

The relationship of academic supervision, educational profession incentive and teacher competence with teacher performance at the performing middle schools in Malange, East Java, Indonesia

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Abstract:

This research was done in 15 performing middle schools of 117 private and state middle schools in Malang City, East Java, Indonesia. This research was aimed at finding out the direct and indirect relationship of academic supervision, educational profession incentive, educators competence towards teachers performance. The population of this research were teachers of the 15 performing schools in Malang with 146 certified national exam teachers from 11 schools as samples. This research employed the descriptive correlational method. Data were collected using valid and reliable questionnaires to capture four variables, comprising the Implementation of the Academic Supervision, Educational Profession Incentive, Teacher Competence, and Teacher Performance. Data was analyzed using SEM (*Structural Equation Modeling*) using AMOS. 20 statistical software package. Results of the research revealed that (1) there was not direct significant relationship of the academic supervision towards teacher competence and performance, (2) the educational profession incentive had direct significant relationship towards the teacher competence and performance, (3) teacher competence has direct significant relationship towards teacher performance, (4) There was no indirect significant relationship between academic supervision and teacher performance through certified teacher competence, and (5) The Educational Profession incentive had direct significant relationship towards teacher performance through teacher competence. It was suggested that teachers must have changed their method of teaching from *teacher centred to student centred teaching and learning* as the consequence of the 2013 curriculum using scientific method.

Keywords:

Academic Supervision, Educational Profession Incentive, Teacher Competence, Teacher Performance

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1. Introduction

Education is the conscious and planned effort to create learning situation and process in order that students actively develop their potential to own religious spiritual power, self acknowledgement, personality, intellectuality, noble character, and skills needed in their community, nation, and state. Education efforts systematically build the effective learning situation and process to enable students to develop their attitude, knowledge, and skills wholistically. It has become the pride of people in Malang that middle schools in Malang were professionally managed. However, the inconsistent quality of students development through learning could fail the results of education. Psychologically, middle school students were at the unstable condition and could be called as the identity finders.

It was obvious that in 2011/2012, 2012/2013, and 2013/2014 the average scores of the National Examination in four subject matters for the Middle Schools in Malang decreased significantly from 7.53 in 2011/2012 to 6.81 in 2012/2013 and slightly increased to 6.88. Viewed from the total scores of the 4 national examination subject matters, it was found out that the scores decreased from 30.15 in 2011/2012 to 27.25 in 2012/2013 and slightly increased to 27.55

All area of Malang city have similar climate and cultural conditions. In terms of the middle schools national exam average scores distribution, there were discrepancies among the schools and it turned out to be decreasing in the recent three years. Such condition was also experienced by schools in other areas in Indonesia. One of the significant factors causing such condition was teacher professional development including instructional supervision.

The success of schools would depend on the people working in schools. Schools in Indonesia had the opportunity to develop quality with their own decision due to having the regional autonomy resulting the schools autonomy. Schools had great authority to determine the quality management. Principals must have been able to lead the schools community to work for the high quality of schools results. Teachers could be involved in shared decision for this purpose. Therefore, Principals conducted teachers professional development including the instructional supervision. Professional educational leadership was very important.

Stogdill (in Bass, 1991) said that leadership was the process of influencing organizational activities to achieve main objectives. Therefore, Principals had two functions of principle duties and group maintenance (Hoy & Miskel, 1987). Mantja (2010) said that teachers were parts of the group members having important roles in achieving the schools objectives. Principals must have ability to motivate teachers to enhance their competence for the better quality of teaching and learning.

Mantja (2010:8) explained that the supervisory roles of principals included roles and responsibilities to monitor, coach, and improve learning process in classrooms. Such responsibilities would deal directly with teachers (Lasut, 1989). Supervision as the process of helping teachers to improve and enhance learning and curriculum (Oliva, 1984) indicated meanings that principals were supervisors who help teachers individually and in group to improve learning and curriculum. When Oliva (1984) focused on the development, Neagly and Evans (1980) focused more on the assistance to teaching and learning in classes in stead of the curriculum improvement.

Teachers were expected to possess professional ability in order that they can help students to succeed in their learning. Having all children adequately as the objectives of the national education, teachers have been required to possess academic qualification, high competence, and professionalism. Competency could be the overall ability in the profession that resulted satisfaction in educational services (Haris, et al., 1979). Competency referred to the overall performance based on the certain specification in doing the educational tasks (Depdikbud, 1984/1985).

Qualified teachers have been those who own competency of all aspects included personality, social, pedagogy, and professionalism as required by the national decree of education. Consequently, principals must have developed teachers competence and ensured that the teacher performance met the standard requirements of educational achievement. As teachers may have not been consistent in their performance, principals must have done the academic supervision. To support teachers motivation to professionally perform, incentive must also have been introduced.

By giving incentives to teachers who were certified, in terms of the educational profession incentive, Principals could expect the enhancement of excellent teacher performance. Herzberg (in Robbins, 2002: 60) explained that according to Hygiene Theory to motivate teachers work professionally Principals could emphasize on the performance, work acknowledgement, the work itself, responsibility, and growth. The ultimate goal of the profession incentive was the quality of education in Indonesia (Mariani, 2007).

By having the instructional supervision by the principals and supported by the educational profession incentive teachers have been expected to perform better and excellently. Barnard (1886-1961, in Silalahi, 2011:99) said that "An organization can work efficiently and remain alive if only the organizational objectives and individual needs can be made balance." Instructional supervision could help comply the achievement of the organizational goals and the educational profession incentive could comply the individual needs.

2. Method

The population of this research were teachers of 117 private and state middle schools in Malang. The samples were teachers of the 15 performing schools in Malang with 146 certified national exam teachers from 11 schools. Data was collected by using questionnaires. The exogenous variables were academic supervision and educational profession incentive. The connecting variable was teacher competence. Whereas, the endogenous variable was teacher performance. The hypothesis analysis was done by using the *Structural Equation Modelling* (SEM) with AMOS version 20 software package.

3. Results and Discussion

Direct Relationship of the Academic Supervision Implementation towards the teacher competence

The hypothesis model of this research mentioned that the academic supervision implementation was the main driving factor which was not significantly enhanced the teacher competence. Besides directly influencing the teacher competence, quality of the academic supervision implementation indirectly influence to teacher performance through teacher competence. The empirical results revealed that teacher competence was more

measurable in the pedagogic and social competencies as the reflection of the high teacher competence. These two variables must have synergized together in the academic supervision implementation to enhance teacher professionalism. Meanwhile, the educational profession incentive gave spirit and motivation to teachers to work on their own professional development, learning from various sources, providing learning facilities, and making all efforts for being professional and qualified teachers.

The professional ability of teachers concerned with teachers broad insight and knowledge at the subject matters being taught. This also concerned with the knowledge of the subject matter characteristics to be internalized and applied in the teaching and learning programs. Teachers had different perspective and ability in such kinds. Principals sometimes found difficulties to deal with due to the differences of the teacher background and qualification. Therefore, academic supervision could be done to help solve such problem. In the process of supervision, teachers were guided and mentored to work on their professionalism which in turns could make them be commanding and had great influence to the learning process.

Results of this research was not in line with what Arsay-thamby Veloo, Mary Macdalena A Komuji, and Rozalina Khalid (2013) found out. They found that there was an influence of the clinical supervision towards the teacher performance in learning process. Supervision could enhance the learning development and the clinical supervision enabled teachers to work more effectively and better. The clinical supervision in classroom was also consistently related to the classroom management of those who practiced clinical supervision. Formative clinical supervision enabled teachers to enhance their performance. Such result was also consistent with the previous research results that revealed to having influence of the clinical supervision towards the teacher performance in learning activities. Most teachers were mentioned to like the clinical supervision. This research result was not in line what Paula Vinhaisa, Marta Abelhab (2015) found out. They found out that supervision was very important to drive innovation and curricular practice changes systematically and thoroughly. Teachers turned out to motivate students active participation and involvement in the curricular activities. Teachers development should have then be done formally and informally. These would deal with not only innovation, but more on wholistic assistance.

This research found out that at the situation of having variative samples, differences in quality of academic supervision implementation done by the Principals impacted the differences of the teachers' competence. Such research results were also found out Embo *et. al.* (2015) saying that continuous competency based education needed integration of competence, learning, evaluation, and supervision. Creating collaborative work by which stakeholders shared responsibility for complex quality separated from learning in the workplace, evaluational process, and supervision can optimize competency based education.

School Based Management (SBM) has been an alternation of the educational desentraliation marked by broad autonomy of the schools, community participation, and national education policy (Worldbank, Depdiknas and Bapennas, 1999). Nanang Fattah (2003) explained that School Based Management has been a political approach aiming at giving power and increasing school participation in improving school performance that include teachers, students, and community.

The school principal as the school organization leaders must possess ability to enforce teachers to enhance their competence in order to enhance the quality of their performance. In their roles as supervisors and their functions to maintain groups, school principals are given responsibility to monitor, coach, and improve the learning process at schools. Such responsibility has been categorized and called supervision. As the leaders of the school organization, principals directly face teachers (Lasut, 1989). From the concept of curriculum to help teachers improve and enhance learning and curriculum (Oliva, 1984) there has been an intention that school principals are supervisors who help teachers individually or in groups to improve teaching or curriculum. Oliva (1984) adds one aspect of supervision which is teacher development. Meanwhile, Neagly dan Evans (1980) focus more on the aspect of assistance in the teaching and learning besides the curriculum. Principals as the learning leaders are responsible to enhance educational quality influenced by teachers' ability professionally which can be built and improved by academic supervision.

Direct relationship of the educational profession incentive towards the teachers' competence

Hypothesis model of this research explained that the educational profession incentive was the significant driving force factor to enhance the teachers' competence. Besides, having direct influence towards the teachers' competence, quality of the profession incentive also directly influenced teachers' performance through teachers' competence.

Teachers' profession incentive are additional income with requirement for teachers to comply their professional duties as teachers. Related to the expectation theory, teachers are more motivated to work professionally by having the fulfillment of their needs and the fulfillment of the organizational objectives. Therefore, the incentive influenced more on motivating teachers to professionally perform their work. It has been expected that the additional income is used to provide learning supports to enhance their professional duties independently and to be more prosperous. When the incentive is used to work for such condition, it is likely that teachers become professional, otherwise they will not be able to enhance the quality of learning.

Personal competence psychologically reflected the role models. Living role models and professional duty role models of the principals determined the success of schools. Teachers must also give examples, be mature, be confident, be tolerant, and be patient, be open, in working professionally and in building their professional image.

Paedagogic competence possessed by teachers will enhance their professionalism in all aspects mainly concerning their ability in managing classroom learning. Principals are active teachers who are given target to work as teachers as their professional duties. Principals, therefore, must also be professional teachers who succeed to manage their instructional classroom learning for the benefit of the students.

Social competence can be measured by having good communication between supervisors and teachers and between teachers and students. The good communication can enhance the learning quality. Principals are required to possess role models in having good communication and in building relationship with other school entities. Such condition is expected to be done in clinical supervision collegially. Teachers also are expected to be able to communicate and influence students through the materials they teach, media, and

method they use. By having the academic supervision teachers integrated all learning components in terms of the integration of learning and proper time which made students like learning and become active, creative, and innovative learners which suited their developmental stage. By acknowledging the students characteristics, teachers can properly stand themselves towards the students and properly communicate with the students. This is also true to the principals as supervisors. Principals can create essential conducive situation to motivate teachers work professionally and select proper supervisory technique to help teachers succeed in instructional process.

Direct relationship between Academic Supervision Implementation and Teachers Performance

Hypothesis model of this research explained that the academic supervision implementation has been a driving force factor which was not significantly influence to the enhancement of the teachers performance. The human relation skill in organization has been identified as the ability to work, to understand, and to motivate other people individually and in groups aiming that the managers obtain active participation of the organization members to achieve their goals. In terms of the school system, this deals with the ability to work, to understand, and to motivate teachers by the principals in the supervision processes as efforts to empower teachers to professionally do their duties in the instructional classroom processes. Teachers are now expected to be more critical and active to work for their professional duties in the instructional classroom processes. Empowered teachers have sensitivity of the students needs and able to solve problems faced by students in their classroom learning. It has been mentioned that supervision is the assistance given to teachers by the supervisors which are principals as the effort to enhance teachers performance in their professional duties. This means that supervision makes teachers to gain opportunities to relearn their professional duties and to cope with the newly instructional development trend, to work professionally, and to be able to make their own decision in the instructional processes.

Direct Relationship Between Educational Profession Incentive and Teachers Incentive

The Hypothesis model of this research explained that educational profession incentive was the driving force factor which was significantly influenced the enhancement of the teacher profession. Besides directly influencing the teachers performance, the quality of educational profession incentive also indirectly influence the teachers performance through teachers competence. The incentive tended to enforce implementation, desire, and benefit.

Direct Relationship Between Teachers Competence and Performance

Hypothesis model of this research explained that teachers competence was the driving force factor which was significantly enhanced the teachers performance. Besides influencing directly towards the teachers performance, the quality of teachers competence also indirectly influenced the teacher performance through the teacher performance. Based on the theory of the low quality of education, it was mentioned that such condition was caused by the educational management system factors including the teachers professional development. These factors included: Educational system instruments factors, educational management system factor, and substantial educational system factor. These also included teacher professional development through supervision.

The success of the schools depend on those who work at schools. Therefore, principals must be able to work or achieving the school objectives. Axiomatically, schools are the same good as those who work in it are. The success of the schools is determined by the success of the principals and teachers, eventhough the success of teachers are influenced by many factors. One of the main factors of these is the role of principals om leading the schools to create high teacher performance.

The regional authonomy as well as the school authonomy impacts the broad authority of the schools to enhance the schools achievement. Principals and teachers can highly influence the success of the schools by professional leadership and management as well as professional instructional practices. Having lots of numbers of certified teachers can ease the school to develop the instructional quality. Such professionalism was found out to be supported by the teachers professionalism. Teachers competence was measured in four important components and in the context of this research included the pedagogic and professional competences out of these four components including the personal and social competences. There would be a jeleously among teachers of there were teachers who were certified, yet have no these competences. Several issues creating collegial that cause the collegial jeleousy were distribution of teaching times in which for those who already had been certified had to teach at least 24 hours a week, waste of governmental budget, and unsatisfactory. Such problems could be solved by having the competence analysis on the basis of the official guideline.

Rationally the better the teachers have competence, the better the quality of students learning are enhanced. On the other hand, when the teachers competence is low, the quality o learning decreases. The primary aims of the learning is the enhancement o the quality of learning, therefore teachers as the agents of learnig have to be competent in peadagogy, personality, professionalism, and social (Muslich, 2007). Teachers professionalism and certification are expected to make them become effective teachers. Based on the constitution no. 14, 2005 of the Indonesia Republic by which the implementation has been regulated in the ministrial decree no. 18, 2007, teachers are expected to be really professional and work correctly, efectively, and efficiently. The empirical evidence showed that most of the teachers did not use the certiication incentives for their professional development, but for other living needs. In this situation, principals played important roles to guide teachers to work for their professionalism.

Indirect Relationship Between the Academic Supervision Implementation and the Teachers Performance Through Teachers Competence

Structural model of this research had the hyphotesis of academic supervision had not been a significant driving force that indirectly influence in enhancing the teachers performance by having the teachers competence enahncement first. Among the variables, it was ound out that there were tedences of ability in team work and mutual motivation among teachers. Wahyudi, (2009) Handoko (1992), in Wahyudi (2009) said that "Skills of human relation in an organiation is defined as the ability to work together by understanding and motivating others both individually and in group aiming at gaining active participation from organization members to acheive the organiation goals" Such skills in terms of the supervision deal with principals and teachers. Such skills also relate to empowerment.

Marten and Yarger (1988), J Bahari and Oni S Priyono (1996:71) in Dadang Suhardan (2010:87) defined that empowerment is “*a route to enhancing the teaching profession: the authority to teach with the professional standards that they pertain to their work* “. Goodman (1987) said that empowerment is “*a more active and critical approach toward teaching*”. Teachers need assistance and guidance to develop their abilities in managing their authority in classroom professionally. Therefore, they must be empowered. The empowered teachers are those who are able to seek way out in any instructional problems. Such professional practice can be maintained by supervision.

Indirect Relationship Between Educational Profession Incentive towards Teachers' Performance Through Teachers' Competence

The structural model hypothesized in this research explains that the educational profession incentive significantly became the indirect driving force factor to enhance the teachers competence. This result supported the results of researches by Alwi dan Sidhu (2013), Felipe dan Barrios (2015), and Felipe and Barrios (2015). In this case, the principals' creativities were manifested in the principals' behaviours to face school management change. The Principals' creativities showing the ability of the principals to initiate new thinking in the process of the school interaction, implement changes or modify objectives, targets, configuration, procedure, input, and output at schools were up to (Wahjosumidjo, 2002). The other factor expecting to enhance the teachers' performance was teachers' commitment. By having high commitment, teachers can complete all their duties with their full responsibilities. Teachers will give their overall ability and skills for the school improvement. Glickman (in Mulyasa, 2007) said that professional teachers were characterized by their competence and commitment. Even though Principals are not directly responsible for the academic affairs technically, they are accountable for these and are responsible for all matters of the school operation, therefore they have to mutually work together with teachers, parents, school committee, and local government (Daryanto 2006).

Faleria Riati Daely (2010) found out that principals' roles determine the effectiveness of the teachers' performance. The reliable principals use their powers to lead the schools strongly in order to create effective performance. Wawan Sumarto (2010) also emphasizes on the managerial skills of the principals to support such characters. The managerial skills can influence the success of schools in all sectors, create good learning climate, and better motivation.

Conclusion and Suggestion

This research concludes that there were relationships among the academic supervision implementation and educational profession incentive towards the teachers' competence and certified teachers' performance. Structurally can be explained that the changes of the teachers' performance can be defined by the academic supervision implementation, educational profession incentive, and teachers' competence. There was no significant relationship between academic supervision implementation and the certified teachers' competence. Thus, the maximum academic supervision implementation could not always enhance teachers' competence. There was no direct relationship between academic supervision implementation and certified teachers' performance. Teachers' performance enhancement was not directly explained by academic supervision supervision due to having good supervisory practices of the principals. The educational profession incentive directly related to the certified teachers' competence significantly. The educational

profession incentive grant approaching the teachers expectation could be the driving force to enhance the teachers competence. \

The educational profession incentive significantly and directly related to the certified teachers performance. Teachers performance were improved better with incentives approaching to the teachers expectation. Teachers competence directly and significantly related to the certified teachers performance. Teachers with better competence had better performance. There was no significant indirect relationship among the academic supervision and teachers performance through certified teachers competence.

Based on these conclusions, it has been suggested that firstly, principals are suggested to make the supervision enjoyable and not scaring to teachers as process of inspection; secondly, principals are suggested to create conditions that the supervisory activities are parts of the professional help and assistance to teachers; thirdly, principals are expected to implement the new ways of supervision which does not focus only on the administration, but also research and other wholistic instructional problem solvings; fourthly, teachers are suggested to employ the *student centred learning* as mandated by the 201 curriculum, fifthly, the authority of the regional education department are suggested to formulate educational budgets which can enforce the practice of educational profession insentive granting.

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