

The Effect of Academic Supervision and Teacher Participation in Subject Teacher's Meeting on Improving Teacher Performance of Islamic Junior High School

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Abstract - This study aims to determine the effect of supervisory academic supervision, teacher participation in the MGMP on improving teacher performance. The population of the study was MTs (Islamic Junior High School) teachers in Kendal Regency. Samples were taken by simple random sampling technique from each MTs of Kendal Regency. The population in this study were 385 teachers. While the samples were 191 teachers. Data collection techniques are done through questionnaires given to respondents directly, through the test of validity and reliability. Data analysis uses a computer application program, namely SPSS version 25 for Windows. The results showed that supervisory academic supervision had a positive effect on improving teacher performance, it achieved 45.2%, teacher participation in MGMP and had a positive effect on improving teacher performance by 39.8%,. While supervisory academic supervision and teacher participation in MGMP simultaneously had an positive effect on improving performance around 54.2% of teachers. It was concluded that the better implementation of supervisory academic supervision and teacher participation in the MGMP had a positive effect on improving teacher performance. From the results of this study it is expected that school supervisors can be continued to improve academic supervision, and teachers continue to actively participate in MGMP activities.

Keywords: *academic supervision, teacher participation in MGMP, teacher performance*

I. INTRODUCTION

The development of science and technology in the information and communication era affect human life almost in all aspects such as education. This development force human to increase the quality of teaching and learning processes to support national education's purposes. Madrasah (Islamic School) which is the part of the Indonesian education system have to improve their quality. The purposes of Islamic School is preparing students so that they have the personal ability, good devout, productive, innovative, active and can give a contribution to the environment, society, and nation (KMA 165, 2014).

The success of education in Islamic schools is related to the success in improving teacher performance, as well as the effectiveness of the implementation of academic supervision by the school supervisor. The supervisor position takes a very significant and strategic role in improving teacher performance and education quality. There are 2 things in the supervision of school supervisor, those are managerial supervision and academical supervision (PMA 2, 2012). Supervision activities for teachers are expected to color and improve the teaching-learning process because better supervision can reflect better learning activity in Islamic schools (Pie Sahertian, 2000). Teachers who have good performance will be able to manage their classes so that the students' learning outcomes become optimal (Moh Uzer Usman, 1999). To improve teacher performance various efforts need to be made through the effectiveness of academic supervision and teacher participation in MGMP (Subject Teachers' Meeting)

However, an existing condition in Religion Ministry of Kendal Regency especially in Madrasah Tsanawiyah Education (MTs) or Islamic Junior High School, the implementation of academic supervision conducted by the school supervisor has not been running optimally. School supervisors still carry out part of their duties which are conducting monitoring, and the subject of supervision is still limited, commonly in Final Examination (PAS), End of year Assessment (PAT), Islamic School Examination or National Examination. The implementation of MGMP is not maximal yet. MGMP (Subject Teacher's Meeting) is carried out only on question test making, that is before PAS, PAT or other examinations. Moreover, the organizational structure of MGMP is not to be made yet

Based on the results of several previous studies, the majority stated that teacher performance can be influenced by the supervision activities variable. As described by Abdul Haris (2014) on the Effect of Supervision of School Supervisors on the Performance of State Vocational School Teachers in the Makassar Tatkalar District, that Supervision of School Supervisors has a positive effect on teacher performance on State Vocational Schools in Tatkalar District, this can be seen from the correlation coefficient value of rxy 0.716. This value gives an understanding that better supervision of school supervisors, the teacher performance will also increase.

Based on Yohanes Erwin Kumbara (2018) research about The Influence of Principal School Academic Supervision, teacher participation in MGMP, and Teacher Motivation related to Teacher Performance in Senior High School Yogyakarta got the following results: (1) The principal school academic supervision achieve 71%, (2) teacher participation in MGMP is 64%, (3) Teacher motivation in doing their work achieve 33%, and (4) Teacher performance achieve 76%. Those results get more than expected score and give significant positive effect: (1) principal school academic supervision related to teacher performance bring effect 11,2%, (2) teacher participation in MGMP related to teacher performance achieve 21,8%, (3) Teacher motivation toward teacher performance get 33%, and (4) those points (principal school academic supervision, teacher participation in MGMP and teacher motivation) give impact to the teacher performance around 42,8%.

Furthermore, Ani Widayanti's research (2010) entitle "The Role of Subject Teachers 'Conference (MGMP) in Improving the Performance of DIY Teachers, reports that the role of the Subject Teachers' Consultative Council (MGMP) in improving teacher performance is high at 73.3%.

For this reason, the writer who has also been a supervisor since 1 July 2016 in the Kendal district Ministry of Religion tries to improve the existing condition by proposing the formation of MGMP management and guiding the implementation of MGMP. The writer conducts supervisory tasks according to task and function, such as conducting academic supervision of MTs teacher in target area. After MGMP activities and academic supervision are processed, the writer chooses "The Effect of Academic Supervision and Teacher Participation in Subject Teacher's Meeting (MGMP) on Improving Teacher Performance of Islamic Junior High School (MTs). This research aims to know the effect of academic supervision for school supervisor and teacher participation in MGMP to improve teacher performance. This research has two benefits, namely theoretical benefit, and practical benefit. Theoretical benefit means this research may give new knowledge about increasing teacher performance especially related to academic supervision of school supervisor and teacher participation in MGMP. While the practical benefit of this research is giving evaluations in conducting academic supervision which is held by school supervisors. Moreover, it can be useful for Islamic Junior High School Principals, that MGMP is important for their staff.

II. METHODOLOGY

This research is correlation research by using qualitative approach. The data collection technique use questioner that is examined the validity and reliability. Determination of the sample using the Krecjie table (Sugiyono: 2003: 63), with the formula:

$$S = \{ \lambda^2 \cdot N \cdot P \cdot Q \} / \{ d^2 (N-1) + \lambda^2 \cdot N \cdot Q \}$$

Note:

S = number of sample

λ^2 = lamda (multiplier factor) with dk = 1, level of error 1%, 5%, 10%

N = population

P (population spread normally) = Q = 0,5

d = 0,05

By using simple random sampling, it is found the number of sample 191 teachers from 385 teachers population.

Data analysis method uses Multiples Regression Analysis (Multiple) by using a computer application program, namely SPSS version 25 for Windows. The hypothetical model of the relationship framework between variables can be seen in Figure 1 below.

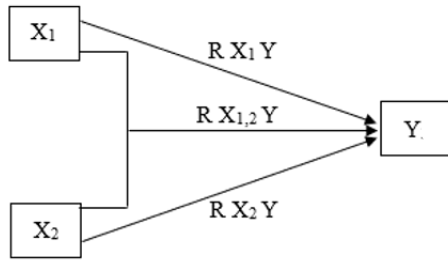


Figure 1. Scheme among Variable

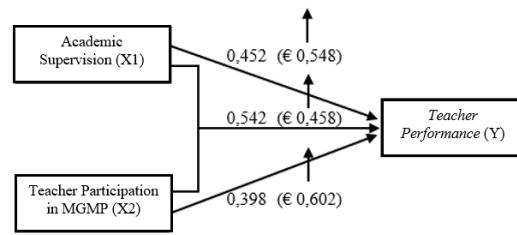
Note:

- X₁ = Academic Supervision
- X₂ = Teacher Participation in MGMP
- Y = Teacher Performance
- R X₁ Y = Hypothesis 1
- R X₂ Y = Hypothesis 2
- R X_{1,2} Y = Hypothesis 3

III. RESULT AND DISCUSSION

Research Result

The coefficient of determination (R Square) = $R^2 = 0.452 = 45.2\%$, between the Academic Supervisor variable (X₁) to the improvement of Teacher Performance (Y). The value of the constant coefficient $a = 72.434$ and $b = 0.508$, so the regression equation is: $Y = 72.434 + 0.508 X_1$. The coefficient of determination (R Square) = $R^2 = 0.398 = 39.8\%$, between the Teacher Participation variables on the MGMP (X₂) on improving Teacher Performance (Y). The value of the constant coefficient $a = 66,001$ and $b = 0,553$, so the regression equation is: $Y = 66,001 + 0,553 X_2$. While the determination (R Square) = $R^2 = 0.542 = 54.2\%$, between the Academic Supervisor variable (X₁) and the Teacher Participation variable on the MGMP (X₂) simultaneously increasing Teacher Performance (Y), with a constant coefficient $a = 49,343$, $b = 0.350$, and $c = 0.321$, so the doubling regression equation is: $Y = 49.334 + 0.350X_1 + 0.321X_2$. From the analysis results can be seen as in Figure 2, the following:



Fig

ure 2. The connection among variables

IV. DISCUSSION

The Effect of Academic Supervision in Increasing Teacher Performance

Regression analysis show that the effect of academic supervision to teacher performance achieve 0,452% with significant score $0,00 < 0,05$. It can be concluded that the effect of academic supervision for school supervisor related teacher performance get 45,2%, while 54,8% left is influenced by other variables. So, the effect of academic supervision gives positive effect for increasing teacher performance. It can be indicated that academic supervision hold an important role to upgrade teacher performance.

The Effect of Teacher Participation on the MGMP on Increasing Teacher Performance

The results of the regression analysis showed that the effect of teacher participation on the MGMP on improving teacher performance was 0.398 with a significance value of $0.00 < 0.05$. Thus the effect of teacher participation on the MGMP on Teacher Work is partially 39.8%, while the other 60.2% is influenced by other variables that was not examined. So that teacher participation in the MGMP has a positive and significant effect on improving teacher performance. This indicates that teacher participation in MGMP plays a role in improving teacher performance.

The Effect of Academic Supervision and Teacher Participation on the MGMP simultaneously on Improving Teacher Performance

The results of the regression analysis showed that the effect of school supervisors' academic supervision and teacher participation on the MGMP simultaneously (together) on improving teacher performance is 0.542 with a significance value of $0.00 < 0.05$. Thus the influence of school supervisors' academic supervision and teacher participation on the MGMP simultaneously on Teacher Work is 54.2%, while the other 45.8% is influenced by other variables are not examined. So

that the academic supervision of school supervisors and teacher participation in the MGMP simultaneously has a positive and significant effect on improving teacher performance. This indicates that the academic supervision of school supervisors and the participation of teachers in the MGMP simultaneously (together) play a role in improving teacher performance.

V. CONCLUSION

Based on the research finding and discussion, it can be concluded as follows: there is a significant direct positive effect between academic supervision for school supervisors in increasing teacher performance of MTs (Islamic Junior High School) Kendal. The higher quality of conducting supervision which is held by school supervisor can reflect the higher of teacher performance.

There are positive effect which is significantly appear in increasing teacher performance of MTs (Islamic Junior High School) in Kendal region. This positive effect come between academic supervision for school supervisor and teacher participation in MGMP. The higher quality in conducting supervision of school supervisor and teacher participation in MGMP portray the higher teacher performance.

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