

# THE INFLUENCE OF ACADEMIC SUPERVISION AND SCHOOL CULTURE ON TEACHER'S PEDAGOGIC COMPETENCY IN DEMAK DISTRICT

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## Info Artikel

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## Abstract

This study aims to analyze how much influence the principal's academic supervision and school culture have on the pedagogical competence of elementary school teachers in Demak Regency. This research uses quantitative research methods, the research sample includes 114 elementary school teachers at 41 public elementary schools in Wonosalam District, Demak Regency. Data collection techniques using questionnaires and documentation. The sampling technique used purposive sampling technique with a type of simple random sampling. The data analysis technique uses correlation data analysis techniques, multiple linear regression. The results showed that the principal's academic supervision and school culture influenced the pedagogical competence of elementary school teachers as much as 42.7%. The conclusion of this study is that there is an effect of the principal's academic supervision and school culture on the pedagogical competence of elementary school teachers.

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## Introduction

Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes and carrying out guidance to their students. The success of implementing an education cannot be separated from the influence of the teacher during the teaching and learning process (Ardianti, Ulya, and Ismaya, 2018). Therefore, it is natural that improving the quality of education outcomes is strongly influenced by the professional abilities and pedagogical competences of teachers (Ismaya, 2013).

The government has made various efforts to supervise the course of education with the aim of producing quality, but these are often not matched with maximum guidance for teachers through educational supervision activities. According to Keizer (2017) school principals act as leaders, supervisors, educators, innovators, motivators and managerials, therefore, as a supervisor, the principal is obliged to provide guidance to teachers to become great educators and teachers.

Efforts to develop teachers through educational supervision cannot be separated in every effort to improve the quality of learning. The low quality of educational outcomes, especially at the elementary school level, could be related to less significant teacher coaching and of course this begins with the supervision of the principal, especially academic supervision that has not been implemented continuously and maximally so that the hope of producing quality teachers in carrying out the learning process is still far away. out of reach. The results of research from Elliyani (2018) show that the implementation of academic supervision can increase competence in preparing Learning Implementation Plans (RPP).

Several issues regarding the implementation of academic supervision that developed in Wonosalam District are that many school principals do not have a good supervision plan, if there is only a plan without implementation, supervision which aims to provide technical

assistance and guidance to teachers in order to increase work motivation but in reality tends to be in the form of administration alone and its implementation have not matched expectations. What else is without follow-up supervision, many teachers have not realized the importance of supervision and even tend to avoid being supervised, supervision of principals is only done once a year on average, it only meets the demands of formality. The researchers obtained the issues of the implementation of supervision from the results of interviews with several teachers during the pre-research study and talks between teachers at each KKG meeting.

If we observe more closely, many bad habits at school are still ongoing and we still often encounter them. The existing conditions, from the appearance of professional and competent teachers, are still far from their hopes and aspirations. There are many phenomena that exist in the field of how a teacher in carrying out his duties and obligations still does not care about the results of his performance. Many teachers ignore their teaching time, come to school not on time, teachers teach without careful planning, inappropriate media and methods are used, and so on. A teacher who is less disciplined in carrying out his duties and obligations will indirectly affect his competence, especially pedagogy which is certainly not maximal in carrying out his duties and obligations, especially in learning activities.

The results of pre-research observations through interviews with several school principals at UPTD Wonosalam when teachers were supervised indicated that many teachers had not prepared learning well, starting from preparing lesson plans, preparing appropriate media, tools and methods and learning models, implementing learning that could arouse student interest in learning, evaluating student work results, and providing follow-up after learning. Learning objectives which are the basis for designing learning strategies and methods, media, teaching materials and evaluation are often neglected by teachers.

Keizer (2017) in his research found that supervision of the principal and school culture affects teacher competence in the learning process. A good school culture can provide comfort for all school members including teachers to further improve their performance, especially in learning. Some of the results of previous research by Widiyanti (2018) and Elliyani (2018) also found that teacher pedagogical competence is influenced by many factors, including academic supervision, motivation, performance, discipline, school climate and culture. Based on the pre-research observations mentioned above, there is a gap between expectations and reality in the field of teacher pedagogical competence. Apart from academic supervision, another factor that affects the pedagogical competence of teachers is school culture. Therefore, it is necessary to conduct research, one of which is to analyze the effect of the principal's academic supervision and school culture on the pedagogical competence of elementary school teachers in Demak Regency.

## **Research Methods**

This study used an ex post facto research design with quantitative research methods. The population in this study were public elementary schools teachers in Wonosalam Subdistrict, Demak Regency, which were divided into 21 villages with 41 and 420 public elementary schools teachers, consisting of 225 male and 195 female elementary school teachers.

To determine the area as the research sample, the researcher used purposive sampling technique, namely the technique of determining data samples with certain considerations

(Sugiyono, 2016: 85). The author chose Wonosalam District with the following considerations: (1) The area is still within the scope of Demak Regency; (2) The area is close to the researcher, making it easier to carry out research; (3) The researcher understands the condition of the area.

Determination of the research sample using probability sampling techniques with simple random sampling type. Then taking the number of samples using the Slovin technique with an error rate of 8%. In order to obtain a research sample of 114 teachers from 420 elementary school teachers.

Data collection techniques using a questionnaire (questionnaire), documentation and interviews. Primary data is a questionnaire in the form of a list of written statements with five answer choices (Likert scale) for respondents to measure three variables, namely: school principal academic supervision, school culture and teacher pedagogical competence.

Before analyzing the data then test prerequisite analysis is conducted first consisting of a normality test, linearity test, multicholinerity test and heteroscedasticity test. The data analysis technique used descriptive analysis and statistical data analysis with SPSS version 25.

## Results and Discussion

The description of this research data refers to the average value (mean) and standard deviation, the minimum and maximum value of the entire research variable consisting of the academic supervision variable of the school principal ( $X_1$ ), the school's cultural ( $X_2$ ) and the pedagogic competency variable of elementary school teacher ( $Y$ ). In table 1 The results of the descriptive statistical analysis indicate that the number of respondents ( $N$ ) is as much as 114 which comes from a number of teachers in Wonosalam District of Demak Regency. Dependent variables of pedagogic competence elementary school teachers ( $Y$ ) have an average of 106.07 with a standard deviation of 4.608. A minimum value of 95 and a maximum value of 116. The academic supervision of the principal ( $X_1$ ) has an average of 102.368 with a standard deviation of 3.129, a minimum value of 94 and a maximum of 113. Meanwhile, the school's cultural variables have an average of 95.052 with a standard deviation of 3.105, a maximum value of 104 and a minimum value of 88.

Tabel 1  
Variable Descriptive Statistical Analysis

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
School culture	114	88,00	104,00	10836,00	95,0526	3,10535	9,643
Academic Supervision	114	94,00	113,00	11670,00	102,3684	3,12926	9,792
Pedagogic competence	114	95,00	116,00	12092,00	106,0702	4,60803	21,234
Valid N (listwise)	114						

Before analyzing the data then test prerequisite analysis is conducted first consisting of test normality, Linieritas test, multicholinerity test and heteroskedastisity test.

The following is a recapitulation of the data of test normality, Linieritas test, multicholinerity test and heteroskedastisity test.

**Test normality**

Table 2 The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		114
Normal Parameters <sup>a,b</sup>	Mean	0,0000000
	Std. Deviation	4,31568440
Most Extreme Differences	Absolute	0,066
	Positive	0,066
	Negative	-0,061
Test Statistic		0,066
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Primary data processed, 2020

The result of the output in table 2 for test normality can be seen in the value of significance (Asymp Sig 2-tailed). If the significance is greater than 0.05 then the data is declared a normal distribution. From the output can be seen that the value (Asymp Sig-2-tailed) is 0.200, thus the data is declared a normal distribution.

**Linierity Test**

Table 3  
T Test of Multiple Linear Regression Analysis

T Test of Multiple Linear Regression Analysis

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	42,158	16,441		2,564	0,012
	Academic Supervision	0,407	0,135	0,276	3,013	0,003
	School Culture	0,434	0,136	0,158	2,718	0,009
a. Dependent Variable: Kompetensi Pedagogik						

Source: Primary data processed, 2020

Based on the test results Linieritas Sig Deviation From Linearity Academic supervision of the school principal of 0.434 > 0.05 so it can be concluded that between the academic supervision of the school principal and the pedagogic competence teachers have a

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linear relationship. From a regression test result (t) it is known that the resulting regression equation is  $Y = 58.513. + 0.465 X_1$  so that it can be concluded that the variable relationship value of the pedagogic competence of the teacher seen from the value of the Constantine is 58.513.

Based on the results of the Linieritas test of the school culture variables showed that the sig Deviation from Linearity school culture amounted to  $0.227 > 0.05$  so it was concluded that between the variables of school culture and the pedagogic competence of teachers had a linear relationship

Table 4

Determinant Test Table

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.551 <sup>a</sup>	0,423	0,307	4,35439	1,740
a. Predictors: (Constant), Budaya Sekolah, Supervisi Akademik					
b. Dependent Variable: Kompetensi Pedagogik					

Source: Primary data processed, 2020

From the results of this regression test can be inferred that the academic supervision of KS and school culture together also affects the pedagogic competence of Elementary teachers at 42,3 %. The higher academic supervises activities by the Headmaster and the better the well-being of conducive to a school culture then will further improve the pedagogic competence of Elementary teachers. This means that academic supervision and school culture have a positive and significant effect on the pedagogical competence of teachers in Demak Regency.

The results of the above studies are according to what was conveyed by Sutiat (2018) that the academic supervision has a major influence on teacher teaching competencies. Supervision will improve the quality and change the behavior of the teacher for the better. This means the academic supervision greatly affects the teacher's performance in the teaching and learning process. Many things affect the pedagogic competence of teachers. Supriyono (2018) stated that the higher competence pedagogic teachers then the increasing their performance in achieving the objectives of education. Education institutions that provide stricter supervision, and teachers who have a high work ethic will be able to improve the competency of teachers more significantly (Idris, 2016).

Supporting instruments for academic supervision include learning instruments, administrative documents, learning implementation plans (RPP), observation instruments, and learning tools in the classroom. This instrument is also very helpful for the principal to conduct academic supervision (Muharlisiani, *et al.* 2019). Academic supervision should not only focus on improving teacher knowledge and teaching skills but also to improve teacher commitment, willingness, and motivation as well, as this factor also affects the quality of teaching and learning. Among the role of the principal as a supervisor aims to provide services professionally to improve the quality of education through improving the teacher's

performance in the learning process. The supervision here is thorough and continuous which means it covers all aspects of activities from the beginning to the end of the activities in the school. Continuously means continuous progress for later after analysed the results and learning process then the teaching improvement can be implemented so that the teacher will always be able to improve his teaching skills with the help of the principal.

The academic supervision of the Headmaster also influenced the competence of Elementary school teachers in Demak Regency with the average score expressed well, where the Headmaster plan the vision and mission in a mature whose substantiation is guiding and directing the development of the curriculum, making supervision programs ranging from supervision planning, implementation to supervision follow-up activities. But this academic supervision should still be enhanced again especially in the follow-up activities of supervision. The supervision functions are aimed at improvements and improvements in teaching quality, including to coordinate, stimulate, and encourage professional teachers. The basis of supervision is to improve the learning of teaching so that teachers can submit ideas and describe the material in the direction of improvement of teaching quality, this needs to be supported by the supervision of the school principal. In addition, supervision also serves to provide encouragement to the teachers to always improve their competence, study continuously, participate in seminars, workshops, and others. Through supervision This school principal can motivate and give the stimulus to the teacher so that the teacher will try to increase the potential of creativity in him.

Suhartini (2015) stating that the culture of the school has a positive influence on performance which means that the more conducive school culture then the teacher's profession commitment is increasingly higher and the performance of teachers is increasing also. School culture is formed by all elements of the school in its interaction between all the school citizens and the surrounding community. The participation of all the school residents in creating a good school culture is expected because it is a conducive learning process between students and teachers, the existence of togetherness, appreciation and sense of having demonstrated with a positive culture in producing a quality school.

### **Influence of academic supervision and school culture towards pedagogic competency of primary teacher**

The academic supervision of the Headmaster and the school culture simultaneously affects the pedagogic competence of the teachers in Demak district. This is in line with the research of Purbowati (2016) that the academic supervision and the school climate jointly affect the pedagogic competence of teachers. Principals should understand the importance of healthy school culture and how the teacher's teaching practices impact. Pedagogic competence of teachers can be improved with good school culture for example always work discipline, always support the culture of achieving performance, instilling religious values, honest culture that is upheld, the good cooperation between the school citizens, obey the order and rules, training educators regularly, teachers constantly educate with professionals and teachers always committed to give the best and always learn and achievers for the success of learners. Bahri (2014) states that the professionalism of a teacher is strongly influenced by the required supervision of a strong and capable leadership.

Monitoring/supervision from the principal and school culture influences the competence of his primary teacher in learning (Keizer, 2017). Teaching supervision is directed at an effort to provide the teacher with the opportunity to develop its professional

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potential, among them can improve the quality of learning in the classroom, combining improved teaching to be more perfect and in order to improve the quality and ability of teachers. Research from Habibi (2013) that the culture of school organization, compensation and pedagogic competence affects the performance of teachers. The school culture and academic supervision were influential in the social behavior of teacher and teacher communication skills included in the learning activities.

In line with Sianturi's research by Avandoja, A. C., Aina, B. C., *et al.* (2017) also assessed that significant academic supervision is needed to ensure that teachers, students, management must be guided towards the desired goals and objectives in terms of improving the quality of student learning outcomes. The principal must always provide constant feedback and periodic reviews, by comparing the academic performance of the teacher with the goals set for improving the teaching and learning process. Gedik and Ballabas (2015) suggest that principals and teachers must work together in improving school culture and achieving school goals, namely student achievement that continues to increase. In line with Veeriah (2017) in her research found a strong and significantly positive influence/correlation between principal leadership and school culture, and that culture is developed and shaped through constant interactions between staff members, students, and the community. Meanwhile, Gurley, *et al.*, (2016) assessed that a leader cannot guarantee success in an educational reform without the activeness and professional skills of teachers and supervision from the principal.

Taahayadin (2018) explains that a school with a positive culture has a set of values that support professional teacher development, a sense of responsibility for student learning and a positive and caring atmosphere. A healthy school culture helps to produce young generations, families and educators who work together for the realization of the school's vision and mission. School culture is an important component for developing management strategies and improving teacher and student performance. School culture has a significant influence on teacher work rates. It is very important to evaluate organizational activities to maintain positive performance (Vos *et al.*, 2012). Lynch, *et al.* (2013) relate aspects of school culture to a variety of student outcomes, from academic results to involvement in bullying and delinquent behavior.

Magut, T.J, *et al.* (2017) in their research show that there is a significant relationship between teacher academic performance and the supervision of school principals, to ensure and improve the quality of teacher performance, school leaders / principals must carry out academic supervision more often. Academic supervision is part of the assistance efforts provided to teachers in improving their professional abilities in learning to achieve main goals (Sudarjat, *et al.*, 2015)

Prokopchuk (2016) claims that part of building a positive school culture is creating a strong foundation based on a clear mission and mission for schools and stakeholders. He identifies three characteristics necessary to build a positive school culture that fosters trust: respect, recognition, and risk taking. According to Raman (2015) school culture is related to organizational commitment. Dimensions of human relations, open systems, rational goals, internal processes show a positive relationship with organizational commitment. Pourrajab and Ghani (2017) said that as academics who can lead school residents, principals and teachers must be able to create a school culture that focuses on the interests of the students. To give them what they expect, starting from adequate facilities and good and knowledgeable teachers. This means that supervision greatly affects teacher performance in the teaching and

learning process. The principal plays an important role in assisting, improving, and supporting the practice of teaching in the classroom by teachers and student achievement (Manaseh, 2016).

Suhayati (2015) said that the teaching supervision program is structured to be oriented towards teacher guidance to improve teacher performance through compromise and discussion with teachers. The school principal supervision implementation program refers to the supervision implementation guide to be more effective in the implementation of existing supervision through stages in implementing supervision according to provisions including planning, implementation and the final stage (feedback discussion). In carrying out supervision, supervisors must carry out the principles of academic supervision, namely academic supervision must be able to create harmonious human relations; carried out continuously; democratic; integral to educational programs; comprehensive; constructive; objective.

Ohlson, et al. (2016) claim that high-achieving schools exhibit a culture that fosters teacher collaboration, empowerment, and engagement. He also emphasized that student achievement can be improved by creating a culture that supports a shared commitment to student success, teacher competence in teaching, collective decision-making processes, sustainable professional growth, and a strong belief that all students can achieve success. Karunakaran (2013) assesses that school principals, teachers and other staff must work to build and develop a positive school culture in schools that will improve teacher competence and student performance. The vision and mission of the school are the forces guiding the school community. The Headmaster is an example for the school citizen and the community surrounding the school. Principals should behave according to good school culture, and the Headmaster should be a good model for teachers in relation to adapting to the cultural value of the school, as they interact with all the school citizens and direct them towards the goals, vision and mission of the school, indicating that the principal is responsible for creating and upholding the school culture. Because school culture is a powerful symbolic tool that influences teaching and learning, the Headmaster must model their behavior to be an example for other school people.

### **Conclusion**

The average descriptive analysis on the principal's academic supervision variable was 102.368 included in the high category, the school culture variable was 95.0535 in the medium category, while the pedagogical competence of teachers with an average score of 106.0702 was included in the high category. There is an effect of the principal's academic supervision and school culture on the pedagogical competence of elementary school teachers. Principal academic supervision and school culture have a positive and significant effect simultaneously on teacher pedagogical competence by 42.7% with a correlation value (R) of 0.563. The results of the analysis show that the students' understanding has the highest contribution while the lowest is in the learning planning of students. This proves that the higher the implementation of academic supervision activities by the principal and the more conducive the school culture is, the more pedagogical competence of teachers is in achieving educational goals.



### Recommendation

Principals should provide instruction and follow-up continuously through academic supervision to teachers so that they always improve their pedagogistic competencies and The Headmaster to continuously improve their competence in academic supervision by participating in activities, seminars, workshops or other activities. Good school culture should be maintained and further enhanced for example discipline, harmonious atmosphere, full of family and create new school culture that is better to support the improvement of teachers competence to increase the performance of the students. Principals should always give high appreciation and attention to the well-accomplished teachers so that they are more passionate in carrying out their duties. In addition to enhancing the school's academic and cultural supervision to improve competence, teachers must always improve their own pedagogistic competence by creating and developing effective and enjoyable learning models for learners so that the objectives of quality learning can be achieved.

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