

The Effect of Certification and Principal's Supervision toward Teacher's Performance

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Abstract –This study aimed at examining the effect of certification and principal's supervision toward teacher's performance in Madrasah Tsanawiyah Negeri 1 Palembang. This study used quantitative approach and the data were collected through questionnaires. The results showed that there is influence of certification on teacher's performance, there is an influence of principal's supervision on teacher's performance, and there is influence certification and principal's supervision simultaneously on the teacher's performance.

Keywords – Certification, Supervision, Teacher's Performance.

I. INTRODUCTION

Madrasahs as one of the educational institutions currently occupy positions as public schools based on the National Education System Law Number 20 of 2003. Although madrasahs are under the Department of Religion, madrasahs are included in the field of education with local government management both provincial and district governments. In carrying out education, madrasahs involves educators provide material for the achievement of educational goals. As explained in the critical school of law book that educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and research, and community service. Educators must have a minimum qualification and certification by the level of teaching authority, physically and mentally healthy, and can realize national education goals (Abas, 2013). Professional teacher performance can be supported by the implementation of supervision or direction from supervisors (Renata et al, 2018; Khasanah et al, 2019; Murtiningsih et al, 2019).

The madrasahs does an assessment of the work carried out by teachers. This assessment is intended to see the extent to which the development of teacher quality, the results of teacher performance appraisal can be known advantages and disadvantages of the work being assessed and can provide feedback to the teacher concerned. For this reason, a clear and objective performance appraisal system is needed that can be used as a guideline because it will encourage better productivity like the power to produce better performance for teachers. Mulyasa (2012) states that supervision is specifically designed to assist teachers in learning various kinds of daily tasks at school so that they can use their knowledge and abilities to provide better services to parents of students and schools as an effective learning community. Supervision activities by the principal are very important in developing teacher's professionalism, there is a strong tendency that teachers need to be fostered and reorganized their abilities so that they can be used to direct teachers to become professional figures in education. In addition, the supervision is to increase the professional competence of teacher and it is also supported by the certification.

Teacher's certification is elaborated in Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. According to Law Number 14, certification is the process of giving educator certificates to determine the eligibility of teachers in carrying out their duties as learning agents, increasing teacher's professionalism, improving the process and results of education, and accelerating the realization of national education goals. The existence of teacher's certification is expected to be a professional teacher with more quality performance competencies, can teach well, can develop the knowledge they have, and can uphold the teaching profession so that the teaching profession will be more valued. Obligations of teachers who have obtained certification are regulated according to the Teacher and Lecturer Law article 20, that in carrying out professional tasks, teachers are obliged to learn, carry out quality learning processes, and assess and evaluate learning outcomes, improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and art, acting objectively and not discriminatory in learning, upholding the laws and regulations, the law and the teacher's code of ethics, as well as religious and ethical values, and maintaining and fostering national unity and integrity.

Madrasahs as a formal educational institution are interesting to study because they have many interconnected aspects in them. Based on observations at Madrasah Tsanawiyah Negeri 1 Palembang, we identified several problems. Teacher's performance still has limitations that ultimately make problems for educational development activities. Teachers are less effective in developing aspects of the competence of teacher's professionalism in fostering education for their students. There are still teachers who have less professional certification in teaching. The principal's supervision has not been maximized. This is the background of the authors did research the effect of certification and principal's supervision on teacher's performance.

There are similar studies that have been conducted, one of which is a study from Utomo (2018) whose results show that that certification and supervision affect performance. Fuad (2017) found the influence of teacher certification on the performance of Islamic education and Arabic language teachers. Zaeni et al (2017) found the influence of teacher certification variables on teacher's performance. From the analysis of Jayanti and Sunaryo (2018) and Mahtur and Suwasono (2020), the significant value of the certification variable is $0,000 < 0.05$, so the certification variable has a

positive and significant effect on the teacher's performance variable. The influence of principal's supervision on teacher's performance, which shows the high relationship of principal's supervision on teacher's performance (Supardi, 2017) in line with Harahap (2020) which found the influence of principal's supervision on teacher's performance.

II. TEACHER'S PERFORMANCE

According to Mulyasa (2015) performance is output drive from processes, human or otherwise. The performance is the term of work result of the implementation job, both physical and non-physical (Simamora, 2012). Specifically, in the learning process, teacher's performance includes planning teaching activities, implementing/displaying teaching, assessing student behavior, communicating, developing students' personalities, carrying out administrative tasks (Rifa'i, 2012). A personal performance can be influenced by some factors 1) individual factors concerned leadership factors, team factors, system factors, situational factors (Kartini, 2015); 2) the skills, experience, and seriousness of the employees concerned (Siswanto, 2012); 3) experience, education, work suitability, and maturity (Nurgiyantoro, 2012).

Teacher's performance indicators are the potential that a teacher needs to have in carrying out a high commitment to his task as a teacher, to be able to realize learning objectives effectively and efficiently by his teacher competency. So, the indicators used to assess the success of teacher performance, including 1) planning the learning system; 2) implementing a learning system; 3) evaluation of learning; 4) has discipline in teaching; 5) fostering good relations with others (Suprihatiningrum, 2013).

III. CERTIFICATION

According to Mulyasa (2012), educator certificates are formal proof as a professional staff, while teacher certification is a process of giving recognition that a person already has the competence to carry out education services in certain educational units after passing the competency test held by the certification body. Teacher's certification is a fulfillment of the need to improve professional competence, so the process is seen as an effort to obtain competency certificates by established standards (Sudirman and Bokingo, 2017). According to Maisah, et al (2020), teacher's certification is the process of giving educator certificates to teachers who have met professional standards. Certification indicators in this study include the principle of certification, the purpose of certification, and the benefits of certification.

IV. SUPERVISION

Etymological supervision comes from the words "super" and "vision" which means to see and review from above or view and assess from the top carried out by superiors on subordinate activity, creativity, and performance (Mulyasa, 2012). Supervision is a coaching activity that is planned to assist teachers and other school staff in carrying out work effectively (Purwanto, 2012). According to Kristiawan, et al (2019), educational supervision consists of managerial supervision conducted by the education supervisor on the school principal and academic supervision whose focus is on the teacher. Supervision in schools is often called teacher formation (Soewono, 2011). According to Surachmad (2013) and Nergery (2011) supervision in education includes science, skills, personality, teacher welfare, staffing services, career paths, performance development, and professionalism, to bring teachers to an open, skillful attitude, their souls integrated with the task as an educator.

The principal's supervision competencies are 1) planning an academic supervision program to improve teacher's professionalism; 2) carry out academic supervision of teachers using appropriate approaches and supervision techniques; 3) following up on the results of academic supervision of teachers in the context of increasing teacher's professionalism (Suprihatiningrum, 2013). Activities that can be carried out in the context of conducting supervision are 1) arouse and stimulate the enthusiasm of teachers and staff; 2) procuring and completing equipment; 3) develop, find and use new methods; 4) fostering good and harmonious collaboration between teachers, students, and other school employees (Purwanto, 2013). The supervision indicators in this study include 1) the supervision planning program; 2) notebooks, instruments, and supervision schedules; 3) determination of supervision targets; 4) supervision techniques; 5) supervisory leadership; 6) coaching; 7) reward and punishment.

V. METHODS

This study was conducted in Madrasah Tsanawiyah Negeri 1 Palembang from April to October 2019. The study used quantitative methods because the analysis of data was statistical to test the hypotheses that had been set (Sugiyono, 2012). The variables studied consisted of independent variables certification (X_1) and principal's supervision (X_2), while the next variable was teacher's performance (Y). The method was chosen according to the research objective, which was to find out the influence of certification variable on teacher's performance, the effect of principal's supervision variable on teacher's performance, and the

influence of the certification variable and principal's supervision variable the on teacher's performance. The population of this study was all teachers in Madrasah Tsanawiyah Negeri 1 Palembang, consist of 63 teachers. The author takes the census sampling technique or total sampling where total sampling is a sampling technique when all members of the population are used as samples (Sugiyono, 2012). Data were collected using systematic observation, interviews, questionnaires, and documentation.

To know the closeness of the relationship between the independent variable and the dependent variable can be seen from the partial r value which has a value between - 1 to +1 when the partial r value is getting closer to +1 or -1, it means that the closer the positive or negative relationship between the independent variable and the dependent variable. Meanwhile, if the partial r value is getting closer to zero, it means that there is a weaker relationship. To determine the level of strength of the relationship between the independent variables with the dependent variable through Product moment correlation techniques. The interpretation of the correlation coefficient above is 1) 0.800 up to 1.000 = very strong; 2) 0.600 up to 0.799 = strong; 3) 0.400 to 0.599 = moderate; 4) 0.200 to 0.399 = low; 5) 0.000 up to 0.199 = very low.

Simple regression analysis is used to see the relationship between variables, teacher's performance (Y) certification (X_1) and principal's supervision (X_2). With a simple regression equation that is $\hat{Y} = a + bX_i + e$. Values a , b are determined by the following formula $\hat{Y}$ = Dependent Variable (bound); X_1 = Independent Variable (free); a = Interception or Constant; b = Regression coefficient; e = Standard error of the estimate. Multiple regression analysis was used to see the strength of the variable relationship between Teacher Performance (Y) with Certification (X_1) and Principal's Supervision (X_2). The regression equation formed is $\hat{Y} = a + b_1X_1 + b_2X_2 + e$ where $\hat{Y}$ = Dependent Motivation Variable; X_1 = Independent Variable; X_2 = Independent Variable; a = Interception or Constant; b_1 and b_2 = regression coefficient; e = Standard error of the estimate.

Multiple correlation analysis is used to see the close relationship between the independent variable Teacher performance (Y) with Certification (X_1) and Madrasah Head Supervision (X_2). The coefficient value of multiple determinations between the managerial ability of the madrasah head and teacher's perception of the motivation of the teacher together (simultaneously) is (R^2).

Hypothesis testing is done statistically by testing partially and simultaneously. Partial test (t-test) 1) hypothesis $H_0: b_2 = 0$ there is no influence of variable X on Y, $H_1: b_2 \neq 0$ there is influence of variable X on Y; 2) level of significance (α) = 0.05; 3) testing criteria reject H_0 if sig. $t \leq \alpha$ (Accept H_1), reject H_1 if sig. $t > \alpha$ (Accept H_0); 4) conclusions of accepting or rejecting H_0 . Simultaneous test (F-test) 1) hypothesis $H_0: b_1 = b_2 = 0$ there is no influence of variables X_1 and X_2 on Y, $H_1: b_1 \neq b_2 \neq 0$ there is the influence of variables X_1 and X_2 on Y; 2) level of significance (α) = 0.05; 3) testing criteria reject H_0 if sig $F \leq$

α (accept H_1), reject H_1 if sig $F > \alpha$ (accept H_0); 4) conclusions of accepting or rejecting H_0 . In this study, all calculations were performed with the SPSS for Windows Version 25.0 computer program.

VI. RESULTS AND DISCUSSION

Simple linear regression analysis of Y over X_1 produces a linear line equation $Y = 4.446 + 0.866X_1 + e$, it can be interpreted that every increase of one unit of value in the X_1 variable causes the Y variable to increase in value by 0.866 units with a constant of 4.446.

Table 1. Simple linear regression coefficients (Y over X_1)

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	4.446	4.690		.948
	Certification	.866	.058	.886	.000

a. Dependent Variable: Teacher performance

Simple linear regression analysis of Y over X_2 produces a linear equation $\hat{Y} = 3.615 + 0.858X_2 + e$, it can be interpreted that every increase of one unit of value in the X_2

variable causes the Y variable to increase in value by 0.858 units with a constant of 3.615.

Table 2. Simple linear regression coefficients (Y over X_2)

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
	(Constant)	3.615	4.538		.796
	Madrasah Head Supervision	.858	.056	.890	.000

a. Dependent Variable: Teacher performance

Multiple linear regression analysis produces multiple linear line equations $\hat{Y} = 6.431 + 0.421X_1 + 0.471X_2 + e$, it can be interpreted that every increase of one unit of value on the variable X_1 by keeping X_2 constant causes the Y variable

to increase in value by 0.421 units. While every increase of one unit of value in the X_2 variable by keeping X_1 constant causes the Y variable to increase in value by 0.471 units with a constant of 6.431.

Table 3. Multiple regression coefficients

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
	(Constant)	6.431	4.415		.150
	Certification	.421	.149	.430	.007
	Madrasah Head Supervision	.471	.147	.488	.002

a. Dependent Variable: Teacher's performance

Hypothesis testing showed there is an effect of certification on the teacher's performance using the t-test, the X variable is said to influence the Y variable if the t-value has sig < 0.05. From table 4 we get a t-value of 14.899

with a sig level of 0.000 (< 0.05), then the hypothesis that there is an influence of certification on the teacher's performance is accepted.

Table 4. Testing Hypothesis X1 against Y

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	4.446	4.690		.347
	Certification	.866	.058	.886	.000

a. Dependent Variable: Teacher's performance

Simple correlation analysis between X₁ and Y produces a correlation (r) of 0.886 which means that the certification variable with teacher's performance has a very strong relationship. The coefficient of determination of 0.784

shows that around 78.4% of the variations that occur in the Y variable can be explained by the variation of the X₁ variable. The influence of certification on the teacher's performance can be seen in the following table.

Table 5. Correlation of Variable X1 with Y Variable

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.886 ^a	.784	.781	3.159

a. Predictors: (Constant), Certification

b. Dependent Variable: Teacher's performance

Hypothesis testing whether there is an influence of principal's supervision on the teacher's performance using the t-test, variable X₂ is said to affect the variable Y if the value of t has sig < 0.05. From table 6 we get a t-value of

15.214 with a sig level of 0.000 (< 0.05), then the hypothesis that there is influence of principal's supervision on the teacher's performance is accepted.

Table 6. Testing Hypothesis X2 against Y

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
	(Constant)	3.615	4.538		.429
	Principal's Supervision	.858	.056	.890	.000

a. Dependent Variable: Teacher's performance

Simple correlation analysis between X₂ and Y produces a correlation (r) of 0.890, which means that the supervision variable of the principal's supervision on the teacher's performance has a very strong relationship. The coefficient of determination = 0.791 shows that about 79.1% of the

variations that occur in the Y variable can be explained by the variation of the X₂ variable. The magnitude of the influence of principal's supervision on the teacher's performance can be seen in the following table.

Table 7. Correlation of Variable X2 with Y Variable

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.890 ^a	.791	.788	3.107
a. Predictors: (Constant), Principal's Supervision				
b. Dependent Variable: Teacher's performance				

Hypothesis testing showed there is an influence of certification and principal's supervision on the teacher's performance using the F test. In this test, the variables X_1 and X_2 are said to affect Y if the F-value has a sig < 0.05.

From table 8 we get an F-value of 132,851 with a sig level of 0,000 (< 0.05), then the hypothesis that there is influence of certification and principal's supervision on the teacher's performance is accepted.

Table 8. Testing Hypotheses X_1 and X_2 against Y

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2303.018	2	1151.509	132.851	.000 ^b
Residual	520.062	60	8.668		
Total	2823.079	62			

a. Dependent Variable: Teacher performance

b. Predictors: (Constant), Principal's Supervision, Certification

Analysis of the double correlation X_1 and X_2 to Y produces a correlation (r) of 0.903, which means that the variable of certification and principal's supervision on the teacher's performance has a very strong relationship. The coefficient of determination = 0.816 shows that around

81.6% of the variations that occur in the Y variable can be explained by variations in the variables X_1 and X_2 . The magnitude of the influence of certification and principal's supervision on the teacher's performance can be seen in the following table.

Table 9. Correlation of X_1 and X_2 to Y

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.903 ^a	.816	.810	2.944

a. Predictors: (Constant), Principal's Supervision, Certification

b. Dependent Variable: Teacher's performance

Based on the results of the first hypothesis, the results showed that there is an effect of certification on the teacher's performance. This shows that teacher certification can have an influence on their daily performance, of course, in the teaching process in madrasahs. One of the aims of teacher certification is to provide welfare for teachers who so far have been felt to be lacking because so far the problem of teacher welfare is still homework for the implementation of education. There are still many teachers who devote to education but have not been able to get a proper appreciation for their performance. On the other hand, many teachers have earned a decent income but have performance that is not following what is received.

With the certification of teachers is expected to create better teaching resources. This is because teachers will always try to continue to improve the way they work. After all, who are worthy of being called teachers who are professional in teaching and can teach well. Teachers will be

increasingly motivated to provide the best for education. This can implement education much faster in the context of achieving goals. Not only in the implementation of teacher obligations, but teacher certification also provides guarantees for teacher welfare. Teachers who receive certification will certainly be able to carry out their duties and provide a high contribution to education. As for where the results of the above studies have shown that in Madrasah Tsanawiyah Negeri 1 Palembang this certification influences teacher's performance (Lian et al, 2018).

This is in line with Fuad's research (2017) which examines the effect of teacher certification on improving the performance of PAI teachers in secondary school. From the research conducted on secondary school in 23 districts spread across 14 provinces, it was found that the influence of teacher certification on the performance of teacher 3.47%. In line with the research by Zaeni et al (2017) conducted on primary school teachers in the Petarukan,

Pemalang, found the influence of teacher certification variables by 11.0% on teacher's performance. It was also strengthened by the results of Jayanti and Sunaryo's (2018) on Malang State Vocational School 11 teachers and Mahtur and Suwasono's (2020) on elementary school teachers in the Youth and Sports Education of Kauman, Tulungagung. From these two studies, the significance value of the certification variable was $0,000 < 0.05$, so the certification variable had a positive and significant effect on the teacher's performance variable.

Supervision of the madrasa head is very much needed to improve the quality of education, especially in the Madrasah Tsanawiyah Negeri 1 Palembang. Because this supervision is one of the duties of the madrasa head. To carry out academic supervision effectively conceptual, interpersonal, and technical skills are needed. Therefore, every school principal must possess and master the concept of academic supervision. The headmaster of the madrasa certainly has to understand the concepts, principles, basic theories, characteristics, and trends of the development of each field of development of creative, innovative learning, problem-solving, critical thinking, and entrepreneurial instincts. Madrasah principals are also expected to guide teachers in preparing syllabi for each development field in schools or subjects in schools based on content standards, competency standards and basic competencies, and KTSP development principles. As well as being able to motivate teachers to be able to work well. This has been proven in research that the supervision of the headmaster of madrasahs affects the performance of teachers in the Madrasah Tsanawiyah Negeri 1 Palembang.

The results of this study are supported by research from Supardi (2017) the results of the correlation analysis show the value of the influence of madrasah head supervision on teacher performance of ($r = 0.772$) which shows the high relationship of madrasah head supervision on teacher performance, teacher performance is strongly influenced by the supervision given by the headmaster, it can be said with good supervision of the principal towards teachers will have a positive impact on the improvement of the quality of a teacher as seen from the performance of teachers in working in madrasahs. This is in line with the findings of Harahap's study (2020) of high school teachers in Medan. The study of 150 sample people found a positive and significant influence between the supervision of madrasah principals on teacher performance. The magnitude of the effect is shown by the coefficient of determination R^2 (R square) = 0.061, which means that the supervision of the madrasa head gives an influence on teacher's performance by 6.1% and the

remaining 93.9% is determined by other factors. The results of simple regression analysis showed a regression equation $\hat{Y} = 59.579 + 0.195X_1$, which means that each increase of one madrasah principal's supervision value would be followed by an increase in the teacher's performance value of 0.195.

Based on the results of the significance test in the table obtained information that the results of the calculation of F of 132,851 with a level of sig 0,000. Because the sig value is less than 0.05, the hypothesis which says that there is an influence of the certification and principal's supervision on the teacher's performance is accepted. This means that the certification and principal's supervision influence the teacher's performance. From the table, it is known that the coefficient of determination (R Square) of 0, 816, which means that the magnitude of the effect between the certification and principal's supervision together on the teacher's performance is 81.6%. This result explains that the majority of teacher's performance is influenced by the certification and principal's supervision.

Based on the results of primary data processing from 63 respondents (Madrasah Tsanawiyah Negeri 1 Palembang teachers) that the certification was perceived well and the principal's supervision was perceived to be quite good. There needs to be awareness and understanding from all parties that the main purpose of certification is not to get a professional allowance, but to be able to show that the person concerned already has the competencies as required in the teacher competency standard, professional allowance is a logical consequence that accompanies the ability in question. Recognizing this, certification will have a positive impact, improving the quality of teachers. Supervision activities, in principle, are activities to help and serve teachers so that more qualified teachers are obtained which are then expected to form better teaching and learning situations to achieve educational goals. Principals should not work only to make a good name by fostering teachers to be diligent and on time so that the wheels of the school organization run smoothly without thinking about the future of the teacher. Efforts that can be made by school principals in the context of implementing supervision are to inspire teachers and staff, equip tools, develop, search and use new methods in teaching and learning, and foster good and harmonious cooperation between teachers, students, and other school employees (Apriana et al, 2019; Andriani et al, 2018; Irmayani et al, 2018; Tobari et al, 2018; Wandasari et al, 2019; Sarina et al, 2019; Salwa et al, 2018). This result is also supported by Utomo (2018) that teacher certification

and principal's supervision together have a significant effect on teacher's performance.

VII. CONCLUSION

Certification affects the teacher's performance of Madrasah Tsanawiyah Negeri 1 Palembang, which means teacher's performance will improve with the provision of certification because the welfare of these teachers is guaranteed and teachers can develop themselves to improve their professionalism. Principal's supervision affects the teacher's performance of the Madrasah Tsanawiyah Negeri 1 Palembang. With the principal's supervision, the teachers are trying to improve the quality of their learning. Certification and principal's supervision jointly affect the teacher's performance of Madrasah Tsanawiyah Negeri 1 Palembang, meaning that the provision of certification and the implementation of principal's supervision make teachers improve their performance.

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