

PERCEPTUAL RELATIONSHIP TO THE ACADEMIC SUPERVISION AND WORKING COMMITMENTS WITH PROFESSIONAL COMPETENCE OF TEACHERS

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Abstract

The study aims to find out the relationship between perceptions of the academic supervision of supervisors and work commitments with professional competence of teachers. The study used correlational statistics with respondents of 84 teachers in the Madrasah Ibtidaiyah Negeri 1 Langkat. Data collection of entire variables obtained through questionnaires. The data is analyzed by using simple correlation techniques, double correlation regression and partial correlation. The findings of the research are a significant link between perceptions of supervisory academic supervision with professional competence of teachers with r_{y_1} of 0.567. the working commitment with professional competence of teachers with r_{y_2} of 0.617 and perceptions of academic supervision of supervising work commitment together with professional competence of teachers with $r_{y_{12}}$ of 0.694. The study concluded that there was a significant link between perceptions of the academic supervision of supervisors and work commitments jointly with professional competence of teachers.

Keywords: Perception, Competence, Work Commitment

INTRODUCTION

Education is the process of training and developing knowledge, skills, thoughts, characters, and especially through schooling. Not only is it to be able to prepare individuals in order to adapt themselves to its environment but rather be directed towards the formation effort, and the willingness to preserve the environment in a aligned way. The success of its organizers can be influenced by various components, including teacher components, student components, management components, and financing components. The whole is related to each other and very decisive for the success of the education, and in achieving the objectives of education organizing.

The increase in performance of teachers will have an effect on improving the quality of human output produced in education and learning processes. The quality of education and graduates is often seen depending on the teacher's role in the management of the teaching components used in the teaching and learning process. To be able to

achieve optimal learning outcomes, teachers must possess and display maximum performance during the learning process by adjusting the development of science and technology.

According to government Regulation No. 74 year 2008 about teachers, it is stated that one of the competencies that teachers must have is professional competence. The professional competence referred to in this case is the ability of teachers in the broad and profound mastery of the subject matter. High low-level teachers are believed to have an impact on improved performance. The efforts to improve teacher performance can also be through improved work commitment teachers. The teachers who have a strong commitment will give their best work performance for the country and the good service for the community, and of course performance in the office will also increase.

In addition to the work commitments, the implementation of supervision is also very necessary to evaluate whether the teachers have been completely and accordingly in carrying out their duties. Arikunto (2004:86) stated that education aims to improve the performance of school students in their role as learners who learn with high spirits in order to achieve optimal learning achievement, improving the quality of teacher performance, so as to guide teachers and students, improve curriculum effectiveness, improve effectiveness and efficiency of facilities and infrastructure, improve the quality of school management, and improve the quality of the general situation of the school.

Based on the explanation above, the implementation of supervision directly can also improve the performance, work commitment, and professional competence of teachers. The success of teachers in work is influenced by various elements. Among other things is the work commitment and supervision or academic supervision conducted by the supervisor. But in fact, from the initial competency test (UKA) of teachers in 2012 for the region of Sumut belongs to the lower category. From 33 provinces, Sumut was ranked 25th, with an average rating of 37,4 based on the results of an UKA exam. This is far below the national average of the 42,25. UKA in 2012 was held in February 2012 then. The province, which has the highest average value of UKA, is the special region of Jogjakarta with an average rating of 50.1, after Jogjakarta.

The province that entered the 10th major is the province of DKI Jakarta (49.2), Bali (48.9), East Java (47.1), Central Java (45.2), West Java (44.0), Riau Islands (43.8), West Sumatera (42.7), Papua (41.1), and Banten (41.1). As for the national highest value is 97.0 and the lowest value is 1.0. Thus, the national average value of the UKA 2012 is 42.25 with the standard deviation of 12.72. For the best Regency/city occupied Blitar, with a score of 56.41. Not one district/city in West Sumatra that entered the top 10 best. This is precisely the lowest 10, South Nias, with an average score of 30.28. The lowest is Halmahera with a value of 30.68.

Based on the explanation above, you can know that professional competence of teachers is influenced or related to various factors, both internal factor of the teacher itself and external factor that is from outside the teacher. Internal factors such as teacher motivation to excel, desire to progress and develop, teachers' commitment to succeed, and so forth. While the external factor is among them is the academic supervision of supervisors, work commitments and so on related to the improvement of the competency of teachers in the Madrasah.

LITERATURE REVIEW

Competence comes from the English language competency which means proficiency, ability and authority. A person is determined to be competent in a particular field if mastering skills work in one particular field. According to Nana Syaodih (1997:93) Competence is the performer that leads to achieving the objectives completely to the desired condition. Teachers in the teaching and learning process must have their own competence to achieve the expected expectations in implementing the education in general and teaching and learning process in particular. To have these competencies, teachers need to be well-developed because the teacher's function is to foster and develop the skills of learners professionally in the learning process. Competency that must be owned by a teacher is pedagogic competence, personality competence, social competence and professional competence (Sagala, 2009:31).

Professional competence that is the basic ability of teachers according to Cooper (1984:15) divided into four components that have knowledge of learning and human behaviour; Have knowledge and mastered the field of study; Have the right attitude about oneself, school, associates, and areas of study; and have skills in teaching techniques. The competence becomes an absolute condition towards professionalism, because competence is a qualitative representation of the person's behavior. Teachers have a professional position on basic education, secondary education, and early childhood education on formal educational pathways appointed according to professional legislation, and professionals means doing something as a staple job as a profession and not as a free time charger. Profession means to declare publicly and in Latin in the call profession used to show public statements made by someone who intends to occupy a public office. The teachers who are assured of quality are believed to be able to perform their duties and functions properly. Teacher Quality assurance needs to be done from time to time for the implementation of Quality learning services (Sagala, 2009:40).

Based on the explanation above, the teacher's professional competence is the teacher's ability to perform the learning task, that ability includes: (a) mastering materials, b) administering teaching programs, c) manage the class, d) using the media/source, e) master the foundations of education, f) manage the interaction of teaching learning, g) assessing

students' achievement for education and teaching, h) know the functions and programs of guidance and counseling services, l) know and conduct school administration, j) understand the principles and interpret the results of educational research for the purposes.

According to Walgito (2005:53) perception is a process that is preceded by sensing, i.e. the process of receiving stimulus by individuals through its receptions. Individuals then do the organizing and interpretation of the sensory stimulus, so that it can be realized and understood. The same opinion is also expressed by Gibson (2005:57) that perceptions include knowledge. Perception includes the acceptance of stimulus, the organizing of stimulus, and the translation or interpretation of the stimulus that has been organized in a way that can affect behavior and perception. The educational world, supervision always refers to the learning process activities. This learning process is of course related to other activities, such as efforts to improve the teacher's personal, improve the teacher's profession, communicate and associate skills, both with the school citizen and the community, and efforts to help improve prosperity. The activities can not be separated from the final destination of the school, namely to produce graduates/quality of quality education.

Pidarta (2001:5) suggests that supervision is a process of guidance from the superior to teachers and other personal teachers who are directly about learning students, to improve teaching and learning situations, so that students can learn effectively with growing learning achievements. Supervision is an effort to help teachers develop their ability to achieve learning objectives. Thus the essence of the academic supervision is in no way assessing the teacher's work in managing the learning process, but rather helping teachers develop their professional skills.

The definition of academic supervision can be formulated as follows a series of assistance to teachers in the form of professional services provided by supervisors (school supervisors, principals, and other coaches) to improve the quality of teaching and learning outcomes. Because supervision or coaching of the teacher is more emphasis on coaching the professionalism of teachers, which is more geared towards the efforts to improve and improve the professional ability of teachers. Supervision can be interpreted as coaching. While the target of the construction can be for the principal, teachers, administrative officers. But the objective of supervision is also defined by the teacher. Based on the explanation above, the perception of academic supervision is intended to be the teacher's view of academic supervision performed by the principal. The academic supervision aspects of the principal are: (a) providing knowledge and skills, (b) The application of teaching methods development techniques, (c) provide continuous facilities and assessments, (c) assistance and guidance for teachers, (d) stimulate creative endeavors to expand their experiences.

The commitment comes from the word commit which means to do, while commitment means to make promises and responsibilities (Echols, 2003:132). Commitment is a person's decision with himself, when it will do or not to do an activity. Someone who has a commitment then they will not hesitate to determine the attitude and be responsible for the decision taken. A person who has a high commitment to his duties will be able to work hard. It is done not only against himself but also on others. Schatz and Schatz (2000:143) say that commitment is fundamental to everyone in their work, without any commitment, the duties given to him were difficult to perform. A high commitment to the task can lead to a person's motivation to do something in full sincerity. Therefore, the teacher's commitment is the manifestation of teachers' attitudes and behaviours towards school institutions in order to achieve their objectives, vision, mission. The indicator is (a) a strong desire to remain a member of the school; (b) willingness to best strive for school interests; and (c) strong belief and acceptance of the values and objectives of the school.

According to the point of view (Bagia, 2005:75), three types of commitments that are part of personal characteristics such as the work commitment, which is the behavior of someone carrying out the work given to him in the hope of earning rewards; Organizational commitment, which is the nature of an individual's relationship with the organization and has a strong desire to stay with its organization; and career commitment, which is a person's behavior toward his or her profession in life as a whole, is a series of attitudes and behaviors relating to experience and work activity during a person's life and who are continually sustainable. The commitment of an organization or work is as a condition where an employee is favoring a particular organization as well as its purpose and desire to maintain membership in that organization. The involvement of high employment means favoring the particular work of individual individuals, while high organizational commitments mean favoring the organization that recruited the individual.

The improvement of professional competence for teachers is crucial for teachers to be sensitive and responsive to the changes, updates and development of such fast science and technology. Any effort to increase professional competence of teachers will give good results if followed by the commitment and motivation of teachers to improve and develop their own skills (Bafadal & Imron, 2004:51). The aspect of the teacher who determines his professional orientation, which is the commitment of teachers (Teacher's commitment), the aspect must be attached to a teacher, because he will determine the type of teacher in carrying out the process of division (Sholeh, 2006:42). It is expressed by Asrorun Ni'am that that resulted in the low public recognition of the teacher's profession, which is the weakness of the teacher itself, among them the low ability to work professionally.

Teachers are key to improving the quality of education and they are at the central point of every educational reform effort aimed at the change of qualitative changes. Every effort to improve the quality of education such as curriculum changes, learning methods, provision of facilities and infrastructure will be meaningful when involving teachers. The effort to improve the quality of education in the Madrasah, both about curriculum development, improving the professionalism of teachers, fulfillment of infrastructure needs and education empowerment has now been, and will be implemented continuously (Saleh, 2004:88).

If every education provider has always sought to provide this quality assurance continuously, the quality of education in the whole madrasah throughout Indonesia will continue to increase. The increasing quality of education in such madrasahs would have an impact on improving the quality of human resources nationally. In order to become a professional person, teachers must meet the qualifications and competency standards of educators, in addition to 7 other standards as stated in the Law RI number 20 year 2003 on the Sisdiknas and regulations Government (PP) Number 19 year 2005 on National Education Standards (SNP), as well as considering other provisions relating to education personnel.

The teachers must have academic qualifications and competencies as learning agents, healthy physically and spiritually, and have the ability to realize national educational objectives. The teachers must qualify for a minimum level of education that an educator must fulfill as evidenced by the relevant diploma and/or certificate of expertise according to the prevailing laws and regulations. The learning quality improvement efforts will be optimal if the teacher has professional competence and actively participates in the training and development process of education.

METHOD

The study focused on three variables, the perception of academic supervision of watchdog as a free variable (X1), the teacher's working commitment as a free variable (X2) and the professional competence of the teacher as a bound variable (Y). This study was conducted at the Working Group of Negeri al-Ibtidaiyah 1 Langkat. The implementation of the research was planned to take place from December to February 2019. This research is backed by the low initial competency test result (UKA) teachers, especially in North Sumatera which belongs to the low category.

This type of research is a quantitative study with a descriptive method of correlational research, with the aim of describing three things, namely: 1) perceptions of the supervisory academic supervision, 2) work commitments, and 3) Professional competence of teachers. The Data on this study is a population of teachers at the MIN 1 Langkat Madrasah, with a total of 38 teachers. This research sample is all teachers in the state Madrasah Ibtidaiyah District 10 Langkat, numbering 38 people. Given the

relatively small number of populations, the Penelitia will take the entire population to be a sample of research that amounted to 38 teachers. This research is a population research because the whole population is used as a sample of research (total sampling). In this study the data was analyzed by using simple correlation techniques, double correlation regression and partial correlation. In this study the validity of data checks by testing the normality of data, the homogeneity of variances and the testing of linierity and the sense of regression.

RESULTS AND DISCUSSION

Perceptual perception of supervision academic demonstrate positive and significant relationship with professional competence of teachers with large correlation coefficient of 0.567. The effective donation given the perception of the academic supervision of the supervising professional competency of the teacher is 20.23%. The findings are in line with Djam'an Satori's opinion (1996:3) stating that the educational supervision function is to improve the teacher's professional ability in an effort to realize better learners' process through teaching better anyway.

Supervising academic as well as the school principal is also directed to the effort to monitor and always supervise academic activities. Where the core academic activities are played and carried out by the teacher through the learning activities that interact directly with the student who later that student will be out put a student product from the work of the teacher. Thus the success of output students' products are largely and predominant determined by the competence of teachers in academic fields.

The magnitude of the impact of the implementation of the academic supervision conducted by the supervisors and the headmaster towards the improvement of professional competence of teachers requires the supervisor and the principal in implementing this activity not only finding fault of the teacher. The role of school supervisor/Madrasah as Sahertian (2000:20) is to help teachers and education leaders to understand the issue and make wise decisions that affect student education. Therefore, the objective of academic supervision among others is to assist teachers in planning learning activities and or guidance. Conducting learning/mentoring activities. Assess the process and results of learning/guidance. Utilize assessment results for improved learning/guidance services. Provide precise and regular feedback on learners and serve learners who have difficulty learning(Dharma, 2008:4).

The second finding is a working commitment showing positive and significant relationship with professional competence of teachers with large correlation coefficient of 0.617. Effective donations given by the work commitment to the professional competence of teachers are 27.80%. A working commitment or professional commitment is the relationship between an employee and an organisation that is demonstrated by the

desire to retain membership of the organization, accept the value and objectives of the organization and be willing to strive for achievement of the objectives and sustainability (Panggabean, 2004:27). The profession organization a member of a profession organization is required to have a professional commitment. According to (Restuningdiah, 2009:21) defines commitment as scope, identification, engagement and loyalty expressed by a person to its organization.

The third findings gained in this study were positive and significant relationships between perceptions of the academic supervision of supervisors and work commitments jointly with professional competence of teachers amounting to correlation coefficient of 0.694 and Effective contributions together by 48.03%. This means that there are still factors that support the improvement of professional competency of teachers. In addition to these two free variables are not examined in this study. The findings of this research in line with Satori (2006:3) by formulating the supervision of the education function is to improve the teacher's professional ability in an effort to realize the learning process of learners better through teaching Better anyway. The findings of this research are also in line with the research results conducted by Naro (2017:56).

The results of this research proved that the need for academic supervision conducted by the headmaster in supporting the professional competence of teachers in schools. In the implementation of academic supervision in the school, the principal needs to have the ability to solve every problem faced by teachers in the implementation of school learning. In the implementation of learning in school teachers need to get good guidance and supervision so that teachers can really afford to perform their duties for the successful implementation of the learning. Therefore, the headmaster needs to perform an optimal academic supervision to help teachers to improve their professional skills in school. This is also asserted by Satori (2006:3) by formulating the function of the education supervision is to improve teacher's professional ability in an effort to realize the learning process of learners better through better teaching ways.

Supervision is a coaching effort so that all factors affecting employees do not interfere with their performance, but rather, it is the potential to work professionally. Supervision in the educational world is tailored to its objectives and targets. One of them is the academic supervision of education supervision that seeks to improve the quality of the process and learning outcomes through the improvement of teacher's professional skills. The academic supervision performed by the principal writer of the School of view is important because it is a series of quality assurance activities in education. The assessment of the school principal's academic supervision activities is performed by the school supervisor.

The teacher's professional competency improvement is also determined by the teacher's working commitment or professional commitment. The commitment is one of the behaviors of a person who

plays an important role for the advancing pullback of an organization that represents him in carrying out his profession, in this case it is the commitment of a teacher. The commitment of a teacher is very determined by loyalty, sticking to the promises, strong self-bonding to the efforts made in order to improve the quality of an organization in this case is the school. The commitment of a teacher in school can be seen from his daily life in carrying out his duties. Not only as a regular school citizen but is responsible for school progress. Teachers always put the interests of the school on the personal interests, unconditionally faithful to the school and with pleasure in the work or activities undertaken in the schools and participate actively in the school objectives at the school. Accept all the best decisions of the school to achieve the vision, the mission of the principal.

Based on the findings in this research proves that the views and opinions, the attitude that the teacher raised to the academic supervision of the school principal has a significant relationship to the professional competence of teachers in the school. In other words the better and positive perceptions or views and attitudes of teachers towards the academic supervision of the headmaster will help to increase the competency of professional teachers in the school. The competent teachers are teachers who can perform their duties by implementing the four competencies. In accordance with the opinion of Murban (2015:48) revealed that the competency of teachers is interpreted with the mastery of a task (teaching and educating), skills, attitudes and appreciation needed to support the success of the education process.

Furthermore, a professional teacher in high level of abstract and high level commitment commitment is broader than concern because the commitment includes time and effort. The level of teacher commitment lies in one continuum, moving from the lowest to the most high. Teachers who have a low commitment usually give less attention to students, as well as the time and energy spent to improve the quality of education. Conversely, a teacher who has a high commitment is usually very high in attention to the students, as well as the time provided for improving the quality of education is more. While the level of abstraction intended here is the ability of teachers to manage learning, clarify learning issues, and determine alternatives to its resolution.

CONCLUSION

Based on the hypothesis test results that have been outlined earlier, it can be concluded that there is a significant and meaningful relationship between perceptions of supervisory supervision of academic with professional competence of teachers. Thus, it can be concluded that the perception of the academic supervision of supervisors has a high relationship with professional competence of teachers. Meaning the better the perception about academic supervision of supervisors then the better professional competence teachers. There

is a significant and meaningful relationship between working commitments and professional competency of teachers. Thus, it can be concluded that the work commitment has a high relationship with professional competence of teachers. It means better work commitment and better professional competency of teachers.

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