean Square	B	F	Sig
Learning Achievement Performance	.003	4.238	-.033	167	.684[b]

Table 4 confirms that teacher performance does not predict student achievement where the level of significance is a predictor of Sig.684> 05. In addition, 0.3% has a contribution to student achievement. These results indicate that the performance of teachers in public elementary schools in Romboken District has no significant effect on student achievement but only 0.3% probability is likely to be affected. Therefore, 99.07% of other determinants were referred to in further research.

3. The simultaneous influence between the principal's academic supervision and teacher performance on student achievement in public elementary schools in East Ratahan

Table 5. Results of the Effect of Teacher Supervision and Performance on Student Learning Achievement

Variable	R^2	Mean Square	B	F	Sig
Academic supervision* Learning Achievement	.068	55.355	.170	2.293	.040
Performance* Learning Achievement			.012		

Table 5 confirms that simultaneously academic supervision and teacher performance are able to predict student achievement in which the significance level as a predictor is Sig.040 <.05. In addition, 6.8% has contributed to student achievement. These results indicate that academic supervision and teacher performance when implemented simultaneously in Romboken District public elementary schools has a higher effectiveness than implemented partially. In addition, 6.8% probability of learning achievement is influenced by these two variables. Therefore, 93.2% of other determinants were referred to in further research.

Discussions

1. The effect of the principal's academic supervision on student achievement in public elementary schools in East Ratahan

Current research confirms that academic supervision predicts student achievement in which the significance level is a predictor of Sig.035 <.05. In addition, 6% has contributed to student achievement. These results indicate that academic supervision in public elementary schools in East Ratahan has a significant effect on student achievement but only 6% probability is likely to be affected. Therefore 94% of the other determinants were referred to in further research. The results of this study are in line with research conducted by (Krisdiyanto, 2008: 37) concerning the contribution of principal managerial skills, clinical supervision, and teacher performance to natural science learning outcomes of fifth grade public elementary schools in Semarang, this research proves that managerial school principal contributed positively to science learning outcomes, clinical supervision contributed positively to science learning outcomes, and teacher performance contributed positively to science learning outcomes.

According to the opinion (Satori, 2010: 52), the academic supervision program is intended to improve and improve the process of student learning outcomes so that coaching activities are relevant to increasing the professional ability of teachers. Academic supervision that is carried out focuses on supervisor observations on academic problems, namely things that are related to the environment of learning activities when students are in the process of learning something. This makes academic supervision play a role in student learning outcomes and teacher professionals.

Existential supervision is the assistance of school leaders who are focused on the development of the leadership of teachers and other school personnel in achieving educational goals. This is in the form of encouragement, guidance, and opportunities for the

growth of skills and skills of teachers, such as guidance in business and implementation of reforms in education and teaching, selection of better learning tools and teaching methods, ways of assessment.

Systematic phase of the entire teaching process, and so on (Purwanto, 2012: 56). This study has a positive contribution to the development of student learning outcomes and achievement where academic supervision must be implemented to supervise teacher professionals in implementing learning to students.

2. The influence of teacher performance on student achievement in public elementary schools in East Ratahan

This study confirms that teacher performance does not predict learning achievement partially in students where the significance level is a predictor of Sig.684> 05. In addition, 0.3% has a contribution to student achievement. These results indicate that the performance of teachers at SDN Kecamatan Romboken has no significant effect on student achievement, but only a 0.3% probability of being affected. Therefore, 99.07% of the other determinants were referred to in further research. The results of this study are supported by the opinion of Khan, Shah, & M (2012) which explains that performance is a person's ability to do certain jobs, assessed based on predetermined standards. In addition, the teacher's task in improving student learning achievement is how the teaching and learning process in class runs optimally and students can understand the material presented.

Teaching something that occurs in the process of teacher and student interaction in the classroom. Teaching is increasingly being used to make judgments about the quality of teaching, career advancement, and teaching funding itself (Kuzmanovic, Savic, Gausavace, Nikolic, & Panic, 2012: 121). In addition, in relation to student learning achievement, learning achievement is the ultimate goal of implementing learning activities in schools (Ramadhan & Winata, 2016: 9). One indicator of the success of the learning process is learning achievement (Rohmah & Marimin, 2015: 11). Achievement is a value which is the final formulation that can be given by the teacher regarding student progress or achievement during a certain period of time as measured by three main factors, namely cognitive factors, affective factors, and behavioral factors. This is a supporting factor for research results that cannot predict student achievement caused by internal factors of students.

The implication of this research in learning activities in schools lies in optimizing students' cognitive and learning skills through stimulation and teacher professionalism. Another thing

is the nutritional and emotional factors that parents must optimize and develop in facilitating their children to learn.

3. The simultaneous influence between the principal's academic supervision and teacher performance on student achievement in public elementary schools in East Ratahan

The results of this study confirm that simultaneously academic supervision and teacher performance are able to predict student achievement where the significance level as a predictor is Sig.040 <.05. In addition, 6.8% has contributed to student achievement. These results indicate that academic supervision and teacher performance when implemented simultaneously in Romboken District public elementary schools have a higher effectiveness than implemented partially. In addition, 6.8% probability of learning achievement is influenced by these two variables. Therefore, 93.2% of other determinants were referred to in further research.

This study is supported by research from Wahjanta (2007) on the effect of classroom visit supervision by the principal on student achievement. This study confirms that simultaneously student achievement is influenced by classroom visit supervision, teacher competence, and teacher performance. Furthermore, it is in line with Wibowo's research 2009: 80) on the effect of principal supervision and teacher pedagogical competence on the performance of public elementary school teachers who stated that 23.8% of the principal's supervision factors affected teacher performance and student learning achievement.

(Slameto 2014: 19) suggests that there are many types of factors that affect learning achievement, but can be classified into two groups, namely internal factors and external factors. Internal factors are factors that exist within an individual who is learning, while external factors are factors that exist outside the individual. School is the first formal educational institution which is very important in determining student learning success. Therefore, a good school environment can encourage more active learning. Schools are formal educational institutions assigned by the government to organize learning activities. School factors that influence learning include teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, learning tools, school time, standard lessons over size, state of the building, learning methods, and homework. The results of this study have a positive contribution to the learning process which includes curriculum, professionalism, and school managerial systems. Improvements to the curriculum, teacher

professionalism, and principal managerial systems must be a holistic entity in its implementation.

CONCLUSION

1. Academic supervision of school principals has a positive contribution to student achievement in public elementary schools in East Ratahan. This study has a positive contribution to the development of student learning outcomes and achievement where academic supervision must be implemented to supervise teacher professionals in implementing learning to students. ␚

2. Teacher performance does not significantly contribute to student achievement in public elementary schools in East Ratahan. The implication of this research in learning activities in schools lies in optimizing students' cognitive and learning skills through stimulation and teacher professionalism. Another thing is the nutritional and emotional factors that must be optimized and developed by parents in facilitating their children to learn. ␚

3. Principal's academic supervision and teacher performance simultaneously contribute positively and significantly to student achievement in public elementary schools in East Ratahan. The results of this study have a positive contribution to the learning process which includes curriculum, professionalism, and school managerial systems. Improvements to the curriculum, teacher professionalism, and principal managerial systems must be a holistic entity in its implementation. ␚

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