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The Influence of Principal's Academic Supervision Implementation, Teacher Pedagogic Competence and Teacher Professional Competency Against Student Achievement: Survey on SMA Negeri in Kuningan Regency

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Abstract:

Background: The problem in this study is our curiosity as researchers of how the effect of the implementation of Principal's academic supervision, economic teacher pedagogical competence and economic teacher professional competence on student achievement.

Materials and Methods: The method used in this research is a survey method. Data obtained through a questionnaire distributed to all respondents, namely 30 economics teachers. Other data were obtained through the average value of students' daily tests obtained from 30 teachers of economics subjects at SMA Negeri in Kuningan Regency as the research sample. Test the quality of data validity and reliability test, while the analysis technique in this study uses path analysis.

Results: The results of this study indicate that (1) There is an effect of the implementation of the principal's academic supervision on teacher pedagogical competence. This shows that the principal's academic supervision has a positive and significant effect on teacher pedagogical competence. (2) The implementation of the Principal's academic supervision has a positive and significant effect on the professional competence of teachers. (3) teacher pedagogical competence has a positive and significant effect on learning achievement. (4) Teacher professional competence has a positive and significant effect on student achievement.

Key Word: Principal's academic supervision implementation, teacher pedagogic competence, teacher professional competency, students' achievement.

I. Introduction

Education is a transformation that converts input into output. In improving the quality/achievement of education at an educational level, it is necessary to carry out supervision. Educational supervision is a discipline of assessing the improvement of teaching and learning situations, empowering teachers and improving the quality of teaching. In order to improve the quality of education at an education level, Prinsipal's supervision is needed which aims to find or identify the capabilities and inability of teachers to provide assistance / services to these personnel in order to improve their abilities/expertise.

If we look at the objectives of the supervision, then how heavy the task is assigned to a supervisor where at this time the principal has an important role as the person in charge of the implementation of education at the school level. The principal must be able to develop a better teaching and learning situation through coaching and increasing the potential of educators. Achieving to improve teaching and learning are aimed at achieving the ultimate goal of education, namely the maximum personal formation of children. Improving the quality of learning in the classroom is done through improving the quality of teachers. Teacher pedagogical competence is one of the competencies that must also be improved because only teachers with pedagogical abilities can improve the quality of learning properly.

The program is essentially an improvement in teaching and learning. In more detail, supervision includes: researching (collecting data objectively), assessing (cooperatively determining what is good and what is lacking based on data), so that academically supervised teachers really have competence¹.

Competence according to Law No. 14 of 2005 concerning teachers and lecturers, professional competence is "the ability to master broadly and deeply"². The final goal of an educational activity is directed at the success achieved by students after they participate in learning activities. Based on the description above, the formulation of this research problem are: (1) Is there positive influence between the implementation of the principal's academic supervision against the pedagogical competence of economic teachers? (2) Is there positive influence between the implementation of the principal's academic supervision against the professional competence of economic teachers? (3) Is there positive influence between teacher pedagogical competence against student achievement in economic subject? And (4) Is there positive influence between professional competence against student achievement in economic subject?

Student's Achievement

Student achievement is the measurement of the amount of academic content a student learn in a given time frame. Each instruction level has specific standards or goals that educators must teach to their students. Achievement is usually assessed through frequent progress and comprehension checks and examinations, however, there is no consensus on how

it is best evaluated or which elements of it are most important. refers to the extent to which a learner has attained their short or long-term educational goals. Individual differences in academic performance are strongly correlated with differences in personality and intelligence.

The definition of learning achievement according to the Indonesian Dictionary³ means: (a) mastery of knowledge or skills developed by subjects, usually indicated by test scores or scores given by the teacher; (b) abilities that actually exist or can be observed (actual abilities) and which can be directly measured by certain tests. Achievement can also be defined as follows: "the value is the last formulation that can be given by the teacher regarding the progress / student achievement during a certain period"⁴. So, achievement is the result of a student's efforts during a certain period of time to carry out activities. Learning outcomes are divided into four groups, namely: (a) Knowledge, namely in the form of information materials, facts, ideas, beliefs, procedures, laws, rules, standards, and other concepts; (b) Ability, namely in the form of the ability to analyze, reproduce, create, organize, summarize, make generalizations, think rationally and adapt; (c) Habits and skills, namely in the form of behavioral habits and skills in using all abilities; (d) Attitude, namely in the form of appreciation, interest, consideration and taste⁵. From the above opinion it can be concluded that learning achievement is the result of student efforts that can be achieved in the form of mastery of knowledge, habitual abilities and skills as well as attitudes after participating in the learning process which can be proven by test results. Learning achievement is something that students need to know the abilities they get from an activity called learning.

Teacher's Pedagogical Competence

Pedagogical competence of a teacher is very important in the teaching-learning process because in modern education pupil is the centre of the learning system. Pedagogical competence is the ability of teachers in managing learning that includes the ability to plan a learning program, the ability to interact or manage the learning process and the ability to perform an assessment. Pedagogic competence is defined as the ability to manage student learning, which includes: understanding of student, designing and implementing learning, evaluating learning outcomes, developing students to actualize their potential (Explanation of Government Regulation Number 19 of 2005 concerning National Education Standards). Pedagogic Competence is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials. According to the law of the Republic of Indonesia No. 14 Year 2005 about Teachers and Lecturers, Sub competencies in Pedagogic competencies are⁶:

- 1) Understanding students in depth which includes understanding students by utilizing the principles of cognitive development, personality principles, and identifying students' initial teaching provisions.
- 2) Designing learning, including understanding the foundation of education for the benefit of learning which includes understanding the foundation of education, applying learning and learning theory, determining learning strategies based on student characteristics, competencies to be achieved, and teaching materials, and compiling learning designs based on the chosen strategy.
- 3) Carry out learning which includes arranging learning settings and implementing conducive learning.
- 4) Designing and implementing learning evaluations which include designing and implementing evaluation (assessment) of learning processes and outcomes on an ongoing basis with various methods, analyzing the results of process evaluation and learning outcomes to determine the mastery level, and utilizing the results of learning assessments for improvement. the quality of the learning program in general.
- 5) Developing students to actualize their various potentials, including facilitating students to develop various academic potentials, and facilitating students to develop various non-academic potentials

Teachers' Professional Competencies

Professional competencies are skills, knowledge and attributes that are specifically valued by the professional associations, organizations and bodies connected to in the future career. Professional competence can be defined as the ability of teachers to master their subjects in depth and the way to be precise convey it to students, competencies that must be mastered by the teacher in relation to the implementation of their main duties teaching. The teacher task that is meant is everything that must be prepared by a teacher, especially as a teacher. Professional employability according to the standards set for action individual professionals. The formation of professional competences is necessary for planning success, implementation, and evaluation of their own educational actions is the main task of a teacher as an educator.

Professional competency indicators consist of four indicators including mastering the educational foundation, mastering teaching materials, compiling teaching programs, implementing teaching programs, and assessing the results and teaching and learning processes that have been implemented⁷. The characteristics of professionally competent teachers were conveyed by Gary and Margaret⁸, namely having the ability to create a conducive learning climate, being able to develop learning strategies and management, being able to provide feedback and reinforcement, and being able to improve themselves. Based on the views of Gary and Margaret⁸, indicators of teacher professional competence are broader in scope, ranging from the ability to master all aspects of classroom learning to the ability to improve themselves to become professionally competent teachers. Because of their broader scope, Gary and Margaret's views on the indicators or characteristics of professional competence are used as a measure in this study. Principal's Academic

Supervision⁷. Teachers' professional competence their professional knowledge, skills, beliefs and motivation—is a critical predictor of teachers' professional wellbeing and success.

II. Methods

The research is intended to examine hypotheses about the causal relationship or influence between variables, namely the principal's academic supervision (X1) as the first independent variable (independent), teacher pedagogical competence (X2) as the second independent variable (independent) and Teacher professional competence (X3) as the third independent variable (independent), student achievement (Y) as the dependent variable (dependent). In this study the authors used descriptive research methods

The descriptive method is: an investigation that tells, analyzes, classifies, investigations using survey techniques, questionnaire techniques, observation or by testing, comparative studies, time and motion studies, operational quantitative analysis⁹.

The characteristics of the Descriptive Method, namely:

- a. Focusing on solving problems that exist in the present
- b. The data collected is first compiled, described and then analyzed.

The analysis technique in this study uses the path analysis method. The path analysis method is a calculation technique based on the path diagram which helps to describe the casual relationship between variables. With path analysis it can be calculated that the direct or indirect effect of the independent variables on the dependent variable.

The population in this study were all economics teachers in public high schools in Kuningan regency, either civil servants or permanent teachers (GT) or honorarium or non-permanent teachers (GTT) with a sample of 30 people. Calculations to test hypotheses using the SPSS version 24 for windows.

III. Result

The research instrument was tested on 30 economics teacher respondents in public high schools throughout Kuningan regency. The collected questionnaire data is then statistically calculated for its validity and reliability. The questionnaire that was tried out consisted of a questionnaire to measure the academic supervision variables of the school principal as many as 20 questionnaire items, 25 questionnaire items of economic teacher pedagogical competence, 13 questionnaire items of economic teacher professional competence. Total items of the questionnaire that were tested were 58 items. An instrument is declared valid if it can reveal data from the variables under study accurately and validly. The level of instrument validity indicates the extent to which the data collected does not deviate from the description of the intended variables¹⁰.

The data collected was then processed using the SPSS version 24 for Windows. The validity of each item number can be seen by looking at the correlation between item scores and item total scores compared to r table values. If the calculated r value is greater than r table or $r_{count} > r_{table}$, then the item is valid. By using the distribution $r = 0.05$ with conditions degrees of freedom = $30 - 2 = 28$ (df = n - 2) in order to get $r_{table} = 0.361$. To test the relevance in this study, Cronbach's Alpha formula was used. In determining the reliability of the instrument, the reliability of a variable construct is said to be good if it has a Cronbach's Alpha value > 0.60 ¹¹. Reliability results can be seen in the table below:

Table 1. Results of Testing the Reliability of the Variables X1, X2 and X3

Variabel	Alpha Cronbach's	Conclusion
X1	0,917	Reliabel
X2	0,943	Reliabel
X3	0,904	Reliabel

From the table above, the calculation results of the variable instrument reliability can be concluded that all variables are reliable. Calculations to test the hypothesis using the SPSS version 24 for Windows. In this study, the model to be tested is as follows:

Table 2. Summary of coefficient results of substructure path analysis 1

Influence Between Variables	Path coefficient	T	Pvalue	R2	F	Test Result
X1 against X2	0,781	6,623	0,000	0,610	43,858	H1 received
X1 against X3	0,665	4,713	0,000	0,442	22,209	H1 received

Source: Path Analysis Appendix

Significant requirements based on Nugroho (2005) alternative hypothesis (H1) will be accepted if $Pvalue < 0.05$. Based on the table above, it is obtained that $Pvalue = 0.000$, this value is less than 0.05. Based on the table above, the amount of $R^2_{X2X1} = 0.610$ is obtained so that the amount of R remainder ($[\rho]_{- \epsilon 1} = 1 - R^2_{X2X1} = 1 - 0.610 = 0.390$ and

the value $\beta_{(x_2 x_1)} = 0.781$. The amount of $R^2_{X_2 X_1} = 0.442$ so that the amount of residual $R(\beta_{\epsilon_2}) = 1 - R^2_{X_2 X_1} = 1 - 0.442 = 0.558$ and the value of $\beta_{(x_3 x_1)} = 0.665$ if substituted for the path diagram of the sub-structure model 1, it can be described as shown below:

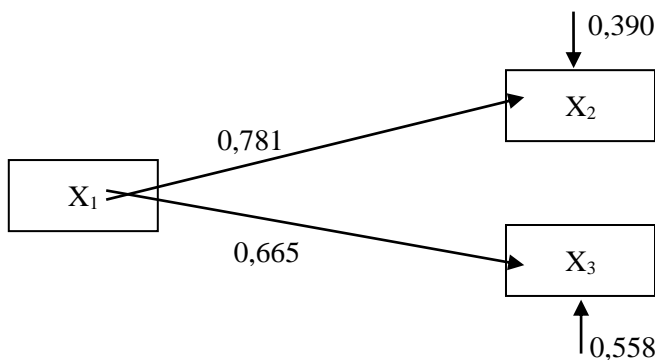


Figure 1.
The empirical causal path diagram of X1 against X2 and X1 against X3

Based on the results of the calculation of the structural path analysis, then:

- The magnitude of the influence of the principal's academic supervision (X1) which directly affects the pedagogical competence of teachers (X2) is 0.781 or 78.1% and the rest is influenced by other variables of 39%.
- The magnitude of the influence of the principal's academic supervision (X1) directly affects the professional competence of teachers (X3) 0.665 or 66.5% and the rest is influenced by other variables of 55.8%.

Table 3. Summary of coefficient results of substructure path analysis 2

Influence Between Variables	Path coefficient	T	PValue	R2	F	Test Result
X2 against Y	0,459	4,051	0,000	0,653	25,420	H1 received
X3 against Y	0,675	5,953	0,000	0,653	25,420	0,653

Source: Path Analysis Appendix

Significant requirements based on Nugroho.(2005) alternative hypothesis (H1) will be accepted if Pvalue < 0.05. Based on the table above, it is obtained that Pvalue = 0.000, this value is less than 0.05, which means that it is significant. Based on the table above, the amount of $R^2 = 0.653$ is obtained so that the amount of remaining $R(\beta_{\epsilon_3}) = 1 - R^2 = 1 - 0.653 = 0.347$ and the value $\beta_{(y x_2)} = 0.459$ and the value $\beta_{(y x_3)} = 0.675$ if it is substituted for the path diagram for the sub-structure model 2, it can be described as shown below:

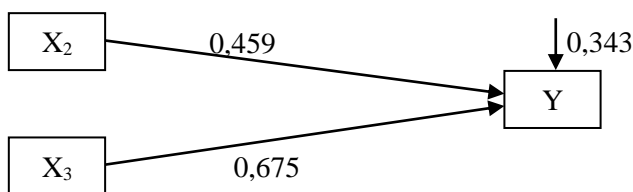


Figure 2
The empirical causal path diagram X2, X3 with respect to Y

Based on the results of the calculation of the structural path analysis, then:

- The magnitude of the influence of teacher pedagogic competence (X2) directly affects student achievement (Y) is $0.459 = 0.211$ or 21.1%.
- The magnitude of the influence of teacher professional competence (X3) which directly affects student achievement (Y) is $0.675 = 0.455$ or 45.5%.
- The magnitude of the influence of teacher pedagogical competence (X2) and teacher professional competence (X3) simultaneously which affects student achievement (Y) is $R^2 = 0.653$ or 65.3% while the rest is determined by other unobserved factors β_{ϵ_3} of 0.343 or 34%.

Based on the data above, the complete path diagram is as follows:

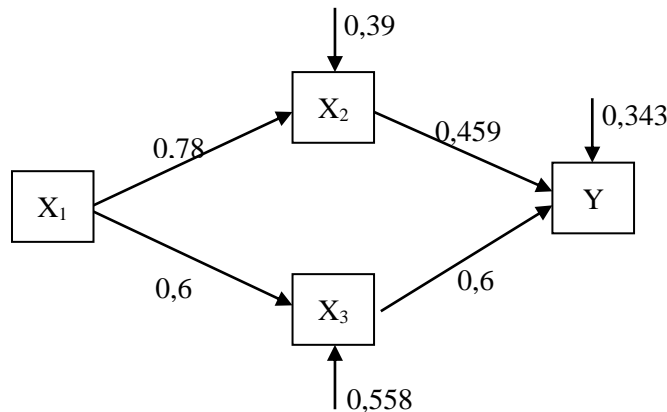


Figure 3.
Complete path diagram

Based on the path diagram above we can conclude that some of the effects are direct. The magnitude of this influence is described as follows:

1. The variable X1
 - a. The direct effect of variable X1 on X2 = 0.781
 - b. The direct effect of variable X1 on X3 = 0.665
2. The variable X2
 - The direct effect of the variable X2 on Y = 0.459
3. Variable X3
 - The direct effect of the variable X3 on Y = 0.675
4. Variable X1
 - a. The indirect effect of variable X1 on Y through X2 = $0.781 \times 0.459 = 0.358$
 - b. The indirect effect of variable X1 on Y through X3 = $0.665 \times 0.675 = 0.448$

Table. 4
Decomposition of Influence Between Variables in Path Analysis Model

The Effect	Direct	Indirect		Total
		X ₂	X ₃	
X ₁ against X ₂	0,781	-	-	0,781
X ₁ against X ₃	0,665	-	-	0,665
X ₂ against Y	0,459	-	-	0,459
X ₃ against Y	0,675	-	-	0,675
X ₁ against Y	-	0,358	-	0,806
X ₁ against Y	-	-	0,448	

Based on the above data processing, the following research hypothesis can be formulated:

1. The effect of the implementation of the principal's academic supervision on the pedagogic competence of teachers is directly affected by 61%, this shows that the academic supervision of the principal has a positive and significant effect on the pedagogic competence of teachers.
2. The implementation of principal academic supervision has a positive and significant effect on teacher professional competence by 0.665 or 44%.
3. Teacher pedagogical competence has a positive and significant effect on student achievement by 0.459 or 21%.
4. Teacher professional competence has a positive and significant effect on student achievement by 0.675 or 45.5%.

IV. Discussion

The implementation of principal academic supervision has a positive effect on the pedagogic competence of teachers at public high schools Kuningan regency. It's meant that the more efficient and good and intense the principal's academic supervision is, the more teacher pedagogical competence is increasing. The implementation of principal academic supervision has a positive effect on the professional competence of teachers at public high schools in Kuningan regency. It's meant that the more efficient and good and the intense academic supervision of principals, the higher the professional competence of teachers. Teacher pedagogical competence has a positive effect on student achievement at public high schools in Kuningan regency. It's meant that the better and the increase in teacher pedagogical competence, the student's learning achievement will also increase. Teacher professional competence has a positive effect on student achievement at public high schools in Kuningan regency. It's meant that the better and the increase in teacher professional competence, the student's learning achievement will also increase.

There is an indirect relationship effect of the principal's academic supervision variable on learning achievement. The relationship that occurs is the effect of X1 on Y through X2 and the effect of X1 on Y through X3. In addition to the three variables that affect student achievement, this variable is called epsilon. The epsilon variable also affects student achievement.

The results of this study prove that the epsilon variable also has a positive and significant effect on student achievement. This means that in addition to the implementation of school principal supervision, teacher pedagogical competence and teacher professional competence there are other factors that are quite significant in influencing student achievement. Variables that are predicted to increase student achievement include teacher education qualifications, educational facilities and infrastructure, training and learning technology.

V. Conclusion

The implementation of principal academic supervision has a positive effect on the pedagogic competence of teachers at public high schools Kuningan regency. It's meant that the more efficient and good and intense the principal's academic supervision is, the more teacher pedagogical competence is increasing. The implementation of principal academic supervision has a positive effect on the professional competence of teachers at public high schools in Kuningan regency. It's meant that the more efficient and good and the intense academic supervision of principals, the higher the professional competence of teachers. Teacher pedagogical competence has a positive effect on student achievement at public high schools in Kuningan regency. It's meant that the better and the increase in teacher pedagogical competence, the student's learning achievement will also increase. Teacher professional competence has a positive effect on student achievement at public high schools in Kuningan regency. It's meant that the better and the increase in teacher professional competence, the student's learning achievement will also increase.

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