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The Influence of Supervision Implementation by School Principal, School Climate, and Work Motivation on Performance of Madrasah Aliyah of Palembang State Teacher

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Abstract: The Influence of Supervision Implementation by School Principal, School Climate, and Work Motivation on Performance of Madrasah Aliyah of Palembang State Teacher, Dissertation of Graduate Program at State University of Padang. Population 141 teachers, research sample 60 (42.55%) teachers. Proportional sampling of random sampling based on education level, class and years of service. Data collected through questionnaires that have been tested for validity and reliability, and data analyzed by path analysis techniques. The findings indicate that Supervision Implementation by the Principal directly affects Teacher Performance 15.3%, Supervision Implementation by Principal Affects Teacher Performance through Work Motivation 8.29%, School Climate directly affects Teacher Performance 30.7%, School Climate influences on Job Performance through Work Motivation 16,64%, Work Motivation Influence on Teacher Performance 54,2%, Supervision Implementation by Principal, School Climate, and Work Motivation together influence to Teacher Performance 99,5%. Keywords: supervision, school climate, motivation, and teacher performance.

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Introduction

In the city of Palembang there are 3 State Madrasah Aliyah (MAN) which has 141 teachers, 25 staff, and 2,250 students. Teachers qualified S-1: 91 (64.54%), S-2: 49 (34.75%), and S-3: 1 (0.71%) of 141 people (EMIS Team Islamic Mapenda Field, 2012: 6,150). The phenomenon of teacher problems preliminary study results (07 s.d December 17, 2013): (1) ability: explain the value / benefit of the material; using: learning techniques, examples, learning experiences, learning objectives, and explaining abstract concepts by example; average score 14.21%; (2) ability: using newly acquired teaching techniques; start teaching by posing a problem or something new; humor at the right time; variations: speed, strategy, presentation style, questions that stimulate students' minds, use special objects as stimulus questions, and participate; average score 20.80%; (3) ability: give students confidence to succeed, avoid student degrading behavior, ask questions to students, acknowledge success, and use open questions; average score 23.68%; (4) ability: wait a few seconds student answers to questions asked; provides: learning resources, challenging tasks for students, and advocates collaborative but competing students; an average score of 15.82% means teachers should increase efforts to motivate students. (1) MAN 1, in October, November, and December 2013, the average permit does not carry out the task of 36 working days from 45 teachers. (2) MAN 2, in April, May, June, July, August, and September 2013, the average permit does not carry out 28.33 working days, and 68 working days without explanation in July and August 2013 of 47 teachers. (3) MAN 3, in June, July, August, and September 2013, the average permit does not perform the task of 10.75 working days from 49 teachers. Implementation of supervision by the principal, found 116 (82.27%) of 141 teachers have written suggestions on syllabus, lesson plan, and implementation of learning: (1) learning tools: teachers must set schedule of learning implementation in semester program; (2) preliminary learning activities: teachers should provide an explanation of the material benefits to be conveyed; (3) core learning activities, teachers should: enhance the active role of students in learning, choose the method of learning that enables students to easily understand the learning materials, involving students in the use of learning media, providing learning challenges to students, strengthening the process of student learning activities , students need to be motivated to come up with ideas; (4) closing learning activities, teachers should provide learning tasks to students; (5) the administration of the learning appraisal, the assessment instrument must be: improved, specific, made scores and key answers made (odd semester supervision document 2012/2013). National exam results tend to decline, by 2016 the results of the national exam of Social Sciences classes (IS): an average score of 61.37, a low of 34.2, a high score of 72.58. Mathematics and Natural Sciences Class (MIA): average score 60.47, lowest score 34, 4, highest score 74.7. The difference in the number of declines in national exam results in the last three years (2013, 2014, 2015 to 2016) IS class: average value decreased 2.68, the lowest decreased 7.55, the highest value decreased 11.21. MIA Class: average grade decreased 9,27, lowest value decreased 1,3, and highest value decreased 12,9 (document of National Examination value, 2012/2013; 2013/2014; 2014/2015; 2015/2016).

Method

Quantitative research, exogenous variables of supervision by school principals, school climate and work motivation, and endogenous variables of teacher performance. Research population 141, with details of 45 teachers MAN 1, 47 teachers MAN 2, and 49 teachers MAN 3 Palembang. Identification, grouping, characteristics and proportion of population education level: S-1: 91, S-2: 49, and S-3: 1, Group III (IIIa - IIId): 70, and Group IV (IVa - IVb): 71 people, working period ≤ 15 years: 72, and service life> 15 years: 69 people. Sample proportional random sampling, sample size of Cochran formula (1977: 75-76). Results of calculation of the proportion of classes and the working period more, ie 57 teachers. The sample was fulfilled: 60 (42.55%) of 141 teachers, S-1: 27, S-2: 33, Group III (IIIa - IIId): 22, Group IV (IVa - IVb): 38, year: 16, and tenure> 15 years: 44 teachers.

Results and Discussion

Teacher Performance (Y)

Data of teacher performance variable (Y) collected through 31 questionnaire, ideal score 155 and lowest score 31. Total score 7259, maximum score 140, minimum score 97, mean 120,9833, median 122,5000 mode 122,00 standard deviation 9, 49307. The difference in mean scores, modes, and medians does not exceed one standard deviation, meaning the distribution of teacher performance variable scores is likely to be normal. The results of the analysis of 26.66% score on the average score interval class, 41.67% above the average score, and 31.67% below the average score. Total score of teacher questionnaire 7,259 teacher performance score, ideal score 9,300, low score 300, average 238. Performance of teacher 7259 / 9.300 x 100% = 78.05% is strong (good). Based on the group of respondents, responded poorly 6, 6 / 1.860 x 100% = 0.32%, responded poorly 24, 24 / 1.860 x 100% = 1.29%, answered medium 499, 499 / 1,860 x 100% = 26, 82%, answer either 943, 943 / 1.860 x 100% = 50.7%, and answered very well 387, 387 / 1.860 x 100% = 20.79%. Based on the data, the number of scores, the average score, the number of group answers, the level of respondents' achievement, and the criteria of the achievement level of the research respondents ability: planning the learning, implementing the learning, managing the class, and evaluating the learning (performance of teachers) in MAN Palembang classified strong / good.

Supervising Supervision by Principal (X1)

Questionnaire variable implementation of supervision by principal 36 grains, ideal score 180, lowest score 36, total score of 7,263, highest score 143, and lowest score 96. Result if mean data 121,0500, median 123, mode 123, standard deviation 9.95315 . Average score difference, median, mode does not exceed one standard deviation, meaning the distribution of scores is likely to be normal. Results of analysis 26.67% in the average score interval class, 46.67% above the average score interval class, 26.66% below the average score. Number of score of questionnaire implementation of supervision by the principal, 7,263, ideal score 10,800, average score 121.05. Implementation of supervision by the principal 7.263 / 10.800 x 100% = 67.25% is strong (often). Based on the number of answers the group, answered never 1, 2,160 x 100% = 0.05%, answered rarely 85, 85 / 2.160 x 100% = 3.94%, answered sometimes 1.276, 1.276 / 2.160 x 100% = 59.07%, answered often 728, 728 / 2.160 x 100% = 33.70%, and answered always 70, 70 / 2.160 x 100% = 3.24%. The results of the data, the number of scores, the average score, the number of answers respondents group, the level of response achievement, and criteria of the level of achievement of research respondents, the supervision by the principal, are strong (often). Thus the implementation of the meaning, objectives, principles, functions, roles, objects, processes, importance, approaches and supervision techniques (implementation of supervision by the principal) in MAN Palembang in good practice.

School Climate (X2)

Questionnaire of school climate variable 33 grains, ideal score 165, lowest score 33, total score 7,232, highest score 139, lowest score 94. Result if mean data 120,5333, median 122,5000, mode 126, standard deviation 9.63128. Average, median, score difference of mode does not exceed one standard deviation. Mean frequency distribution of school climate variables score tend to normal. The 25% analysis results in the average score interval class, 55% above the average score interval class, and 20% below the average score interval class. Total data of school climate questionnaire grain 7,232, ideal score 9.900, average 120,53. School climate 7.232 / 9.900 x 100% = 73.05% is considered strong. Based on the answer group, 13 responded strongly disagreeing 13 / 1,980 x 100% = 0.66%, 50 responding disagreeing 50 / 1,980 x 100% = 2.53%, 756 responding less agree 756 / 1,980 x 100% = 38, 18%, 954 answered agree = 954 / 1.980 x 100% = 48.18%, 207 answered strongly agree = 207 / 1.980 x 100% = 10,45%. The results of the data, the number of scores, the average score, the number of answers group, the level of respondent's achievement, and the criteria of the level of attachment of the research respondents, school climate, are strong / good.

Work Motivation (X3)

Questionnaire of work motivation variable 33 points, ideal score 165, minimum score 33. Total score of 7.053, maximum score 138, minimum score 95. Result mean mean 117,5500, median 120,0000, mode 114, standard deviation 10,23690. The difference of mean, median, and mode scores does not exceed one standard deviation. Mean frequency distribution score tend to be normal. The result of analysis 23,33% in average score interval class, 38,33% score above class average score interval, 38,34% below average class

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interval score. Total data of questionnaire of work motivation score 7.053, ideal score 9.900, average 117.55. Work motivation 7.053 / 9.900 x 100% = 71.24% is strong (high). Based on the group, 25 responded very low 25 / 1,980 x 100% = 1.26%, 86 responded low 86 / 1.980 x 100% = 4.34%, 811 answered quite high 811 / 1.980 x 100% = 40.96% 867 answered high 867 / 1.980 x 100% = 43.79%, and 191 answered very high 191 / 1.980 x 100% = 9.65%. The results of the data, the number of scores, the average score, the number of answers respondents group, the level of respondents' achievement, and criteria of the level of achievement of research respondents, work motivation is strong / high.

Testing Requirements Analysis

The results of probability test (Asymp Sig,) teacher performance data 0.380, supervisory implementation by the principal 0.282, school climate 0.274, and work motivation 0.448 greater than the significant level α 0.05, where the price of D table (kolmogorov-smirnov test) 1.36 / √n = 1.36 / √60 = 1,36 / 7,74596669241 = 0,17557524502 = 0.176, or D arithmetic = 0.380, 0.282, 0.274, 0.448> D table 0.176, it can be expressed data of the four variables normally distributed, thereby the requirements for analysis have been met. Chi squares performance data test data calculated 19,000 smaller than Chi square table 42.56, supervision data by principal Chi square count 18,000 smaller than Chi square table 42.56, Chi school data square calculated 26.033 smaller than Chi squared table 41,34, and work motivation data Chi squares count 17,500 smaller than Chi squares table 43,77, can be expressed sample data coming from homogeneous population. The result of linearity test of Supervising Supervision by Principal (X1) on Teacher Performance (Y) price of F 0,808 with p 0,714 (ρ > 0,05), means linear regression equation, between supervision implementation variable by principal and teacher performance; School Clinical linearity (X2) test results on Teacher Performance (Y), price F 1.038 with p 0,457 (ρ > 0,05), mean linear regression equation, between school climate variable and teacher performance; (Y3), the price of F is 1.592 with p 0,108 (ρ > 0,05), it means linear regression equation, between work motivation variable and teacher performance (have linear relationship).

Conclusion

Implementation of supervision by principal (X1) significant direct influence on teacher performance (Y), with effect coefficient (ρ yx1) 0,153. This means, if the implementation of supervision by the principal increased one unit, then there will be an increase in teacher performance of 0.153 units. The result of direct influence of variable of implementation of supervision by principal to teacher performance without any interaction from other variable 15,3%. Thus the performance of teachers can be determined by the implementation of supervision by the principal of 15.3%. Implementation of supervision by the principal (X1) significant effect on teacher performance (Y) through work motivation (X3). The influence of supervision implementation by principal through work motivation of 8.29%. Dimaknai that the supervision by the school principal affects teacher performance sebasar 23.59%, consisting of 15.3% direct influence and 8.29% indirect influence. This indirect effect occurs through work motivation. School climate (X2) has a direct effect on teacher performance (Y), with the effect coefficient (ρ yx2) 0,307. This means, if the school climate is increased one unit, it will increase the performance of teachers by 0.307 units. Result of analysis of direct effect of school climate on teacher performance without any interaction from other variable equal to 30,7%. Thus the performance of teachers can be determined by the school climate of 30.7%. School climate (X2) significantly affects teacher performance (Y) through work motivation (X3). Magnitude of school climate influence on teacher performance through work motivation 16,39%. School climate influenced teacher performance 47,09%, consist of 30,7% direct influence and 16,39% indirect influence. This indirect effect occurs through work motivation. Motivation of work (X3) significantly positive effect on teacher performance (Y), with the effect coefficient (ρ yx3) 0,542. If the motivation of work is increased one unit then there will be an increase in teacher performance of 0.542 units. Direct influence of work motivation variable on teacher performance without any interaction from other variable equal to 54,2%. The influence of supervision by the principal (X1), school climate (X2), and work motivation (X3) together on teacher performance (Y), R Square 0,995, α 0,05 (Sig. 0,000), F count 4,045 > F table 2.76. The magnitude of the influence of supervisory implementation by school principal, school climate, and work motivation together on teacher performance 99.5%. That the influence of supervision by

the school principal, school climate, and work motivation when combined more improve the performance of teachers.

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