

# The Effect of School Head Academic Supervision on Pedagogic Capability of Basic School Teachers in Manggala District Kota Makassar

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**Abstract**— This study examines the effect of school principals' academic supervision on the pedagogical abilities of elementary school teachers in the Manggala District of Makassar City. The objectives of this study are: 1) To find out the description of the school principal's academic supervision in Manggala District, Makassar City; 2) To find out an overview of the pedagogical abilities of elementary school teachers in Manggala District, Makassar City; 3. To find out whether there is a positive and significant effect of school principals' academic supervision on the pedagogical abilities of teachers in Manggala District, Makassar City. The approach used in this study is a quantitative approach with the type of associative research. The population of this study were all public elementary school teachers in the Manggala District of Makassar City as many as 309 people spread over 30 schools. While the study sample was 50% of the total population (155 people) taken using the proportional random sampling technique. Data collection techniques used were questionnaire, observation, and documentation techniques. Data obtained through questionnaire instruments, analyzed using descriptive statistics and inferential statistics. The results of the study show that: 1) The implementation of the academic supervision of the primary school principal in the Manggala District of Makassar City is in the moderate category. 2) The pedagogic ability of teachers in Manggala Sub-district, Makassar City, is in the medium category; 3) There is a positive and significant influence between the school supervisor's academic supervision on the pedagogical abilities of teachers in Manggala District, Makassar City.

**Keywords**— *Academic Supervision, Pedagogic Ability.*

## I. INTRODUCTION

Law No. 14 of 2005 concerning Teachers and Lecturers elaborates on becoming professional teachers and having competencies that are in accordance with competencies, pedagogical competencies, professional competencies, and social competencies. Competency skills, as stated above, show that teachers have a very large role as educators with the task of supporting and supporting (supporting) tasks, supervision and guidance (supervision) and tasks related to disciplining children to be obedient to school rules and norms of life in family and society [1].

The teacher is expected to become a central figure in shaping the child's personality [2], [3]. Today many children lose a central figure. Many children prefer to make viewing a model. This could happen because parents who should be able to become a model that is rarely found because they are busy, so children look for other figures. Therefore, the teacher as an agent of change not only transfers knowledge, but also has the obligation to transfer values.

One effort can be made to improve teacher professionalism through supervision. Supervision is the key to developing teacher professionalism [4]. Supervision is the single most important and effective factor in developing professionalism and more important than other methods [5]. Supervision helps schools and tries to find problems and solve them [6]. Or it can be approved by supervision as a joint effort to study the factors that influence student growth and development [7].

One of the supervision activities that can be carried out by the principal to improve the learning process is academic supervision that involves the teacher to help develop his ability to manage the learning process in accordance with the learning objectives [8]–[10].

Further answering academic supervision is "... the process of realizing improvement in teaching by working with people who help students. This is a process of stimulating growth and a means of helping teachers to help themselves ..." [11] is the development of better teaching and learning situations (Supervision is help for learning so that it can be used to improve his personal ability to achieve predetermined learning goals) [12].

Not good supervision that rejects negativity will give negatives given to the organization or can be given a negative effect from negative supervision with interrelated considerations between the leadership and members as moderators is assistance that helps teachers develop their ability to achieve the desired goals. Thus, it is important that academic supervision does not support the teacher at all in supporting the teaching-learning process, it needs the help of teachers to develop abilities including pedagogical abilities [13]–[16].

Academic supervision cannot be separated from teacher learning in managing learning [17]. Reflection of teacher performance that is realistic in academic supervision that looks at the actual conditions of teacher performance. Supervision that helps the teacher in developing his ability to manage the learning process so that the achievement of learning objectives is called academic supervision into academic supervision is an activity that helps teachers develop their pedagogical abilities to achieve learning goals [11][8].

Supervision carried out by the supervisor is an aid to improve teaching and learning to be better. Learning the teaching and learning process is an important pedagogical ability in the learning process which is expected to better student learning outcomes [18]–[20].

## II. METHOD

The approach used in this study is a quantitative approach with the type of associative research. Population is the whole subject in the study. The pollulations in this study were all public elementary school teachers in the Manggala District of Makassar City, as many as 309 people spread across 30 elementary schools. The number of samples taken in this study is 50% of the population, which is 155 people. The sampling technique used is Proportional Random Sampling. Data collection techniques used in this study are questionnaires, observation and documentation.

The data analysis technique used is descriptive analysis techniques in the form of percentages and inferential statistics.

## III. RESULTS AND DISCUSSION

### A. Results

- An overview of the implementation of academic supervision which shows the highest percentage in the medium category as much as 89.7 percent. The results of the calculation of descriptive statistics based on the frequency of the results of the school principals' academic supervision questionnaire obtained an average value of 118.14 figures in the medium category showed a tendency towards the implementation of academic supervision that has not been maximized.
- Teacher's pedagogical ability, the highest percentage in the medium category is 95.5 percent. The results of the calculation of descriptive statistics based on the frequency of respondents' choice of the answer category obtained an average value (mean) of 121.52, the numbers were in the medium category indicating the tendency of the pedagogical abilities of teachers to be categorized as being moderate.
- The results of the regression analysis indicate that the direction of the relationship between the independent variable and the dependent variable of each independent variable is positively or negatively related and to predict the value of the dependent variable if the value of the independent variable decreases or increases. The regression equation is as follows:  $Y = a + bX$  and  $Y = 64,799 + 0,256 + 0,177$ . A constant of 64,799 means that if academic supervision is 0, then the teacher's pedagogical ability is 64,799. Koefisien has a positive value, meaning that there is a positive relationship between academy supervision and teacher's pedagogical abilities.
- Based on the results of determinant analysis, the number  $R^2$  (R Square) is 0.172 or (17.2%). This shows that the percentage of the influence of the independent variable of academic supervision on the variable pedagogical abilities of teachers is 17.2 percent. While the remaining 82.8 percent is influenced or explained by other variables not included in this research model.
- The results of the F test analysis obtained F count of 18.755 using a 95% confidence level,  $\alpha = 5\%$ ,  $df_1$  (number of variables-1) = 1, and  $df_2$  (nk-1) or  $155-2-1 = 152$  The results obtained for Table F are 3.90. F count > F table (18.755 > 3.93) or sig 0,000 < 0.05. From the results of the F test analysis above about academic supervision of the pedagogical abilities of the teacher it can be stated that there is a significant influence between

the principal's academic supervision of the teacher's pedagogical abilities. This shows that the higher the implementation of academic supervision the teacher's pedagogical abilities will increase.

- The results of the T test analysis to test the variable regression coefficient of academic supervision of the pedagogical abilities of the teacher obtained t count of 4.322. The t distribution table is sought at  $\alpha = 5\%$ :  $2 = 2.5\%$  (2-sided test) with degrees of freedom (df)  $nk-1$  or  $155-2-1 = 152$ . With 2-sided testing (significance = 0.025) results obtained t table is 2.23. because the value of t count  $4.322 > t$  table 2.23 then  $H_0$  is rejected. From the results of the t-test above, it can be stated that partially there is a significant influence between academic supervision on teacher's pedagogical ability.

### B. Discussion

The role of the school principal in fostering teachers or better known as supervision, his position is very strategic in order to improve the professionalism and pedagogical abilities of the teacher. The results showed that the implementation of school principals' academic supervision had not been maximally as expected with an average value of 118.14 points or in the medium category. Therefore, principals are expected to increase the frequency of school principals to conduct academic supervision so that they are able to guide, foster and encourage teachers to solve the problems of learning activities faced by teachers.

The results above will have an impact on increasing teacher professionalism as explained by the results of Reitzug's analysis showing that the supervisor is described as an expert and superior, while the teacher is described as full of deficiencies and requires expert assistance. Help can be provided effectively when the supervisor has an understanding of the concepts and theories of supervision and is able to apply the theory in carrying out the task as a supervisor to improve teacher professionalism [21].

Supervision is also carried out by the principal as a supervisor who is expected to encourage teacher initiatives to actively create a conducive atmosphere that can arouse the atmosphere of students' creativity in learning. Through these supervision activities it is expected that the teaching and learning process can run effectively. The effectiveness of the learning process is expected to contribute to the improvement of the quality of education.

In **Permendiknas** Number 41 of 2007 concerning Standard Processes for Primary and Secondary Education Units, it also confirms the existence of supervision / supervision in schools. It was emphasized that the supervision of the learning process was carried out at the planning, implementation and evaluation of learning outcomes. Supervision of learning is done by giving examples, discussions, training, and consultation. Supervision activities are carried out by the head and supervisor of the education unit.

There are several factors that have caused the maximum implementation of academic supervision as the results of research conducted by Patrias that, the low level of supervision is due to supervisors not having adequate competence as a prerequisite for the implementation of academic supervision [21]. In addition there are time constraints (many administrative tasks that must be

completed), supervision has not been programmed in a participatory manner, lack of knowledge and understanding of supervision both concepts, theories and practices of supervision, and lack of understanding of the substance related to the supervision field.

Based on the results of the study obtained t count of 4.322. The t distribution table is sought at  $\alpha = 5\%$ :  $2 = 2.5\%$  (2-sided test) with degrees of freedom (df)  $n_k - 1$  or  $155 - 2 - 1 = 152$ . With 2-sided testing (significance = 0.025) results obtained t table is 2.23. because the value of t count  $4.322 > t$  table 2.23 then  $H_0$  is rejected. From the results of the t-test above, it can be stated that partially there is a significant influence between academic supervision on teacher's pedagogical ability.

Meanwhile, based on the determinant test, the  $R^2$  (R Square) number is 0.172 or (17.2%). This shows that the percentage contribution to the influence of the independent variables of academic supervision and teacher working groups on the variable pedagogical abilities of teachers is 17.2 percent. While the remaining 82.8 percent is influenced or explained by other variables.

Noting the results of the data analysis above, it appears that teachers still need special guidance about knowledge, concepts, and teaching skills through academic supervision. In addition, teachers are expected to have the ability to teach and strive to continue to improve the quality of their learning by adding and trying new strategies and methods of learning to students. In this forum the teacher can explore new ideas about the role and philosophy, as well as the impact of learning on school and community change in order to deepen and re-establish their competencies and beliefs as teachers.

#### IV. CONCLUSION

Based on the results of data analysis as described in the previous chapter, it can be concluded that: 1) Academic supervision of principals showed the highest percentage in the medium category as much as 89.7 percent or in the medium category. 2) The pedagogic ability of the teacher shows the highest percentage in the medium category as much as 95.5 percent or in the medium category. 3) There is a positive and significant influence between the principal's academic supervision of the teacher's pedagogical abilities.

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