
THE EFFECT OF SCHOOL SUPERVISORS AND PRINCIPAL MANAGERIAL CAPABILITIES ON TEACHER PERFORMANCE AT SMPN 07 MATRAMAN EAST JAKARTA

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ABSTRACT

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Implementation of coaching for teachers is important to do, because teachers are one of the keys to the success of the implementation of education. The purpose of this study was to determine the effect of supervising school supervisors on teacher performance at SMPN 07 Matraman East Jakarta, to determine the effect of principal's managerial ability on teacher performance at SMPN 07 Matraman East Jakarta, to determine the joint effect of fostering school supervisors and the managerial ability of the principal schools on teacher performance at SMPN 07 Matraman, East Jakarta. The type of research used is descriptive quantitative research. The results of this study indicate that there is a positive and significant influence between the guidance of school supervisors on teacher performance at SMPN 07 Matraman, East Jakarta. There is a positive and significant influence between the managerial ability of the principal on the performance of teachers at SMPN 07 Matraman, East Jakarta. There is a positive and significant influence between the coaching of school supervisors and the managerial ability of the principal on teacher performance at SMPN 07 Matraman, East Jakarta.

KEYWORDS

Coaching, Managerial Ability and Teacher Performance



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INTRODUCTION

One indicator of a country's progress can be seen from the quality of its education (Hutasuhut, n.d.). The quality of education is not only seen from the values and achievements produced by students in schools, but from the process of implementing education (Kadi & Awwaliyah, 2017). The implementation of education in schools cannot be separated from the active role of teachers who carry out learning (Mustari & Rahman, 2014). (Sahertian, 2000) reveals that teachers are components of human resources that must be fostered and developed continuously. The potential of these resources needs to continuously grow and develop in order to carry out their functions professionally. In addition, the effects of fast-paced change encourage teachers to continuously learn to adapt to the development of science and technology as well as the mobility of society (Yulia, 2019). That is why it is necessary to conduct coaching to help direct teachers so that they are able to change for the better.

Implementation of coaching for teachers is important to do, because teachers are one of the keys to the success of the implementation of education (Rahmah, 2018). Teachers need to get coaching to improve their ability and quality in carrying out classroom learning related to the delivery of learning materials, guiding and directing students to suit educational goals (Astuti, 2017). Coaching teacher performance needs to be done, teachers who already have good performance certainly need to be fostered continuously so that their performance remains steady (Yudiana, Aryawan, & Wulandari, 2019). If there is a development that gives new demands to the school, it can be planned beforehand the type of performance that will be given so that the teacher has a harmonious performance.

The implementation of guidance to teachers can be carried out by school supervisors by providing services to teachers related to problem solving in the implementation of learning and education in schools (Sitaasih, 2020). This study discusses the guidance carried out by school supervisors to teachers. This is because school supervisors are more experienced in carrying out guidance to teachers, so that coaching will be more effective if carried out by school supervisors.

School supervisors in carrying out teacher performance development need to have competencies and qualifications in accordance with established standards. (Fathurrohman & Suryana, 2011) reveal, "the task of a supervisor is essentially to teach teachers how to teach well, so that supervisors are required to have teaching abilities that exceed the teachers they foster. In addition, the level of education, experience and personality possessed must also exceed the teacher.

The implementation of teacher development is carried out by school supervisors by coming directly to schools and seeing the extent to which teachers carry out their duties at school (Mayasari, Zakaria, & Sahono, 2013). Coaching activities for teachers can also be referred to as supervisory actions, so school supervisors who carry out supervision are also referred to as supervisors. (Suhardan, 2010) argues, "supervision exists to guide the growth and professional skills of teachers when teachers receive guidance and then realize the importance of improving their abilities, teachers grow and are increasingly capable of carrying out their duties".

In addition to coaching, the managerial ability of the principal must also affect teacher performance (Iskandar, 2013). The principal's managerial ability can drive work creativity. It must be known that every teacher has special characteristics that are different from one another in educating children to become individuals who are

knowledgeable, skilled and have moral maturity (Fitrah, 2017). For this reason, a teacher in carrying out his duties must have a great spirit and soul, so that the learning process is appropriate according to the expectations and goals of education.

Improving the quality of teacher performance helps teachers to understand goals, see clearly in understanding the circumstances and needs of their students, form strong groups and unite teachers in effective teams to work closely, be friendly and respect each other, improve the quality of learning which ultimately improves The quality of teacher teaching both in terms of strategies, skills and teaching tools is also one of the basis for making decisions by principals for teacher repositioning. For this reason, a supervisor must pay attention to: accuracy with accurate data, focus on behavior and results, not attitudes, be honest, fair, cover the entire time not just the end of the work that is shown as well as rational and professional (Bahri, 2014).

This study aims to examine the problems that have been formulated, namely to find out how far the influence of school supervisors and Principal Managerial Ability on teacher performance at SMPN 07 Matraman East Jakarta. In particular, this study aims to determine the effect of school supervisors on teacher performance at SMPN 07 Matraman East Jakarta, to determine the effect of principal's managerial ability on teacher performance at SMPN 07 Matraman East Jakarta, knowing the effect of jointly coaching school supervisors and managerial abilities of school principals on teacher performance at SMPN 07 Matraman East Jakarta.

RESEARCH METHODS

The research method used is a quantitative method, which is to determine the influence between the dependent variable and the independent variable, using a descriptive and causal design, which solves a case, namely the case of the influence between the coaching of school supervisors and the managerial ability of the principal on the performance of teachers and principals in schools. SMPN 07 Matraman, East Jakarta.

RESULTS AND DISCUSSION

By using a valid and reliable instrument in data collection, it is expected that the research results will be valid and reliable. So, a valid and reliable instrument is an absolute requirement to get valid and reliable research results. Of the 10 items of school supervisor coaching instruments, all instruments were declared valid. Because the resulting rcount value is greater than the rtable value, which is 0.312 for $N = 40$. Of the 10 principal managerial ability instruments, all instruments are declared valid. Because the resulting rcount value is greater than the rtable value, which is 0.312 for $N = 40$. From the 10 teacher performance instruments it is concluded that eight instruments are declared valid because the resulting rcount value is greater than the rtable value, which is 0.312 for $N = 40$. Based on the the results of the calculation of reliability through the statistical computer program SPSS release 23.0 for the variable of supervising school supervisors (X1) is 0.772. While the alpha value for $N = 40$ is 0.312 so it can be concluded that the rAlpha is positive and greater or $0.772 > 0.312$, thus the research instrument regarding the variable of school supervisor coaching (X1) is reliable. Based on the results of reliability calculations through the statistical computer program SPSS release 23.0 for the principal managerial ability variable (X2) is 0.544. While the alpha value for $N = 40$ is 0.312, so it can be concluded that the rAlpha is positive and greater or $0.544 > 0.312$, thus the research instrument regarding the principal managerial ability variable (X2) is reliable. Based on the results of the calculation of reliability through the statistical computer program SPSS release 23.0 for the teacher performance variable (Y) is 0.642. While the

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alpha value for $N = 40$ is 0.312 so it can be concluded that the r_{Alpha} is positive and greater or $0.642 > 0.312$, thus the research instrument regarding the teacher performance variable (Y) is reliable.

1. The Effect of Supervision of School Supervisors (X1) on Teacher Performance (Y)

From the results of calculations through SPSS analysis, the value of t count for the variable Supervision of School Supervisors (X1) is 4.115, while the t table is 2.026. So $t_{count} > t_{table}$ or $4,115 > 2,026$. Thus, H_0 is rejected and H_a is accepted. And it can be concluded that "There is" a positive and significant influence between "Coaching school supervisors (X1)" on "Teacher Performance (Y)".

2. The Influence of Principal Managerial Ability (X2) on Teacher Performance (Y)

From the results of calculations through SPSS analysis, the tcount value for the Principal Managerial Ability variable (X2) is 8.286. While the value of ttable is 2.026. So $t_{count} > t_{table}$ or $8,286 > 2,026$. Thus, H_0 is rejected and H_a is accepted. And it can be concluded that "There is" a positive and significant influence between "Principal Managerial Ability (X2)" on "Teacher Performance (Y)".

3. The Effect of Supervision of School Supervisors (X1) and Managerial Ability of Principals (X2) on Teacher Performance (Y)

From the results of the ANOVA test or Ftest or Fcount, a value of 12,099 is obtained which is greater than Ftable of 3.35 with a significant level of 0.000 because $0.000 < 0.05$, it can be said that the principal managerial competence variable (X1) and the principal's leadership variable (X2) jointly affect the teacher's work motivation variable (Y). While the value of R Square is 0.473, this shows that 47.3% of the managerial competence and leadership of the principal simultaneously (together) does have a positive effect on teacher work motivation while the remaining 52.7% is influenced by other unobserved factors by author.

CONCLUSION

Based on the discussion chapter. it can be drawn or poured some conclusions and results of data analysis that the author discusses, among others, that there is a positive and significant influence between the guidance of school supervisors on the performance of teachers and principals at SMPN 07 Matraman, East Jakarta. It can be seen from the t-count value obtained is 4.115, while the t-table is 2.026. So $t_{count} > t_{table}$ or $4,115 > 2,026$.

There is a positive and significant influence between the Managerial Ability of the Principal on the performance of teachers and principals at SMPN 07 Matraman, East Jakarta. It can be seen from the t-count value obtained is 8.286. While the value of ttable is 2.026. So $t_{count} > t_{table}$ or $8,286 > 2,026$.

There is a positive and significant influence between the coaching of school supervisors and the Managerial Ability of the Principal on the performance of teachers and principals at SMPN 07 Matraman, East Jakarta. It can be seen from the ANOVA test or the Ftest value, it is found that the calculated F is 48.745. Medium Ftable (α 0.05) for $N = 40$ is 3.25. So $F_{count} > F_{table}$ or $48.745 > 3.25$ at (0.05). Meanwhile, based on the Summary Model table, the R^2 (R Square) value is 0.725, this shows that 72.5% of the X1 and X2 variables have a positive effect on the Y variable while the remaining 27.5% is influenced by other factors not observed by the author.

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