

Supervision and Competence in the Performance of Teachers through the Certification Allowance for Elementary School

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Abstract

This study analyzes whether supervision and competence affect teacher certification benefits in elementary schools in the Wara District of Palopo City. Then, the supervision, competence, and certification allowance affect teachers' performance in elementary school in the Wara District of Palopo City. Also, supervision and competence indirectly affect teacher performance through certification allowances at elementary schools in the Wara District of Palopo City. The approach used in this research is quantitative and belongs to correlational research. The sample in this study was 167 people, using purposive sampling techniques. Technical data analysis is used in testing hypotheses, namely by path analysis and Sobel tests. This study showed that: 1) Supervision and competence have a positive and significant effect on teacher certification allowances in elementary schools in the Wara District of Palopo City. 2) Supervision, competence, and certification allowances positively affect teacher performance in elementary schools in the Wara District of Palopo City. 3) Supervision and competence also positively and significantly affect teacher performance through teacher certification allowances at elementary schools in the Wara District of Palopo City.

Keywords

Supervision, Competence, Certification Allowance, and Teacher Performance.

1. Introduction

Teachers are an important and main element in improving the quality of education in Indonesia in general. Teachers are at the forefront of ensuring education quality (G. Ilyas et al., 2022). Quality education must be supported by the presence of teachers who have adequate abilities. One of the criteria is that the teacher has good performance so that implementing the learning process in school can show better learning results. The government understands the problem of the importance of improving teacher performance, so the government makes a teacher certification policy, and teachers who have passed the certification will get certification benefits as a form of appreciation or government appreciation for improving teacher competence. The essence of teacher certification is the necessity for teachers to have competence so that teachers are entitled to obtain teacher certification benefits (Umar et al., 2019).

In addition, the determining factor in improving teacher performance to be more optimal is to pay attention to aspects of academic supervision. In this case, the role of the principal as a supervisor is very important in helping teachers who are experiencing difficulties in the learning process activities. The competence possessed by teachers is also a determinant of the success of teacher performance in schools. It is in line with the theory set out by (Setiawan et al., 2021), where a person's performance is determined by ability or competence in the implementation of work.

The phenomenon and reality that occurred from the first observation about academic supervision found that some principals in Palopo regency had not drawn up academic supervision plans, and some principals had not had time to socialize. In addition, the principal's supervision component is not what the teacher needs; even worse, some principals

do not evaluate based on the results of supervision carried out. In addition, there are also phenomena related to the competence of teachers in teaching students, where many teachers who teach are not in their fields of study, and some teachers do not have educational qualifications tailored to their fields of study. This phenomenon will be able to impact teacher performance which will be lower.

2. Literature Review

Sahertian in (Tamsan & Yusriadi, 2022) argues that supervision is an effort to provide the best service to each teacher, whether done individually or in groups. The goal is for teaching to be better, for example, stimulating ability, for example, selecting the development of teachers, and revising the purpose of education (Sahid et al., 2020). Be it the material of exploration in schools or conducting appropriate learning methods and the evaluation of teaching. Research conducted by (Tamsan & Yusriadi, 2022) explained that if the school wants the creation of more effective learning. Then what is needed is the supervision of the supervisor (e.g., principal), where the supervisor's task is of them is the field of learning because this field is a process of active interaction between teachers and students.

In (Tamsan & Yusriadi, 2022) "Competencies are those tasks, skills, attitudes, values, and appreciation deemed critical to successful employment. "Research conducted by (Tamsah et al., 2020) explained that these competencies have the goal to form more professional individuals to compete in meeting more skilled human resources (have skills, knowledge, and abilities). In completing the work for which he is responsible, the individual can face various challenges in the increasingly competitive work. Therefore, with the professional competence possessed by a teacher, the situation will further improve the quality of the teacher concerned and ultimately impact improving learning performance in schools.

According to (Fatmawati et al., 2021), supervision is a supervisor who oversees the implementation of coaching tasks, monitoring, assessment, and professional training of teachers. Research conducted by (Dana et al., 2021) supports this finding and proves that supervision positively and significantly affects teacher performance. Similarly, the study by (Nasriani et al., 2021) that supervision affects the performance of MI Hayatul Islam teachers is different from research by (Heranto et al., 2021), who concluded his findings that supervision partially has a negative and significant effect on teacher performance at Palu State Junior High School 7.

Fitria et al. (2021) stated that competence is an individual's mastery of a job, the attitude shown, the skills possessed, and the appreciation needed in supporting success. So, competence is a basic characteristic of a person relating to the performance of effectiveness and superiority in a particular job and culture (G. B. Ilyas et al., 2021). Research conducted by (Arfan et al., 2021; Misnawati et al., 2021) showed that the competence possessed by teachers would affect their performance of teachers in teaching. Likewise, (Yusriadi et al., 2020) that teachers who have competencies in pedagogical competence, professional competence, and social competence will impact teacher performance. Then, (Yusriadi et al., 2019) also stated a significant relationship between teacher competence and improving teacher performance.

Given the role of teachers in educational institutions vital, it demands to provide the best service to the users of educational services, in this case, the community or parents of students and the students themselves (Asnawati et al., 2021). The teacher's performance determines the success of education because the teacher becomes the spearhead in communicating directly with students in the school that serves as the object of learning. To improve teacher performance, one aspect that needs to be improved is the teacher certification allowance as other studies have supported this finding, among others, research that there is a significant relationship between certified teachers to teacher performance. It is proven that the performance of accredited teachers is greater than those who have not been certified. Then, research by (Kurniawan et al., 2021; Nath et al., 2021; Saharuddin et al., 2021; Setianto et al., 2022; Suharyanto et al., 2021) also proved that certification affects the performance of MI Hayatul Islam teachers.

3. Methods

The research approach used by quantitative research methods with this type of research is correlational. This research was conducted at the Elementary School (SD) in the Wara District of Palopo City. The population in this study is all teachers who are certified at elementary schools (SD) in the Wara District of Palopo City. Due to many populations, researchers determine the size or number of samples using the solving formula, namely: $n = N / 1 + N (e)^2$ $n = 287 / 1 + 287 (0.05)^2$ $n = 167.10$ (rounded to 167 people)

Information:

- N = Population
- e = error margin of 0.05 or 5% (degree of confidence 95%)

Researchers determined the number of samples as many as 167 teachers spread across 11 (eleven) elementary schools in the Wara District of Palopo City, based on the solving formula. The technique of determining the sample is using purposive sampling so that the selected sample can be for this study. The data analysis referred to in this study is by path analysis. The path analysis results aimed to determine the direct and indirect influence of the variables in this study and determine the significance of the relationships between some of the variables studied.

4. Results and Discussion

4.1 Validity and Reliability Test Results

Before testing the relationship between supervision and competence to teacher performance through certification allowances, then analyzing the form of validity and reliability tests is selected to ensure the item used is worthy of being a variable measuring instrument and the level of consistency of respondents' answers the items used. Based on the validity test results, it shows that the corrected item-total correlation of each item from the test results is greater than the required standard of 0.3, which in the supervision variable is in the range of 0.798-0.880. The teacher competency variable is in the range of 0.718-0.813. The certification allowance variable is in the range of 0.754-0.815, and the teacher performance variable in the range of 0.788-0.876. The standard level of corrected item-total correlation > 0.3 is a valid instrument according to what Malhotra recommended in (Mulyana et al., 2021; Sadapotto et al., 2021; Yusriadi et al., 2020). Then, for testing the reliability of supervised variables, competencies, certification allowances, and teacher performance, it can be shown in the following Table 1:

Table 1. Reliability Test Results

Variable	Cronbach's Alpha	a > 0,6	Conclusion
Supervision	0,931	0,6	Reliable
Teacher Competencies	0,919	0,6	Reliable
Certification Allowance	0,920	0,6	Reliable
Teacher Performance	0,928	0,6	Reliable

Source. Primary data processed, 2019

Table 1 shows that all variables, i.e., supervision, competence, certification allowance, and teacher performance, have Cronbach's alpha values higher than 0.60 and have exceeded the threshold. For validity test criteria, Cronbach's alpha value must be higher than 0.60 (Ansar et al., 2019; Mastulen et al., 2021; Yusriadi et al., 2019) to conclude that the instrument has been reliably reliable.

4.2 Determination Coefficient Analysis

The R2 value measures the predictive strength of the structural model formed. The coefficient of R2 that exceeds the value of 0.10 as recommended (Falk & Miller in Schade, et al., 2016), then the structural model shows adequate explanatory strength. Based on the R2 assessment on the influence of competence and supervision on certification allowances, it is R2 = 0.779. Is means that competence and supervision affect the certification allowance by 0.779 or 77.9%, while the rest is 22.1% influenced by other factors. Then, the influence of competence, supervision, and certification allowances on teacher performance, is R2 = 0.820. It means that competence, supervision, and certification allowances together affect teacher performance by 0.820 or 82.0%, while the rest is 18.0% influenced by other factors.

4.3 Hypothesis Test Results

The authors used path analysis techniques with multiple regression approaches to each of the structural equation models formed in the research model to test the hypothesis. As for indirect influence testing, researchers use the Sobel test technique (Table 2-3).

Table 2. First Structural Model Path Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.588	1.018		1.561	.120
	Supervision	.306	.052	.502	5.872	.000
	Competence	.263	.056	.403	4.710	.000

Table 3. Structural Model Path Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.596	1.574		.378	.706
	Supervision	.263	.088	.255	2.989	.003
	Competence	.236	.091	.214	2.591	.010
	Certification Allowance	.807	.120	.476	6.727	.000

Source. Primary data processed, 2019

In research conducted by (Rinantanti, 2016; S. Z. B. Tahir, 2015, 2017), where the supervisor's task is one of them is the field of learning because this field is a process of active interaction between teachers and students. The results showed that the track coefficient regarding the relationship between supervision of certification allowances had a positive and significant effect (a sig value of 0.000) was smaller than the significance (0.05) and the numeracy value of 5,872 was positive. Thus, Hypothesis 1 (H1) is acceptable that supervision has a positive and significant effect on teacher certification allowances in elementary schools in the Wara District of Palopo City. That is, supervision plays an important role in providing teacher certification allowances.

Meanwhile, the relationship between competence to certification allowances was also found to have a positive and significant effect (a sig value of 0.000) smaller than the significance (0.05) and a calculated value of 4,710 positive values. Thus, Hypothesis 2 (H2) is acceptable that competence has a positive and significant effect on teacher certification allowances in elementary schools in the Wara District of Palopo City (Table 2). That is, competence plays an important role in providing teacher certification allowances.

Regarding the coefficient of track between supervision of teacher performance affects positively and significantly (sig value. of 0.003) is smaller than significance (0.05) and the calculation value of 2,989 is positive. Thus, Hypothesis 3 (H3) is acceptable that supervision positively affects teacher performance in elementary schools in the Wara District of Palopo City (Table 3). That is, supervision plays an important role in improving teacher performance. Research conducted by (Asnawati et al., 2021; Sakkir, 2016) supports this finding, proving that the principal's supervision has a significant and positive influence on improving teacher performance. Similarly, the research by (Sakkir, 2018) that supervision affects the performance of MI HayatullIslam teachers is different from research by (Aeni et al., 2020), who concluded his findings that supervision partially has a negative and significant effect on teacher performance at Palu State Junior High School 7.

Furthermore, Table 3 also shows that the coefficient of the path between competence to teacher performance has a positive and significant effect (sig value. of 0.010) is smaller than the significance (0.05), and the calculation value of 2,591 is positive. Thus, Hypothesis 4 (H4) is acceptable that competence positively affects teacher performance in elementary school in the Wara District of Palopo City. That is, competence plays an important role in improving teacher performance. (Bahri et al., 2021; Mastulen et al., 2021) research explained that teacher competence affects teacher teaching performance. Likewise, Ningrum (2016) that teachers who have competencies in pedagogical competence, professional competence, and social competence will impact the teacher's performance. Then, (Mastulen et al., 2021) also stated a significant relationship between teacher competence with the performance of teachers of SMP Negeri Se-Subdistrict Precut Sei Tuan.

Similarly, the path coefficient between teacher certification allowance and teacher performance affects positively and significantly (sig value. of 0.000) is smaller than the significance (0.05) and the calculation value of 6,727 positive value. Thus, Hypothesis 5 (H5) can be accepted that teacher certification allowances positively affect teacher performance in elementary schools in the Wara District of Palopo City (Table 3). Certification allowances play an important role in improving teacher performance, as some other studies have also supported this finding. (G. B. Ilyas et al., 2017) research shows a significant relationship between certified teachers and teacher performance. It is proven that the performance of certified teachers is greater than those who have not been certified. Then, research by (Gunawan et al., 2018) also proved that certification affects the performance of MI Hayatul Islam teachers (Figure 1-2).

Input:		Test statistic:	Std. Error:	p-value:
a	0.306	Sobel test: 4.42854595	0.05576142	0.00000949
b	0.807	Aroian test: 4.40107479	0.05610948	0.00001077
s _a	0.052	Goodman test: 4.45653803	0.05541117	0.00000833
s _b	0.120	Reset all	Calculate	

Figure 1. Sobel Test Results Influence supervision on Teacher Performance through Certification Allowance

Supervision plays an important role in indirectly improving teacher performance through certification allowances. Indirect influence testing using the Sobel test technique as in figure 1, shows that the coefficient of the path between supervision of teacher performance through teacher certification allowance has a positive and significant effect (sig value. of 0.000) is smaller than significance (0.05) and the calculation value 4,428 is positive. Thus, Hypothesis 6 (H6) is acceptable that supervision positively affects teacher performance through teacher certification allowances at elementary schools in the Wara District of Palopo City.

Input:		Test statistic:	Std. Error:	p-value:
a	0.263	Sobel test: 3.85043991	0.05512123	0.00011791
b	0.807	Aroian test: 3.82214081	0.05552935	0.0001323
s _a	0.056	Goodman test: 3.87937704	0.05471007	0.00010472
s _b	0.120	Reset all	Calculate	

Figure 2. Sobel Test Results Affect Competency on Teacher Performance through Certification Allowance

Competence plays an important role in indirectly improving teacher performance through certification allowances. Furthermore, figure 2 also shows that the coefficient of the path between competence to teacher performance through teacher certification allowances has a positive and significant effect (sig value. of 0.010) is smaller than significance (0.05) and a calculation value of 3,850 positive value. Thus, Hypothesis 7 (H7) can be accepted that competence positively affects teacher performance through teacher certification allowances at elementary schools in the Wara District of Palopo City.

5. Conclusions

Based on the research and discussions conducted on these results, conclusions can be formulated in this study: supervision and competence have a positive and significant effect on certification allowances and teacher performance in elementary schools in the Wara District of Palopo City directly. Similarly, indirect influence also shows that supervision and competence positively and significantly affect teacher performance through teacher certification allowances at elementary schools in the Wara District of Palopo City.

This study also showed that the variable that most affected the improvement of teacher performance was the certification allowance variable, followed by the supervision variable and competence possessed by teachers in elementary school in the Wara District Palopo City. It is because the certification allowance received by teachers becomes a separate encouragement for teachers to improve their performance for the better.

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