



The Moderating Influence of The Academic Supervision of Teacher Competencies and Commitment Towards Organizational of Teacher Performance

Dony Irawan¹, **Agus Wahyudin²**, **Heri Yanto²**

¹. SMA Kesatrian 2 Semarang city, Indonesia

². Universitas Negeri Semarang, Indonesia

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Abstract

This research aims to know the influence of organizational commitment and competencies on performance teacher moderated academic supervision. While the issues rise in this study are: (1) tested the influence of organizational commitment, competence and supervision of academic performance against teachers, (2) to test whether moderate academic supervision competence and organizational commitment on performance of teachers. This research using a sample of high school teacher of Kesatrian Education Foundation under 67 Semarang as many as 101 teachers. Sampling by using census technique while model analysis using multiple regression analysis. The results obtained in this study are: (1) Competence proven positive and significant effect on performance of teachers, (2) significant Organizational Commitment has no effect on performance of teachers, (3) Academic Supervision proved to be moderate the relationship between Competences with the performance of teachers, (4) Academic Supervision unproven moderate the relationship between organizational commitments to the performance of teachers.

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✉ Correspondence address:

JL. Raya No. 58 Elephant , The town of semarang, Indonesia

E-mail: dony.arsenal@gmail.com

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INTRODUCTION

Education is a planned and conscious effort to bring about an atmosphere of learning and the learning process so that learners are actively developing the potential for her to have a religious spiritual force, restraint, personality, intelligence, morals, as well as the necessary skills themselves, the community, the nation and the State (Law No. 20 of 2003 National education system).

According to Law number 14 of the year 2005 concerning teachers and professors, the teacher is a professional educator with the main task of educating, teaching, guiding, directing, train, assess and evaluate learners on education early childhood education track formal, primary education and secondary education.

Referring to the second Act above it can be concluded that salah one factor important and the fundamental purpose of national education to determine ketercapaian as well as determining the quality of education is low to high performance teacher.

Regulation of the Minister of national education The Republic of Indonesia Number 35 Year 20 10 About Technical implementation of the functional position of teachers and his credit stating that the teacher's work are the results of assessment of the processes and results of the work accomplished teachers in doing their job.

Some previous research found many factors that may affect the the performance of teachers, among others, the factors of competence, commitment, motivation, organizational culture, school leadership , school principal and academic supervision conducted by the principal or by the supervisors at the unit level of education.

The competence of the teachers should also have a high organizational commitment to organizations in that it is the school where the teachers teach. Indicates the level of organizational commitment to where an employee (teacher) supports an organization and goals and desires to retain membership in the Organization (Robins, 2009).

Supervision academic is a series of activities performed principal and Superintendent education unit for helping teachers develop their ability to

manage the learning process by means of awarding examples, discussion, training, and consultation conducted on the stages of planning, implementation and assessment of learning outcomes (Number 41 Year 2007 Permendiknas about Standard Process).

With competence and commitment to high organizational performance expected of teachers are also high, it will be stronger with the support of a good academic supervision by the principal. Nevertheless, the results of previous research on organizational commitment, competence, supervision of the principal and the teacher's performance shows a pretty varied result.

Research on the influence of teacher competence is against the performance of teachers that ever done by Xu (2013) and Ruslan (2013) with significant results. While the results are not significant is found by Indrawati (2006).

Research on the influence of organizational is commitment on performance teacher ever done by Folorunso (2014) and Chi (2013) with significant results, while it is insignificant results found by Puspasari (2010) and Sarmawa (2015).

While research on the influence of teacher performance ever against the supervision carried out by Saani (2013) and Barinto (2012) with significant results, while it is insignificant results found by Sule (2013), Ernawati and Marjono (2007).

Based on the preliminary results of a survey conducted by researchers Note that the competence of teachers in Kesatrian high school has not been satisfactory this is proved by the results of Values test the competency of teachers held by the Government in 2011 especially high school teacher Kesatrian Semarang average scored 67, still far from the required by the Government that is at least 70. While in the year 2013 the Teacher Competency Test followed by a high school teacher Kesatrian Semarang scored 69. While the value of National Exams high school students Kesatrian in 2 (two) last year experienced a decline as indicated in table 1.1

Meanwhile, the implementation of academic supervision towards the teacher has not been optimal. Implementation of the supervision of the teacher in teaching is done directly by the principal or senior teachers conducted by a qualified professional who is sometimes done at

that school. It is part of the supervision mechanism, but it is not only in academic supervision. Because, academic supervision requires the stages that must be run. (Permendiknas No. 13 Year 2007 about the standard of the school principal). On the other hand still found the teacher was late entering the classroom with a variety of reasons. This is one indication of the need for improved performance of teachers. Based on the results of the difference research (*research gap*) and the above phenomenon, then it needs to be done to return research asserts the influence of teacher's competence and commitment towards organizational performance teacher with moderation the supervision of the head of the school. With the supervision of the head of a planned and systematic school expected the presence of potential can strengthen or weaken the influence of teacher's competence and commitment towards organizational performance guru. Especially the performance of teachers is under the auspices of the Education Foundation Kesatrian 67.

Teacher performance is a result of work in the quality and quantity is achieved by the teacher when doing his duties in accordance with the responsibilities given to him (Hamzah; 2010).

According to Act No. 14 of the year 2005, about teachers and professors mentioned that performance of the teacher is a professional level of teachers in the process of teaching and learning during a certain period, which is manifested through the pedagogic dimension: 1), 2), 3) social personality, 4) Professional. Further in the Act is put forth that there were six elements which is an indicator of the achievements of the work of the teacher or the teacher's performance, namely (1) Educational Foundation of Mastery; (2) mastery of teaching materials (3) the management of the teaching and Learning Program; (4) the use of the lesson (5) understanding of research methods; and (6) the understanding of the Administration of the school.

Based on this definition can be concluded that the main task of the teacher include two sub elements i.e. part of element the process of learning and profession element sustainable development provided that every teacher is obligated to carry out the activity of grains part of element the learning process, the higher the level

of the post of a teacher getting widespread and heavy duties and responsibilities and authority, and obligation of teachers in learning include: a) the learning plan; b) carry out the study; c) assessing and evaluating learning outcomes; d) implement improvements and enrichment; e) implement sustainable development the profession in accordance with their needs.

Planning learning

Every teacher must prepare learning plans before carrying out learning activities. Learning planning is teacher preparation for each meeting and serves as a reference for the implementation of the teaching and learning process in the classroom to be efficient and effective.

Whereas in the core activities the teacher must carry out activities which are the process of achieving basic competencies that have been described in the indicators of achievement and learning objectives.

This activity is carried out in an interactive, inspirational, fun, challenging, motivating student to actively participate, and provide sufficient space for initiatives, creativity and independence in accordance with the talents, interests and physical and psychological development of students. The core activity uses methods that are tailored to the characteristics of students and subjects.

The last activity in learning is closing activities. In this activity the teacher: 1) together with the student trainer or themselves make a summary of the lesson; 2) conduct an assessment or reflection on activities that have been carried out consistently and programmed; 3) provide feedback on the learning process and results; 4) planning follow-up activities in the form of remedial learning, enrichment programs, counseling services and giving assignments both individual and group assignments according to the learning needs of students; 5) deliver the lesson plan at the next meeting.

Conducting assessment of learning outcomes The assessment is carried out by the teacher on the learning outcomes to measure the level of achievement of student competencies, and is used as material for preparing the progress reports on learning outcomes, and improving the learning process.

Assessment is carried out consistently, systematically, and programmed by using tests and non-tests in written or oral forms, observing performance, measuring attitudes, evaluating work in the form of tasks, projects and / or products, portfolios, and self-assessments. Assessment of learning outcomes using the Educational Assessment Standards and Guidelines for Subject Group Assessments.

Carry out follow-up assessments Follow-up activities in the form of remedial learning for students who have not yet reached KKM grades, enrichment programs for students who have reached KKM grades, counseling services and provide assignments for both individual and group assignments according to student learning outcomes.

Carry out continuous professional development (PKB) Continuous professional development is carried out in accordance with the needs of teachers to achieve professional competency standards and / or improve their competence above the professional competency standard which at the same time has implications for the acquisition of credit numbers for teacher promotion / promotion. Continuous Professional Development includes three things; namely self-development, scientific publications, and innovative works.

METHODS

This type of research is explorative research. Explorative research is research that is carried out to explore data and information about new topics or issues for further research or research purposes. Data used to analyze behaviors specifically concerning teacher competence and organizational commitment, supervision of principals and teacher performance, are obtained through data collection methods by taking from a population using a questionnaire as a data collection tool. The purpose of this study was to analyze the effect of teacher competency and organizational commitment on teacher performance which was moderated by academic supervision.

RESULTS AND DISCUSSION

Partial analysis results obtained a significance value greater than 0.05. So that the first alternative hypothesis (H1) which states "Competence has a positive and significant effect on the performance of high school teachers under the auspices of the Semarang 67 Kesatrian Education Foundation" is acceptable. This illustrates that teachers who have a high level of competency will have high performance, and vice versa, teachers who have low competence will also have low performance. The performance of a teacher is said to be good if it is able to carry out tasks or roles as a teacher, has the ability to integrate knowledge, skills, attitudes and personal values, and the ability to build knowledge and skills based on experience and learning undertaken.

The results of this study are in line with the results of research conducted by Anguo Xu (2013) which states that competence is positively related to the performance and results of research from Ruslan Ade Thursday (2013) which states that teacher individual competence has a significant and positive effect on teacher performance.

Effect of organizational commitment on teacher performance. Organizational commitment is the individual's strong acceptance of organizational goals and values, and the individual strives and works and has a strong desire to remain in the organization (Allen and Meyer, 1991).

The results of the study partially obtained a significance value of 0.258 with a standardized coefficient β 0.136. Because the sig value obtained is greater than 0.05, thus the second alternative hypothesis (H2) which states organizational commitment influences the performance of high school teachers under the auspices of the Semarang 67 Kesatrian Education Foundation is rejected. This illustrates that the level of commitment or loyalty of SMA Kesatrian 2 teachers to schools does not affect the teacher's performance.

Analysis of the researchers regarding the causes of this is that respondents who were the source of this study 58% had a relatively young age so they did not have commitment to school, they on average did not want to survive in Kesatrian 2 High School because they were private institutions and

they wanted to work in public schools so it's easier to become a civil servant.

The results of this study are in line with the results of research conducted by Durinda Puspasari (2010) and Sunarno (2014) which states that organizational commitment does not have a significant effect on teacher performance.

Effect of academic supervision on teacher performance. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals (Glickman, 1981). Thus, the essence of academic supervision is not at all assessing the performance of the teacher in managing the learning process, but helping the teacher develop his professional skills, monitor teaching activities in the school through class visits, and encourage teachers to apply their abilities in carrying out their teaching tasks.

The results of the study partially obtained a significance value of 0.002 with a standardized coefficient β of 0.343. Because the sig value obtained is smaller than 0.05, thus the second alternative hypothesis (H2) which states academic supervision affects the performance of high school teachers under the auspices of the Semarang 67 Kesatrian Education Foundation. This illustrates that the better the implementation of academic supervision of teachers in schools, the teacher's performance will increase. On the contrary, low academic supervision activities towards teachers cause a decrease in the teacher's performance.

The results of this study are in line with the results of research conducted by Abdal-Jaleel Saani (2013) and Barinto (2012) which states that academic supervision has a positive and significant effect on teacher performance. Academic supervision moderates the influence of competence on teacher performance. Referring to the results of the regression analysis test which states that academic supervision moderates the influence of competence on teacher performance. This is evidenced by the results of the regression significance test which shows that the number 0.001 is smaller than the tolerance limit, which is 0.05 as a condition for the acceptance of the alternative hypothesis (Ha). So that in this study it can be proven that through academic supervision

activities, it is able to increase the influence of competence on teacher performance in Kesatrian High School under the auspices of the Semarang 67 Kesatrian Education Foundation.

Furthermore, it can be explained that with good competence from the teachers coupled with the presence of academic supervision from the principal, will lead to increasingly improving teacher performance. This is marked by increasing the professionalism of teachers in the learning process, and teachers are able to apply their abilities in carrying out their teaching tasks better.

From these results we can conclude that in addition to good competence, teacher performance will increase if academic supervision is carried out in accordance with the concept of academic supervision itself. Academic supervision is not just supervision to assess the performance of the teacher, but supervision that tries to know the conditions that actually occur in the field and know the difficulties. So that it can find a way of solving and anticipating the next mistake by using the appropriate supervision approach for the teachers. The right approach will be to maintain the relationship between supervisors and teachers supervised not as a relationship between the assessor and the assessed but rather the relationship between colleagues so that there is a sense of openness to each other to try to solve learning problems for the common good.

As mentioned above, the researchers' analysis of the reasons for the absence of influence on organizational commitment on teacher performance was the respondents who were the source of this research. 58% had a relatively young age so they did not have a high commitment to school, on average they did not want to survive in high school Kesatrian 2 for reasons of being private institutions and they want to work in public schools so that it is easier to become a civil servant.

CONCLUSION AND CLOSING

This study aims to examine the effect of competency and organizational commitment on teacher performance which is moderated by academic supervision in high school teachers under

the auspices of the Semarang 67 Kesatrian Education Foundation. Based on the results of testing this study produces various findings that can be concluded:

1. Competence has a positive and significant effect on the performance of high school teachers under the auspices of the Semarang 67 Kesatrian Education Foundation. 2. Organizational Commitment does not affect the performance of high school teachers under the auspices of the Semarang 67 Kesatrian Education Foundation. 3. Academic Supervision is proven to moderate the influence of competencies on the performance of high school teachers under the auspices of the Semarang 67 Kesatrian Education Foundation. 4. Academic Supervision proved not to moderate the influence of organizational commitment on the performance of high school teachers under the auspices of the Semarang 67 Kesatrian Education Foundation.

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