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TEACHER AUTONOMY AND SUPERVISION OF TEACHER PERFORMANCE IN JUNIOR HIGH SCHOOLS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui adanya keterkaitan pengaruh antara otonomi dan supervisi pada kinerja guru di sekolah SMP kecamatan Ngaliyan. jenis penelitian ini merupakan penelitian deskripsi kuantitatif dengan teknik survey menggunakan angket sebagai metode pengumpulan data. Angket berisi pernyataan seputar indikator variabel penelitian dibagikan kepada 110 responden guru di SMP kecamatan Ngaliyan. Hasil yang diperoleh menunjukkan terdapat pengaruh signifikan otonomi kerja guru terhadap kinerja guru. Supervisi di SMP Ngaliyan juga memiliki pengaruh signifikan terhadap kinerja guru. Otonomi dan supervisi mempengaruhi kinerja guru di SMP kecamatan Ngaliyan.

Kata-kata kunci: Kinerja Guru, Otonomi, Supervisi.

ABSTRACT

This research aims to determine the influence of autonomy and supervision on teacher performance in junior high schools in Ngaliyan sub-district. This type of research is quantitative descriptive research with survey techniques using questionnaires as a data collection method. A questionnaire containing statements regarding research variable indicators, was distributed to 110 teacher respondents in Ngaliyan sub-district junior high schools. The results obtained show that there is a significant influence of teacher work autonomy on teacher performance. Supervision at Ngaliyan Middle School also has a significant effect on teacher performance. Autonomy and supervision influence teacher performance in junior high schools in Ngaliyan subdistrict.

Keywords: Teacher Performance, Autonomy, Supervision.

INTRODUCTION

Teacher performance is an important topic to discuss because improving the quality of education will be influenced by how teachers perform and their professionalism (Dina et al., 2022). Teacher performance is stated as a teacher's effort and ability to carry out learning as well as possible, both in planning, implementing, and evaluating the results of learning that has been implemented (Tabroni et al., 2022). So, teacher performance plays a crucial role in the educational process and influences the result of education.

Based on direct observations of junior high schools in the Ngaliyan sub-district, several teachers still have difficulty making lesson plans and realizing them in teaching. The lack of learning media means that the methods used are still as monotonous as before. Teachers are free to decide how to prepare learning in class, but it must be by the curriculum and applicable school rules. According to Arifian (2019), teachers have full autonomy in designing and implementing classroom learning, but the teacher's work autonomy is not absolute from supervision, whether by the supervisor, principal or fellow teachers. Even though teachers can utilize environmental media to be more representative of lessons, in practice, it is still difficult to do so because not all lessons can be presented easily. These obstacles will influence how teachers perform in teaching and are generally found in the field.

Many internal and external factors have the potential to influence high and low performance, which in this case is teacher performance. According to Supendi (2022), internal factors of performance come from oneself, which include knowledge, attitude, commitment, and many more. Meanwhile, external performance factors come from surrounding situations and conditions that indirectly influence such as policies, leadership, culture, work environment, and others.

Autonomy has been suggested as an external factor in the work environment that can influence teacher performance. The autonomy in question describes the condition of a person's freedom to express opinions and decisions to make policies for the work that person will do (Fadhilah et al., 2022). Deciding what method will be used, what series of teaching will be carried out, as well as preparing appropriate teaching media for students according to the teacher's wishes is part of teacher autonomy. Teachers' capacity to make decisions regarding their working conditions according to the rules and available resources is part of teacher autonomy (Lennert da Silva & Mølstad, 2020). Work autonomy represents how a job gives individuals freedom, independence wisdom, and responsibility in carrying out their work (Po-Chien Chang, Honglei Rui, 2021).

Supervision is also one of the things that can influence teacher performance. Supervision is a form of guidance and control to ensure the quality of teachers. Educational supervision ensures that the learning process has been carried out well and meets standards (Utami et al., 2021). However, in practice, there are still supervision activities that have not carried out properly. Koestiyati (2020) obtained research results that supervision in Ngaliyan District had not been carried out well, there were school principals who had not carried out supervision activities according to teachers' needs in improving their competence, and there were also some teachers who considered supervision activities to be a burden and a waste of time. Even though supervision has the role of coaching and supervising the teaching and learning process, correcting deficiencies to increase learning effectiveness (Cecep et al., 2021). Effective learning is the ideal result of teacher performance.

Based on the case above, it is clear that the right to work autonomy is urgent for teacher professionalism, the importance of supervision, and the relationship between the two on teacher performance. Therefore, this research will focus on work autonomy and supervision in junior high schools in the Ngaliyan sub-district and how they affect teacher performance.

RESEARCH METHODS

This research uses quantitative descriptive methods. Data was collected using survey techniques by distributing questionnaires for teacher autonomy variables (X1), supervision (X2) and teacher performance variables (Y) to respondents. Respondents were teachers from junior high schools in Ngaliyan District, with a sample of 110 teachers out of 152 total teachers. The data obtained was then processed using SPSS 26 to be analyzed descriptively to see general conditions, and multiple linear regression analysis was carried out to see the influence of each variable.

RESULTS AND DISCUSSION

Based on data analysis from 110 teachers in the Ngaliyan sub-district junior high schools, the general description of teacher autonomy variables can be seen in the table below.

Table 1. Teacher's Autonomy in the Ngaliyan Sub-district Middle School

No	Interval	Frequency	Percent	Category	Mean	Std. Deviation
1.	7-13	-	-	Very Low	29,78	3,084
2.	14-20	-	-	Low		
3	21-27	20	18,2%	Enough		
4.	28-34	78	70,9%	High		
5.	35-41	12	10,9%	Veri High		

Based on Table 1, the standard deviation value of teacher autonomy is smaller than the mean value. This data shows that the data is good, the data distribution is close to the average, and there is no gap between the highest and the lowest value. The average situation of teacher autonomy in Ngaliyan District Middle Schools is in the high category, and none are in the low category. So, work autonomy in Ngaliyan sub-district junior high schools can be concluded to be in good condition. The teacher has the freedom to decide about how they teach and what methods they use. By given high levels of autonomy, the willingness to contribute will also increase, and self-evaluation of one's performance will be more due to the responsibilities given along with this autonomy (Tentama et al., 2020).

The description of supervision data at Ngaliyan sub-district junior high schools can be seen in the table below.

Table 2. Academic Supervision in the Ngaliyan Sub-district Middle School

No	Interval	Frequency	Percent	Category	Mean	Std. Deviation
1.	18-32	-	-	Very Low	73,15	7,963
2.	33-47	-	-	Low		
3	48-62	6	5,5%	Enough		
4.	63-77	77	70 %	High		
5.	78-92	27	24,5%	Veri High		

The data in Table 2 shows that the data distribution is smaller than the mean value. This means that the data distribution is close to the average, indicating that the data is normal. 70% of academic supervision in Ngaliyan sub-district junior high schools is in the high category, and the lowest category is enough. This shows that the teachers feel that the supervision carried out is good and can help teachers improve their competence. Guidance is really needed by teachers to improve their competence, especially in pedagogical competence so that the teaching and learning process in schools runs well (Fitriyani et al., 2021).

The description of teachers performance at Ngaliyan sub-district junior high schools can be seen in the table below.

Table 3. Teacher Performance in the Ngaliyan Sub-district Middle School

No	Interval	Frequency	Percent	Category	Mean	Std. Deviation
1.	14-25	-	-	Very Low	56,82	5,203
2.	26-37	-	-	Low		
3	38-49	2	1,8%	Enough		
4.	50-61	92	83,6%	High		
5.	62-73	16	14,5%	Veri High		

The table above shows that the data has a distribution that is close to normal because the standard deviation value is smaller than the mean value. Furthermore, teachers at Ngaliyan sub-district junior high schools showed good performance because an average of 80% were in the high category and none were in a low category.

Based on the regression analysis that has been done, the results of the contribution of research variables in this model are shown in the following table.

Table 4. Coefficient of Determination Autonomy and Supervision on Teacher Performance in the Ngaliyan Sub-district Middle School

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,626 ^a	0,392	0,380	4,095

The table above shows Adjusted R Square value is 0.380. This value means that the contribution of the autonomy and supervision variables to the teacher performance simultaneously is 0.380 or 38%. Meanwhile, the remain 62% affected by other factors.

The simulant effect of the autonomy and supervision on teacher performance can be seen based on the F test result on the following table.

Table 5. Simultan Effects of Autonomy and Supervision on Teacher Performance in the Ngaliyan Sub-district Middle School (F-test)

Model		Sum of Squares	df	Mean of Square	F	Sig
1.	Regression	1155,705	2	577,852	34,452	0,000b
	Residual	1794,659	107	16,773		
	Total	2950,364	109			

The F test results in the table above show the sig value is 0,000. The regression model is feasible if the significance value is less than < 0.05 . So, based on the value obtained sig 0.000 < 0.05 , can be concluded that the model is feasible or the autonomy and supervision variables simulantly influence teacher performance in Ngaliyan sub-district junior high schools.

Meanwhile, to see the influence of each independent variable on teacher performance, you can see the following t test results.

Table 6. Partial Effects of Autonomy and Supervision on Teacher Performance in the Ngaliyan Sub-district Middle School (F-test)

Model		Unstandard B	Coef. Std. Error	Standard Coef. Beta	t	Sig
1.	(Constant)	18,057	4,689		3,851	0,000
	Autonomy	0,726	0,131	0,430	5,519	0,000
	Supervision	0,234	0,051	0,359	4,606	0,000

The table above shows the significance values of both independent variables for teacher performance are the same, namely 0.000. The t-test decision-making criteria is if the sig value obtained < 0.05, then the effect is significant and vice versa. So, it can be seen that the two independent variables in this regression model have a significant influence on teacher performance partially. Then the regression equation is:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2$$

$$Y = 18,057 + 0,726X_1 + 0,234X_2$$

The equation above can be interpreted into the following three substances. (1) The constant value obtained is 18.057, so it can be interpreted that if the independent variable is constant (autonomy and supervision), then teacher performance variable is 18.057. (1) The regression coefficient X1 for autonomy is positive (+) 0.726, which means that if the variable X1 for autonomy increases every 1 unit (assuming the supervision variable is constant), then teacher performance will also increase by 0.726. (3) The regression coefficient X2 supervision is positive (+) 0.234, meaning that if the variable X2 supervision increases every 1 unit (assuming constant work autonomy), then teacher performance will also increase by 0.234.

Autonomy affects teacher performance because a teacher must have the freedom and flexibility to decide on learning activities and evaluate students from various perspectives using a teacher's professional judgment. So teachers with high autonomy will be more willing to fulfill the roles required by their profession (Erturk, 2023). In theory, autonomy in the teaching profession encourages teachers to be responsible for the results of their work and triggers them to work more efficiently (Fadhilah et al., 2022). If teachers carry out their professional role as teachers well and responsibly, then the resulting good performance will also follow.

The effectiveness of teacher performance can be seen from how the supervision performed (Hasanah & Kristiawan, 2019). Good supervision is not limited to just supervising teachers. Academic supervision is the activity of providing assistance to guidance regarding the learning process when experiencing difficulties or evaluating deficiencies in the teaching and learning process (Azizah & Roesminingsih, 2021). If the supervision carried out is in accordance with the teacher's needs in improving teacher competence, can develop and correct teacher deficiencies, then teacher performance will become more effective because teacher professionalism will increase. Forms of effort to improve the quality of supervision can be in the form of guidance to teachers in preparing lesson plans, creating learning media tools, and facilitating teacher creativity in the teaching and learning process (Karimulah & Ummah, 2022).

CLOSING

Based on the results, it can be concluded that autonomy influence the teacher performance in junior high schools in Ngaliyan sub-district significantly. It can be seen from the freedom of teachers to develop their creativity in compiling learning tools. Academic supervision has a significant effects on teacher performance in junior high schools in the Ngaliyan sub-district. Difficulties in adapting the curriculum and creating learning media can be overcome by providing appropriate supervision assistance.

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