

Influence of Head Master Academic Supervision, School Environment and Teacher Working Ethics to Ward Education Effectiveness in Sman Tulang Bawang Region

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Abstract: *This paper examines the influence of teacher work ethic on the effectiveness of learning in SMA Negeri Kabupaten Tulang Bawang, we use the instrument of decision-making in cluster sampling and closed questionnaire. Our findings show that from 6 SMA Negeri Kabupaten Tulang Bawang with 123 teachers as a sample it is found that the effectiveness of learning in accordance with Government Regulation No. 19 of 2005 is influenced by the work ethic of teachers from the aspects of responsibility, work culture and the concept of teacher work.*

Keywords: *principal academic supervision, school climate, teacher work ethic*

Date of Submission: 26-11-2018

Date of acceptance: 10-12-2018

I. Preliminary

Education plays an important role in efforts to improve the quality of Human Resources (HR) quality (Husni, 2004: 235). P ersonalan were often questioned in the present period is about the quality of education, which is mainly in formal education, especially at the level pend i tance Upper Secondary School (Hasna, 2015: 211). Through education and the expected quality of Indonesian human dignity can be improved, a good quality of education can be seen from the process of learning that takes place as well as the learning outcomes achieved by students (Engberg, 2007: 241-258) The Indonesian Government Regulation No. 19 of 2005 on Standards Year National Education is intended as a baseline by every manager, organizer and educational unit in improving performance and providing quality education services. According to (Gurrin, 2002: 330-366) the purpose of education is said to be achieved if the effectiveness of learning that goes through the development and improvement.

Based on data Kemendikbud 2017 seen that the average value of indicators of achievement of the effectiveness of learning in Tulang Bawang District in under 60% of 100% to be achieved, it shows that still not effectiveness of learning that took place in SMA Negeri Kabupaten Tulang Bawang. In line with this so that the effectiveness can run well needed a booster or factors that can make the effectiveness of learning in school successfully with learners able to complete learning in accordance with what has been taught, One of the factors that can affect the effectiveness of learning work ethos teacher. According to Baedhowi (2006: 278), the teacher is the keyperson in the classroom. For that research is very important to do because with reference from previous research can be seen that the effectiveness of learning is very important in the learning process for the progress of education in Indonesia with many factors that influence such as teacher work ethic.

Based on the above discussion, nine research questions guide this paper:

- 1) Supervision k epala school that has not run with the maximum
- 2) Lack of motivation given by the principal to school members
- 3) The teacher's commitment to his duties has not been properly implemented
- 4) Teacher Work ethic is still not optimal
- 5) The competence that teachers should have is still not mastered by the teacher
- 6) Motivation for achievement of teachers is still lacking
- 7) Climate or learning facilities have not worked optimally for the work of teachers
- 8) Facilities and infrastructure are not sufficient to support the learning process at school
- 9) There have been many studies that discuss the effectiveness of learning related to other factors but no one discussed about the principal academic supervision, school climate and work ethic of teachers in Tulang Bawang

II. Effectiveness of Learning

The effectiveness of learning is one of the quality standards of education and is often measured by the achievement of goals, or it can also be interpreted as precisely in managing a situation, "doing the right things". The provision of self-learning opportunities and activities as widely as possible is expected to assist students in understanding the concepts being studied (Gregory , 2011: 904-934). According to Rohmawati (2015 : 234) , effective learning is a learning that provides the opportunity to learn alone or conduct the widest activity to students to learn.

According to the famous Butte r (2006) in the field of psychology education, and in his book *A Model of School Learning* , states that Instructional Effectiveness depends on five factors: (1) Attitude , (2) Ability to understand instruction , (3) Perseverance , (4) Opportunity , (5) Quality of instruction. K egiatan learning must be constantly improved effectiveness and efficient, in order to improve the quality of the education itself (Norlidah, 2013: 579). Andaritidya (2014: 220) states that the effective p embelajaran marked by the process of learning in students. achievement or success of a goal in accordance with the plans and needs required, both in the use of data, means and time.

A teacher who does not master the material to be taught will not be able to teach well (I nd iya ni , 2006: 10 - 28). Mishadin (2012: 271) argues that learning m is a plan or pattern that can be used to shape the curriculum (long-term learning plan), designing learning materials and guiding classroom or other learning. Method is a means used to achieve the intended purpose ". In teaching and learning activities, methods are required by teachers and their use varies according to the goals to be achieved after the teaching ends (Djamarah , 2006: 145) .

Materials or subject matter (learning materialis) is "everything that is the content of the curriculum that must be mastered by students according to basic competencies in order to achieve the competency standard of each subject in the education unit (Susilo , 2014: 132) , the teacher has the function and the role far different from the function and role of a teacher as it is understood today, Teachers are not teachers who pour science knowledge, teachings, orders or directives to the participants, but the main function of the teacher's role is to facilitate the ongoing learning process that allows students to develop themselves, pengetahuannya , his understanding, his behavior and his skillful n-skill (Zahra , 2014: 233) .

From the above explanation can be concluded that a good learning proram is bagimana successful teachers deliver their students to gain knowledge and provide an intractive learning experience. Based on the characteristics of effective learning as described above, the effectiveness of the learning program is not only reviewed from the level of learning achievement, but must also be reviewed in terms of processes and supporting facilities.

III. Headmaster Supervision

Supervision is etymologically derived from the word "super" and "vision" which means seeing and reviewing from above or judging from the top done by the superior to the activities, creativity, and performance of subordinates (Mulyasa, 2000: 154). Indrafachrudi (2006: 88) Supervision of instruction is the effort to stimulate, coordinate, and guide the growth of the teachers in a school, both individuals and collectively, in better understanding and more effective performance at all the functions of the instruction so that they may be the growth of every pupil toward the richest and most intelligent participation in modern democratic society.

Mulyasa (2004: 45), reveals the principal as a supervisor should be realized in the ability to arrange, and implement the program of educational supervision, and utilize the results . S upervisi is an integral part of the entire educational administration process aimed primarily at developing the effectiveness of school personnel performance related to the main tasks of education. (Jones , 2003: 155) , According to Arikunto (2004: 40), the general purpose of supervision provides technical assistance and guidance to teachers (and other school staff) so that the personnel can improve the quality of their performance, especially in carrying out the task, .

S upervisi has a strategic role in improving teacher work performance, which in turn will improve school performance (Salamah, 2004: 79-155) . S upervisi education includes supervision of the curriculum, the potential for learning, teaching methods, development of teaching materials, and evaluation of education (S ahertian, 2000: 130), The main function of supervising the modern is to assess and improve the factors that affect the learning process of learners (Sahertian, 2000 : 21). The amount of responsibility of the principal as a supervisor, then to carry out the actions of supervision properly should the principal understand the principles of supervision implementation. (Purwanto , 2004: 117) .

Purwanto (2004: 120), reveals that supervision can be done in various ways, with the aim that what is expected to be achieved. Broadly speaking, ways or techniques of supervision can be classified into two, namely individual techniques and group techniques. In practice, both the principal and supervisors use an observation sheet that contains aspects that need attention in improving teacher performance and school performance. To supervise the teacher used observation sheet in the form of teacher ability assessment tool (APKG), while to

supervise school performance done by observing academic, student, personnel, finance, facilities and infrastructure, and public relation.

School Climate

school climate is the quality and character of school life, based on student behavior patterns, parents and school personnel experience about school life that reflects norms, goals, values, relationships interpersonal, learning and teaching practices, and organizational structure). Marshall (2002: 2) suggests that: "(a) school climate can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioral and emotional problems for students, (b) school climate in highrisk urban environments indicates that a positive, supportive, and culturally conscious school climate can form the degree of academic success experienced by urban students, (c) school climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior. (d) found that a positive school climate is associated with employment. (e) research has shown that providing a positive and supportive school climate for students is important for a smooth and easy transition to a new school. (f) school climate, including trust, respect, mutual obligation, and concern for other's welfare can have 'learners' academic achievement as well as learners' academic achievement and overall school progress".

According to Nitise m ito (2000) understanding of organizational climate is: "organizational climate as they characteristic that distinguish the organization from other organizations and that influence the behavior of peopels in the organizations". In connection with the school context, Hoy and Miskel (1991: 221), stating "school climate is a Relatively enduring quality of the school environment that is experienced by of participants, Affects Reviews their behavior, and is based on their collective perceptions of behavior in schools", Wil so n(2004: 2 93- 299) divides the climate work in schools into 4 (four) types, among others: (a) open working climate, (b) climate work binding, (c) a non-binding work climate, and (d) a closed working climate.

" The model of the open climate is portrayed as an energetic, lively organization which is moving toward its goals while, simultaneously, providing satisfaction for the group members social needs. Leadership acts emerge from both the teachers and the principal. Neither task achievement, but in both instances satisfaction seems to be obtained easily and almost effortlessly" Miskel , 1991: 225). L o u k a s (2004: 2 09 - 233) outlines the school climate measurement into four dimensions, namely: (a) safety, (b) teaching and learning, (c) interpersonal relationships, and (d) institutional environments. The safety dimension consists of (a) rules and norms, including the existence of clearly communicated and implemented rules consistently, (b) physical safety includes the feelings of students and parents who feel safe from physical harm at school, and (c) social and emotional security covers feelings of students who feel safe from scorn, satire, and exceptions.

Ross, 2003: 21 5- 246) there are three dimensions of school climate, (1) The physical dimension includes: (a) the appearance of the school building and its classrooms; (b) school size and ratio of students to teachers in the classroom; (c) order and organization of classrooms in the school; (d) availability of resources, and (e) safety and comfort. , (2) The social dimension includes: (a) quality of interpersonal relationships between and among students, teachers, and staff; (b) equitable and fair treatment of students by teachers and staff; (c) degree of competition and social comparison between students; and (d) degree to which students, teachers, and staff contribute to decision-making at the school. , (3) The academic dimension includes: (a) quality of instruction; (b) teacher expectations for student achievement; and (c) monitoring student progress and promptly reporting results to students and parents.

Teacher Working Ethos

E tos work can be interpreted as a concept of work or work paradigm that is believed by a person or group of people as good and true that manifested through their work behavior typically (Cekin, 2015: 164). According to K am phaus (2007: 342-356) m hrough the work ethic of teachers increasingly have a sense of responsibility to his profession, so the teacher will optimizes the achievement of one teacher working standards as standards of professional competence of teachers. Factors influencing work ethos Religion, Culture, Socio-Poly, Environmental / Geographical Condition , Economic Structure , Individual Intrinsic Motivation (Suryaman, 2004: 110) . Related to it (Pinkus, 2009: 14), stated "school climate as the quality and character of school life based on patterns of students" parents 'and school personnel' s experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures".

The study

Sample

In this study the population is a teacher in SMA Negeri Kabupaten Tulang Onions consisting of 20 schools with 24 sub-districts in Tulang Bawang District. The population in this study was from 20 SMAN in Kabupaten Tulang Bawang consisting of 600 teachers. Then by using Cluster Sampling is to divide the

population based on the subdistrict of 24 districts in the district Tulang Bawang taken 6 districts with 6 SMA Negeri which became the sample in this study with the number of teachers as much as 178 .

Instrument

using correlational research method which states that a statistical tool that can be used to compare the measurement results of two different variables in order to determine the level of influence between variables X and variable Y by finding t arithmetic and f arithmetic (Arikunto, 2006: 270) . The research approach used is quantitative research that is research focused on study of objective phenomenon to be studied quantitatively (Musfiqon, 2012). Data collection was done by using questionnaire, then data analysis was done quantitatively using SPSS version 20. The type of research used in this research is ex post facto type research where the researcher tries to determine the cause of the occurrence of the event of influence and that influence has happened and researched by the researcher in backward review (Sugiyono, 2016) .

This study aims to examine the effect of independent variables namely school principal (x_1) academic supervision (x_2) and teacher work ethic (x_3) to dependent variable that is the effectiveness of learning (y) . Sampling in each school unit was drawn at random, The intended steps were (1) Each teacher would be selected a predetermined number, (2) a small piece of paper was made of a number of teachers at the school and written the names of the teachers in the school, (3) the names of teachers written on pieces of paper, then rolled and put in a tube and shaken, then removed one by one, (4) rolls of paper out, recorded as samples and shuffled again to out the other name as many teachers as needed. Once done so on the other school until the number of teachers who will meet the sample research.

Conclusion Statistical Analysis

Based on the results of hypothesis testing statistically, it can be concluded that the proposed hypothetical proposition completely accepted, this gives an indication that:

1. There is a positive and significant influence of principal academic supervision on the effectiveness of learning in SMA Negeri Kabupaten Tulang Bawang, this is evidenced by $t_{\text{arithmetic}} > t_{\text{table}}$ (11.609 > 1.65776) and sig. 0,001 < 0,05 , then H_{0is} rejected and H_1 accepted.
2. There is a positive and significant influence of school climate on the effectiveness of learning in SMA Negeri Kabupaten Tulang Bawang, this is evidenced by $t_{\text{arithmetic}} > t_{\text{table}}$ (13,326 > 1,65776) and si g. 0,001 < 0,05, then H_{0is} rejected and H_1 accepted.
3. There is a positive and significant influence of teacher work ethic on the effectiveness of learning in SMA Negeri Kabupaten Tulang Bawang, this is evidenced by $t_{\text{arithmetic}} > t_{\text{table}}$ (15.564 > 1.65776) and sig. 0 , 002 < 0.05, then H_{0is} rejected and H_1 accepted.
4. There is a positive and significant influence of academic supervision of school principals and school climate on the effectiveness of learning in SMA Negeri Kabupaten Tulang Bawang, this is evidenced by $F_{\text{arithmetic}} > F_{\text{table}}$ 3 3.295 > 2.68 and Sig. 0,001 < 0,05, then H_{0is} rejected and H_1 accepted.
5. There is a positive and significant influence of academic supervision of school principal and work ethic of teachers on the effectiveness of learning in SMA Negeri Kabupaten Tulang Bawang, this is evidenced by $F_{\text{arithmetic}} > F_{\text{table}}$ 175.284 > 2.68 and Sig. 0,002 < 0,05 , then H_{0is} rejected and H_1 accepted.
6. There is a positive and significant influence of academic supervision of school climate and teacher work ethic on the effectiveness of learning in SMA Negeri Kabupaten Tulang Bawang, this is evidenced by $F_{\text{arithmetic}} > F_{\text{table}}$ 124.233 > 2.68 and Sig. 0,001 < 0,05, then H_{0is} rejected and H_1 accepted.
7. There is a positive and significant influence of academic supervision of school principals, school climate and work ethic of teachers on the effectiveness of learning in SMA Negeri Kabupaten Tulang Bawang, this is evidenced by $F_{\text{arithmetic}} > F_{\text{table}}$ 123.856 > 2.68 and Sig. 0,001 < 0,05, then H_{0is} rejected and H_1 accepted.

IV. Conclusion

Based on the results of research and discussion it can be concluded as follows:

- 1) There is a positive and significant influence of principal academic supervision on the effectiveness of learning in SMA Negeri Tulang Bawang district, ie the higher the principal to run supervision then the higher the level of effectiveness of learning that will be shown by the teacher
- 2) There is a positive and significant impact of school climate on the effectiveness of learning in SMA Negeri Tulang Bawang district, ie the better the school climate the higher the level of effectiveness of learning that will be shown by teachers
- 3) There is a positive and significant influence of work ethic of teachers in carrying out their duties to the effectiveness of learning in SMA Negeri Tulang Bawang district, the better the teacher runs the task the higher the level of effectiveness of learning that will be shown by the teacher
- 4) There is a positive and significant influence of academic supervision of school principals and school climate on the effectiveness of learning in SMA Negeri Tulang Bawang district, ie the higher the principal run the

supervision and good school climate together, the higher the level of effectiveness of learning that will be demonstrated by teacher

- 5) There is a positive and significant influence of academic supervision of school principal and work ethic of teachers on the effectiveness of learning in SMA Negeri Tulang Bawang district, ie the higher the principal to run supervision that together with the better teachers in carrying out their duties, the higher the level of effectiveness of learning which will be shown by the teacher
- 6) There is a positive and significant influence of school climate and work ethic of teachers on the effectiveness of learning in SMA Negeri Tulang Bawang district, the better the school environment together with the better teachers in carrying out their duties, the higher the level of effectiveness of learning that will be shown by teachers
- 7) There is a positive and significant influence of the principal's academic supervision, school climate and work ethic of teachers on the effectiveness of learning in SMA Negeri Tulang Bawang district, ie the higher the principal runs his supervision with a good school climate as well as supported by teachers who perform their duties well the higher the level of effectiveness of learning that will be shown by the teacher

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Maya Yulianti "Influence of Head Master Academic Supervision, School Environment and Teacher Working Ethics to Ward Education Effectiveness in Sman Tulang Bawang Region" *IOSR Journal of Research & Method in Education (IOSR-JRME)*, vol. 8, no. 6, 2018, pp. 74-79.