

THE EFFECTS OF SUPERVISION, SOCIAL COMPETENCE, AND PROFESSIONAL COMPETENCE TOWARD THE TEACHERS PERFORMANCE OF STATE OF JUNIOR HIGH SCHOOL

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Abstract

The objective of this research was to know influence of supervision, social interest and professional interest to performance of public junior high school teacher in Tanjung Redeb district, Berau regency. The method of this research was correlation method. The responden in this research was all of the public junior high school teacher in Tanjung Redeb district, Berau regency. Data were collecting by using questionnaire, with four instruments such as supervision, social interest, professional interest and performance. Instruments were calibrated by using validity test and of reliability. Item validity was calculated by using correlation coefficient of product moment correlation, while the coefficient of instrument reliability was calculated by using alpha cronbach formula. The result of this research are there are positive relation supervise to teacher performance, there are positive relation social interest with teacher performance, and there are positive Influence interest of professional learn with teacher performance. Fourth of raised hypothesis were accepted, hence teacher performance can be improved through supervision, social interest and professional interest of teacher.

Keywords: *Performance Teacher, Supervision, Social Interest and Professional Interest of Teacher.*

Education has a close relationship with the survival of a nation. The life of death and the advancement of society, the nation and the State depends on progress in the field of education. The success of a nation in building education is determined by the quality of teachers. Quality of education can be achieved if teachers live adequately, have sufficient income, humane, and dignity so that they are able to give adequate attention in fulfilling their duties in the learning process. This shows that teachers have a very important and strategic role in efforts to achieve the quality of education. In the process of education, teachers do not only run the transfer of knowledge, but also serve to instill values and to build the character (character of) learners continuously. Furthermore Usman (2001) explains that teachers as teachers or educators is one determinant of the success of every educational effort. Judging from the characteristics of personnel, performance includes; ability, skill, personality and motivation to perform the task well (Mulyasa, 2003). Performance can be defined as how well the work is done in accordance with established standards (Sedarmayanti, 2001; Pynes, 2009; Jex, 2002; Prasetya, 2002; Irham, 2013; Armstrong, 1994; Syamsir, 2013). Factors affecting teacher performance include: (1) mental attitude (work motivation, work discipline, work ethic), (2) education, (3) skills, (4) leadership management, (5) income level, (6) salary and health, (7) social security, (8) working climate, (9) infrastructure, (10) technology, and (11) achievement opportunities (Syamsir, 2013).

Previously it has been explained that several factors affect the quality of education in schools. One is the quality and performance of teachers. Educational background and teaching experience of teachers can not be denied to be the underlying factor of its competence because it directly borrows on the mastery of the material and teaching methods. That is why, ideally a teacher teaches subjects according to his expertise. Teachers who have the motivation to learn continuously and develop their knowledge is a separate bonus for the school and its students. Thus there can be motivation to teach (work) and increase job satisfaction and performance of teachers. In addition to the need for competence for teachers, other factors that contribute to determining teacher performance are job satisfaction and supervision. Supervision is the act of providing assistance to teachers in addressing the learning problems facing schools (Wiles and Lovell, 1975; Acheson and Gail, 1980; McKerney, 1951; Pristin and Zimmere, 1978; Nemey, 1960; Bafadal, 1992; Mulyasa, 2005).

The success of the learning process of students is largely determined by the teacher's social competence. This is because the teacher as a learning leader, as a facilitator, and also as a center of learning initiatives. A teacher should seek to develop her social intelligence. This is because the teacher's social intelligence will help smooth the course of learning and can eliminate students' saturation in learning.

A teacher needs to have a professional standard by mastering the materials and learning strategies. In addition, teachers should also be able to encourage their students to study seriously. A teacher's professional competence includes personality, science, and skill even though the greater emphasis lies in the skill element according to the role performed (Usman, 2001; Uno, 2008; Syah, 1995).

Thus this research is conducted to determine the influence of supervision, social skills and professional skills that teachers have on the performance of teachers in implementing learning.

METHOD

The method used in this research is survey method with correlation technique by involving all teachers of public junior high school in Tanjung Redeb Subdistrict. The data used in this study are primary data obtained through the use of teacher performance questionnaires (Y), supervision services (X1), social skills (X2), and professional skills (X3). The research data processing that has been collected is done in three stages: (1) Descriptive analysis, (2) Testing requirement analysis including normality test, homogeneity test, linearity test, and (3) Testing research hypothesis by using inferential statistic in the form of regression analysis and correlation.

RESULT

In order to obtain more accurate results, then prior to testing the research hypothesis must first be tested requirements that include test normality, homogeneity test, and test linearity. The entire test requirements are met statistically. Because the whole test requirements analysis is met, then can be tested hypothesis. From the results of the analysis, obtained the results of hypothesis testing as presented in Table 1.

Tabel 1. Recapitulation of Research Hypotheses Testing Results

Research Hypotheses	Correlation Coefficient	F-count	F-table	Decision
X ₁ toward Y	0,908	272,639	7,08	Hypotheses was tested

Research Hypotheses	Correlation Coefficient	F-count	F-table	Decision
X ₂ toward Y	0,664	45,664	4,00	Hypotheses was tested
X ₃ toward Y	0,926	43,564	4,00	Hypotheses was tested
X ₁ , X ₂ , and X ₃ toward Y	0,856	171,593	1,02	Hypotheses was tested

DISCUSSION

In the first hypothesis testing, concluded that there is a positive and significant effect of teacher supervision on the performance of teachers of public junior high school in Tanjung Redeb sub-district, which is shown by r_{y1} value of 0.908 and $F\text{-count} = 272,639 > F\text{-table} = 7,08$ for $\alpha = 0.05$. The pattern of influence between the two variables is expressed by linear regression equation $\hat{Y} = 3,044 + 0,965X_1$. The equation provides information that each change of one unit of teacher's supervision score will be followed by a change in teacher performance score of 0,965 at constant 3,044 or in other words, the higher the supervision of teachers the higher the performance of teachers. Otherwise the lower the supervision of teachers, the lower the performance of the teacher.

Coefficient of determination r^2_{y1} equal to 0,825 gives information that 82,50% variation of teacher supervision score can be explained by teacher performance variable, through regression equation $\hat{Y} = 3,044 + 0,965X_1$. Partial correlation coefficient between teacher supervision and teacher performance if teacher education is controlled by $R^2_{y1.2} = 0,908$, through test of significance of partial correlation coefficient is done with t test statistic, obtained $t\text{-count} = 6,512$, bigger than $t\text{-tab}$ at significance level $0,01 = 2,660$. The test results conclude that the partial correlation coefficient of teacher supervision (X_1) and teacher performance (Y) if teacher supervision (X_1) is controlled, mean and can not be ignored. or in other words the contribution of teacher supervision variables are partially significant to teacher performance. So the null hypothesis proposed in this study is rejected and alternative hypothesis accepted. in other words there is a positive and significant influence between teacher supervision and teacher performance.

The results of this study are in line with the opinion that competence is a set of knowledge, skills, and behaviors that must be owned, experienced, and mastered by teachers or lecturers in performing professional duties. This is in accordance with the opinion of Munandar who said that, competence is the power to perform an action as a result of the nature and practice. The same thing was conveyed by Syah (2001) that a teacher who has professional competence needs to master several things, among others: (a) discipline of science as source of instructional material, (b) teaching material taught, (c) knowledge of student characteristics, (d) knowledge of philosophy and educational objectives, (e) knowledge and mastery of teaching methods and models, (f) mastery of the principles of learning technology, and (g) knowledge of judgment, and able to plan, lead.

In testing the second hypothesis, concluded that there is a positive and significant influence between teacher social competence and performance of public junior high school teachers in Tanjung Redeb sub-district, which is shown by r_{y2} value of 0,664 and $F\text{-count} = 45,664 > F\text{-tab} = 4,00$ for $\alpha = 0,05$. The influence pattern between the two variables is expressed by linear regression equation $\hat{Y} = 25,170 + 0,638X_2$. The equation provides information that each change of one unit of teacher social competence unit will be followed by changes in teacher performance score of 0,638 at constant 25,170. In other words, the more often follow the social competence of teachers will be the

higher the performance of teachers. Conversely, the lower the social competence, the lower the performance of the teacher.

Coefficient of determination r^2_{y2} 0,440 gives information that 44,00% variation of teacher professionalism score can be explained by teacher social competence variable, through regression equation $\hat{Y} = 25,170 + 0,638X_2$. Partial correlation coefficient between teacher's social competence with teacher performance if the teacher's social competence variable is controlled is obtained $R^2_{y2.1} = 0,664$. Through test of significance of partial correlation coefficient is done with t test statistic, obtained t-count = 6,757, higher than t-tab at significance level $0,01 = 2,660$. The test results conclude that the partial correlation coefficient between teacher social competence (X_2) and teacher performance (Y), if teacher's social competence is controlled, mean and can not be ignored. or in other words the contribution of teacher's social competence variable partially very meaningful to teacher performance.

This is in the opinion of Usman (2001) who states that professional teachers are people who have the ability and special skills in the field of teacher so that he is able to perform duties and functions as a teacher with maximum ability, or in other words professional teachers are people who are educated and trained with good, and have rich experience in their field. So the null hypothesis proposed in this study is rejected and alternative hypothesis accepted. In other words there is a positive and significant Influence between the teacher's Social Competence and teacher performance.

In testing the third hypothesis, concluded that there is a positive and significant Influence between the Professional Teacher Competency with the performance of teachers of high school in Tanjung Redeb Sub-district, which is shown by the value of r_{y2} of 0.926 and F-count = 43.564 > F-table = 4,00 for $\alpha = 0,05$. The influence pattern between the two variables is expressed by linear regression equation $\hat{Y} = 27,850 + 0,833X_3$. The equation provides information that each change of one unit of professional teacher competency unit will be followed by changes in teacher performance score of 0,926 at constant of 27,850. In other words, the more teachers often teach the higher the performance of teachers. on the contrary the lower the professional teacher, the lower the performance of the teacher.

Coefficient of determination r^2_{y2} equal to 0,858 give information that 85,80% variation of teacher professionalism score can be explained by teacher performance variable, through regression equation $\hat{Y} = 27,850 + 0,833X_3$. Partial correlation coefficient between teacher professional with teacher performance if professional variable controlled teacher obtained price $R^2_{y2.1} = 0,926$. Through test of significance of partial correlation coefficient is done with t test statistic, obtained t-count = 6,757, bigger than t-table at significance level $\alpha = 0,01 = 2,660$. The test results conclude that the partial correlation coefficient between teacher professional Competence (X_3) and teacher performance (Y) if the teacher professional (X_3) is controlled, means and can not be ignored. In other words the contribution of professional variables teachers partially very meaningful to the performance of teachers.

The same thing was conveyed by Usman (2001) that the professional in this case is the lapse of time to become a teacher. The length of duty as a teacher will provide a different experience between one teacher and another. The longer he served as a teacher, the more his experience, so that a teacher who has a long tenure will not be the same as the new teacher. So the null hypothesis proposed in this study is rejected and alternative hypothesis accepted. in other words there is a positive and significant influence between teacher professional competence on teacher performance.

In testing the fourth hypothesis concluded that there is a positive and significant influence simultaneously between supervision, social competence and professional competence of teachers with teacher performance, shown by R_{y12} of 0.856. And F-count of 171,593 is higher than F-table = 1,02 at

significance level $\alpha = 0,05$. The effect pattern of the three variables is expressed by multiple regression equations $\hat{Y} = -2,785 + 0,833X_1 + 0,212X_2 + 0,235X_3$. This equation provides information that the teacher's performance score will change by 0,833 if there is a change of one unit of supervision score score, social competence and professional sketch of the teacher or equal to 0,212 if there is a change of one unit of supervision score score, social competence and professional competence of teacher. In other words that the better the supervision of social competence and professional competence of teachers the higher the performance of teachers. On the contrary, the worse the supervision, the social competence and the professional competence of the teacher, the lower the teacher's performance.

The coefficient of determination R^2_{y12} of 0,858 gives information that 85,80% variance score that occurs in the performance of teachers determined jointly by supervision, social competence and professional competence of teachers through the pattern of influence expressed in multiple regression equation $\hat{Y} = -2.697 + 0.833X_1 + 0.212X_2 + 0.235X_3$.

When seen Influence of one independent variable with dependent variable in condition of other independent variable is controlled, hence result of partial correlation test between supervision, social competence and professional competence of teacher with teacher performance if supervision controlled get partial correlation coefficient $r_{y1.2}$ equal to 0,908. While the partial correlation test between the teacher's social competence and teacher performance when supervision, social competence and professional competence of teachers obtained partial coefficient $r_{y2.1}$ of 0,664. When viewed from the magnitude of the partial correlation coefficient above, the comparison of strength of influence between supervision, social competence and professional competence of teachers on teacher performance, then supervision, social competence and professional competence of teachers have a higher influence power when compared with the influence of supervision influence, social competence and teacher professional competence on teacher performance.

Based on the results of the above analysis and the theory of experts who the authors pointed out, the authors can draw a conclusion that the results of the above analysis is strong evidence that teacher performance can be improved by supervision, social competence and professional competence of teachers. evident from the analysis of this research that supervision, social competence and professional competence of teachers is an important factor to improve teacher performance. This is consistent with Tilaar's (1999) opinion which states that professionals are experts in his field specifically for the job. Professionals can be born from basic, secondary and higher education.

CONCLUSION

Based on the results of testing the hypothesis that has been done then can be drawn some conclusions in between is 1) there is a direct positive influence of supervision on teacher performance. It means that good supervision will lead to improved teacher performance; 2) there is a direct positive influence of the teacher's social competence with teacher performance means that good social competence will lead to improved teacher performance; 3) there is a positive direct influence of professional competence on teacher performance means that good professional competence will cause the improvement of teacher performance; 4) there is a direct positive influence of supervision, social competence and professional competence with the performance of teachers means supervision of teachers of social competence, good professional competence will cause increased performance of teachers. Because of these results, it can be said that the performance of public junior high school teachers in Tanjung Redeb sub-district can be improved through improved teacher supervision, enhanced teacher social competence and professional competence of teachers in improved teaching.

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