

IMPACT OF SUPERVISION, SCHOOL CLIMATE AND COMPENSATION ON TEACHER PROFESSIONALISM

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ABSTRACT

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Purpose of the study — *This research purpose is to analyze how are the supervision, school atmosphere and teachers professionalism at MTs ANNUR Karangjunti Losari Brebes*

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Research method—*It is quantitative research with regression. This research use quantitative approach to look causality from a few factors which affect to teachers professionalism. Population in this research were teachers at MTs ANNUR Karangjunti Losari Brebes with totals of 40 teachers. Data collected with questionnaire and research documents. Then, data is tested by validity and reliability. Result of the research showed that, supervision, school atmosphere and compensation affected to teacher professionalism simultaneously.*

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Result— *The multiple determination coefficient in this research use the adjusted R Square value, because the independent variables in this research is more than 2 in affect's estimation from two independent variable research by find that adjusted R square value about 0,656, its means that affect X1, X2 and X3 variables are 65,6% to the changes of Y or independent variable affect (supervision, school atmosphere, and compensation) to dependent variable (professionalism) is about 65,6% while remaining is 34,4% cause of other variable are exclude in this framework.*

Conclusion— *Hope that the educational institution leader to pay more attention to the teachers and the educational staffs in order to become professional teachers. As well to increase supervision and school atmosphere and give attention to fairer compensation based on their abilities or competencies in teaching and learning activities*

Keywords: *Supervision, School atmosphere, Compensation and Profesionalism*



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INTRODUCTION

Education is a process to improve, improve, change knowledge, skills and attitudes and behavior of a person or group of people in an effort to educate human life through guidance, teaching and research activities. The educational process shows activity in the form of active action through a dynamic interaction and is carried out consciously in an effort to achieve the desired goal. Therefore, the action of education is always active and planned, so education is an act or action that is carried out consciously so that changes in attitudes and behavior are expected, namely the occurrence of intelligent, skilled, independent, disciplined and noble human beings.

This is in accordance with Law Number 20 of 2003 concerning the National Education System Chapter 1 Article 1 which states that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength. self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. Based on the definition of education above, it can be seen that in the learning process and improving the quality of education, the role of a teacher is very important. Without the optimal role of the teacher, the learning process in education will not run well. Therefore, the quality of teachers is one of the important factors to improve the quality of education.

Teachers are an important component of human resources (HR) in education. Teachers have roles in accordance with their main duties and functions as professional educators. According to the Law of the Republic of Indonesia Number 14 of 2005 Article 1 concerning Teachers and Lecturers, "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education." Based on these regulations, teachers play a role in educating, teaching, guiding, directing, training, assessing, and evaluating students through the implementation of tasks. The implementation of the teacher's duties aims to equip students to have knowledge and skills in accordance with national education goals.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students, as described in Law Number 14 of 2005 concerning Teachers and Lecturers Article 1. Teachers are a component that must exist in education. The role of the teacher cannot be ignored because, without the teacher, education cannot be carried out. According to Marselus R. Payong (2011: 28-29) pedagogy means guiding or managing children. This guiding task is inherent in the task of an educator, so the teacher is not only a teacher who transfers knowledge and skills to students, but is also an educator and mentor who helps students to develop all their potential, both academic and non-academic potentials.

Teachers as professional educators need to improve the professionalism of teachers in their work. One of the efforts to improve the quality of teacher work is carried out through continuous and sustainable supervision and guidance. Supervision and coaching activities are

carried out by superiors with the aim of providing direction to subordinates to work better. Good supervision will be able to improve the performance of subordinates and ultimately employee satisfaction with their work will increase.

According to the author's observations, this is because the principal may be too busy or too indifferent to supervise the performance of his subordinates, both educators and education staff. So that here educators do not realize that there are errors or lack of good teaching to their students, so that they do not evaluate their teaching methods and continue to teach with the same method, instead of updating their learning methods which can make students excited. The supervision carried out at MTs Annur KarangJunti Losari, Brebes Regency, did not run as it should.

Supervision is often called supervision in the context of schooling. Supervision can be carried out by the principal or by supervisors who carry out their main duties and functions to foster and supervise educational units. Educational supervision is guidance from school principals and/or supervisors to teachers to improve teaching and learning situations. However, based on the opinion of Sagala (2010: 89) teachers feel that the supervisor's performance is to assess teacher performance based on an administrative perspective. Supervisors do not provide assistance to increase the capacity or ability of teachers in carrying out their duties. This results in teacher behavior that is afraid of superiors, does not dare to take the initiative, waits for instructions, and is bureaucratic. Based on this opinion, supervision activities do not increase teacher capacity, but instead create a burden for teachers which will ultimately affect the professionalism of teachers in their work.

Supervision activities are coaching to increase teacher capacity. Supervisors provide guidance to teachers related to problems experienced by teachers. Good coaching is not finding fault with subordinates. Attention and good relations in supervisory activities will affect the success of supervision activities which will ultimately affect teacher job satisfaction and may reduce teacher professionalism. In addition to the supervising factor of school supervisors, another factor that affects the quality of education is the school climate in an institution or organization. According to the writer's observations, the school climate at MTs Annur Karang Junti Losari, Brebes Regency is closed, where the principal's leadership is strict, the relationship between school members is indifferent and ignorant, the school becomes very boring, the organization does not progress, the team work spirit is low, because the members besides not meeting personal demands, also cannot get satisfaction from their work.

School climate or the atmosphere of the work environment at school is everything experienced by teachers and school residents when interacting in the school environment. When the teacher interacts with the school environment, there is one variable that the teacher needs to respond positively so that carrying out the task is more fun and meaningful. In this regard, Usman (2009:202) further explains that the school climate or work atmosphere can be tangible or physical and can also be invisible or 'emotional'. Teachers interact with the school climate or work atmosphere, for example through a pleasant work space, a sense of security at

work, adequate lighting and air circulation, adequate facilities and infrastructure, adequate social security, promotions, positions, positions, supervision, and so on. .

And in an educational institution, the teacher has a very important role and position. With regard to educational institutions, teachers are educators who have the main task and function to improve the quality of education where they work, so that they can carry out their duties and functions to the fullest. A teacher is said to have high performance if he understands the meaning or meaning of real performance and must be proven in its implementation by carrying out their duties. The performance of a teacher can be seen from the way a teacher completes his duties. The result of this teacher's performance is good student learning achievement. One of the things that can improve teacher performance is the provision of compensation or service rewards, either in the form of money, allowances, or other facilities in accordance with existing policies. .

Based on the results carried out by the researchers, it shows that, in fact, the schools concerned are not very good at thinking about good remuneration methods for honorary educators, not even many of the schools provide direct salaries or wages with nominal values that are not so reasonable for various reasons, one of which is One reason is that there are too many educators who are still paid honorariums at the school, so the salary for honorary honorariums that should have a larger nominal becomes smaller because they are divided into several people who become honorariums at the school.

This compensation is one way to foster enthusiasm at work. Teachers who have a passion for teaching can easily improve their performance at work, compensation for teachers can also improve teacher welfare and have an impact on teacher performance and professionalism. It is natural for an institution in this case an educational institution to provide compensation in the form of compensation to educators. Educators should also give the best performance abilities to the school where they work. The compensation given must be proportional to what is given by the educator because the school must be able to be fair to all educators, so that educators can provide good performance for the school.

Compensation contains a broader scope than the provision of wages and salaries. The concept of wages and salaries emphasizes more on "financial" remuneration, while compensation includes both "financial" and "non-financial" remuneration. Compensation is one of the important factors and is a concern for many organizations in retaining and attracting quality human resources. Various organizations compete to obtain quality human resources, because the quality of work results is determined by the competencies of their human resources. This reason makes many organizations spend a relatively large amount of funds to develop their human resources so that they have competencies according to their needs. All teachers are entitled to a good income, including honorary teachers or non-PNS teachers, namely in the form of salaries and allowances. Article 14 of the Law on Teachers and Lecturers states that all teachers are entitled to a decent income above the minimum living needs.

Based on the observations of researchers, that the implementation of supervision in schools by supervisors is still not running effectively, there are still many supervisors who have

not fully implemented regular supervision supervision with high intensity. There are still schools that have not been optimally supervised and supervised by supervisors. In addition, in general, the climate in schools has not yet fully worked with conditions that indicate it is a school with an environment that supports the learning process. There is still a teaching and learning process that has not been effective. The lack of teachers in their competence has caused the process of improving learning to not run effectively. Especially in professional competence where teachers are not optimal in the teaching and learning process. Some teachers still do not have professional certification, and are honorary teachers, so they still have low income levels. Teachers rarely attend regular training and education provided by the education office, or independently.

METHOD

This type of research is quantitative and the methods used are descriptive and verification methods. In this study, the research sample was employees who were at Mts Annur Karangjunti Losari Brebes, totaling 40 teachers. Determination of the sample in this study was carried out with the type of Non-Probability Sampling, ie this type of sample was not chosen at random and not all elements or elements of the population had the same opportunity to be selected as samples. The independent variables in this study were Supervision (X1), School Climate (X2) and Compensation (X3), Teacher Professionalism (Y) as the dependent variable. The data collection technique uses a questionnaire, the answers to each instrument item using a Likert scale.

RESULTS AND DISCUSSION

Testing of research instruments is done so that the questionnaire can be used as a research tool to measure validity and reliability.

Validity test - This test is carried out by comparing the value of r_{count} using the Corrected Item-Total Correlation value with r_{table} for degree of freedom (df) = $n - 2$ (Ghozali, 2016:53). In this study, with a sample of 40 people, it resulted in an r_{table} of 0.312.

Realibility test result

Table 1. Realibility test result

Variable	Cronbach's Alpha	N of Items
Supervision	0.795	20
School Climate	0.881	20
Compensation	0.817	20
professionalism	0.813	20

An instrument is declared reliable if the reliability coefficient is at least 0.60 (Sugiyono, 2013: 184). Based on the table above, it can be seen that all the variables in this study are reliable, this can be seen from the alpha coefficient (Cronbach Alpha) which has a value of more than 0.60. The value of the alpha coefficient (Cronbach Alpha) of the Supervision, School Climate, Compensation, and Professionalism variables is close to 1, which means that it has high accuracy or reliability to be used as a variable in a study.

Multicollinearity test results tolerance value of each independent variable (Supervision, School Climate and Compensation) is greater than 0.10. Then from the VIF value, it shows a value of less than 10. So it can be concluded that the regression model in this study is free from multicollinearity problems.

One-Sample Kolmogorov-Smirnov Test		
N		40
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.43063516
Most Extreme Differences	Absolute	.090
	Positive	.090
	Negative	-.047
Test Statistic		.090
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

Fig. 1. Normality Test Results

Based on the picture above, it can be seen in the Asymp line. Sig (2-tailed) obtained a significance of 0.200 or probability > 0.05, it can be said that the research data is normally distributed. So the data is feasible to be used for further research because it meets the assumption of normality.

Table 1. Heteroscedasticity Test Results

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.845	1.722		2.813	.008
	SUPERVISION	-.191	.114	-.528	-1.676	.102
	SCHOOL CLIMATE	.022	.078	.093	.278	.783
	COMPENSATION	.079	.123	.189	.646	.522

a. Dependent Variable: ABS_REST

The results of the SPSS output display in table 1. clearly show that there is not a single independent variable that is statistically significant affecting the dependent variable Absolute Ut (AbsUt) value. This can be seen from the significance probability above the 5% confidence level. So it can be concluded that the regression model does not contain heteroscedasticity.

Table 2. Results of Multiple Linear Regression Analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.680	2.974		4.935	.000
	SUPERVISION	-.076	.197	-.073	-.386	.702
	SCHOOL CLIMATE	.690	.135	1.024	5.123	.000
	COMPENSATION	-.213	.212	-.176	-1.006	.321

a. Dependent Variable: PROFESSIONALISM

Based on the data obtained in table 2. where the results of the regression analysis obtained the following regression equation:

$$Y = \alpha + \beta X_1 + \beta X_2 + \beta X_3$$

$$Y = 14.680 + -.076X_1 + .690X_2 + -.213X_3$$

Hypothesis Test

If $t_{\text{count}} > t_{\text{table}}$, then H_0 is rejected and H_a is accepted, which means that there is an influence between each variable X and variable Y. (Imam Ghozali, 2013:98-99). Coefficients results through hypothesis testing and then compared with t_{table} , namely = 0.05 and n = number of samples (40), with the formula $df = n - k$, where n is the observation while k is the number of independent variables ($k = 3$), $f = 40 - 3 = 37$ then the t_{table} is 1.68. So the results of the t-test of each variable can be seen which variables affect performance, namely as follows:

The influence of supervision has an effect on professionalism

Based on Table 4.15 above, the coefficient of t_{count} is -386 while the value of t table with degrees of freedom $df = n - k$ ($40 - k = 37$) is 1.68. Based on these criteria, it shows that t_{count} -386

> ttable 1.68 indicates that the Supervision variable (X1) has no effect on the Professionalism variable (Y).

Based on the significance criteria that $\text{Sig} > 0.05$ means that H_0 is accepted and H_a is rejected, it means that there is an influence between the X variable on the Y variable. Based on the coefficient table, the sig value is 0.702 this shows that there is no significant effect. This shows that the X1 variable (Supervisor) has a negative and significant effect on the Y variable (Professionalism). For each value of 14,680, there is a ttable value of X1 of -386, X2=0, X3=0. So it can be concluded that partially there is a negative and significant influence of the Supervision variable on Professionalism in educators and education at MTs ANNUR KARANG JUNTI LOSARI.

The Effect of School Climate on Professionalism

Based on Table 4.15 above, the coefficient of tcount for the School Climate variable (X2) is 5.123 while the t-table value with degrees of freedom $df = n-k$ (40-3=37) is 1.68. Based on these criteria, it shows that tcount 5.123 > ttable 1.68 indicates that the Sekolah climate variable (X2) has an effect on the Professionalism variable (Y).

Based on the significance criteria that $\text{Sig} < 0.05$, it means that H_0 is rejected and H_a is accepted, which means that there is an influence between the X variable on the Y variable. This shows that the X2 variable (School Climate) has a positive and significant effect on the Y variable (Professionalism). For each value of 14,680, there is a ttable value of X2 of 5,123, X1=0, X3=0. So it can be concluded that partially there is a positive and significant influence of the Sekolah climate variable on the educators and education staff at MTs ANNUR KARANG JUNTI LOSARI.

The Effect of Compensation on Professionalism

Based on Table 4.15 above, the coefficient of tcount is -386 while the value of t table with degrees of freedom $df = n-k$ (40-3=37) is 1.68. Based on these criteria, it shows that tcount -1.006 > ttable 1.68 indicates that the Supervision variable (X3) has no effect on the Professionalism variable (Y).

Based on the significance criteria that $\text{Sig} > 0.05$ means that H_0 is accepted and H_a is rejected, it means that there is an influence between the X variable on the Y variable. Based on the coefficient table, the sig value is 0.312, this shows that there is no significant effect. This shows that the X3 variable (Compensation) has a negative and significant effect on the Y variable (Professionalism). For each value of 14,680, there is a ttable value of -1.006 X3, X1 = 0, X2 = 0. So it can be concluded that partially there is a negative and significant influence of the Supervision variable on Professionalism in educators and education at MTs ANNUR KARANG JUNTI LOSARI.

Simultaneous Test Results or F . Test

If $F_{\text{count}} < F_{\text{table}}$ and the significance level is less than 0.05, then H_0 is accepted and H_a is rejected, meaning that there is no simultaneous effect. If $F_{\text{count}} > F_{\text{table}}$, then H_0 is rejected and H_a is accepted there is a simultaneous effect. The results of the F test carried out in this study using the SPSS version 25 program for windows can be seen in the following table:

Table 3. F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	495.563	3	165.188	25.809	.000 ^b
	Residual	230.412	36	6.400		
	Total	725.975	39			

a. Dependent Variable: PROFESIONALISM

b. Predictors: (Constant), COMPENSATION, SUPERVISION, SCHOOL CLIMATE

Based on Table 4 above, the calculation results show the Fcount value of 25.809 and the significance of 0.000. Based on the criteria for the F TEST test results show that Fcount (25.809) > Ftable (2.87) and the value of Sig (0.000) < 0.05, it means that there is an influence between Supervision Variables (X1), School Climate (X2) and Compensation (X3) there is a simultaneous (simultaneous) effect on the Professionalism variable (Y).

Coefficient of Determination Analysis Results (R²)

Analysis of determination is used to determine how big the percentage of the relationship between the influence of the independent variable (X) on the dependent variable (Y). The percentage of the influence of all independent variables on the value of the dependent variable can be seen from the magnitude of the coefficient of determination (R²) of the regression equation. (Duwi Priyanto, 2010). The coefficient of determination seen from the results of calculations using the SPSS version 25 program for windows can be seen in the following table:

Table 5 Results of the Coefficient of Determination Analysis (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826 ^a	.683	.656	2.52989

a. Predictors: (Constant), COMPENSATION, SUPERVISION, SCHOOL CLIMATE

Based on table 5 above, R Square (R²) shows the coefficient of determination (KD). The R² value of 0.683 means that the percentage contribution of the influence of the Supervision

variable (X1), School Climate (X2) and Compensation (X3) Simultaneously to the Professionalism variable (Y) is 68.3%. While 31.7% is influenced by other factors.

CONCLUSION

Based on data analysis and discussion of research data analysis on the flow of Supervision, School Climate and Compensation for Professionalism which has been described in the previous chapter, the following conclusions can be drawn: Based on the results of the partial test (t test) the effect of Supervision on Professionalism shows that tcount (-0.386) < ttable (1.68) and sig value (0.702) > 0.05, this shows that H1 is rejected and H0 is accepted, meaning t Partially there is no positive and significant effect between the Supervision variable (X1) and the Teacher Professionalism Variable (Y) at MTs ANNUR KANGJUNTI LOSARI.

Based on the results of the partial test (t test) the influence of School Climate on Professionalism shows that tcount (5,123) > ttable (1,68) and the value of sig (0,000) < 0,05 this indicates that H2 is accepted and H0 is rejected, meaning that there are Partially there is a positive and significant effect between the School Climate variable (X2) and the Professionalism Variable (Y) on Teachers at MTs ANNUR KANGJUNTI LOSARI.

Based on the results of the partial test (t test) the effect of Compensation on Professionalism shows that tcount (-1.006) < ttable (1.68) and sig value (0.321) > 0.05, this shows that H3 is rejected and H0 is accepted meaning that partially there is no positive and significant effect between the variable Compensation (X1) and the Professionalism Variable (Y) of Teachers at MTs ANNUR KANGJUNTI LOSARI. Based on the results of the Simultaneous test (Test F) the effect of Supervision, School Climate and Compensation on Performance shows that Fcount (25.809) > t table (2.87) and sig (0.000) < 0.05 this indicates that H4 is accepted and H0 rejected means that there is a simultaneous (together) effect of positive and significant influence between the variables Supervision (X1), School Climate (X2) and Compensation (X3) with the Professionalism Variable (Y) on teachers at MTs ANNUR KARANGJUNTI LOSARI. And based on the results of the analysis of the coefficient of Determination R Square is 0.683 this shows that the influence of the independent variable (Independent) on the dependent variable is 68.3%, the remaining 31.7% is influenced by other factors outside of Supervision, School Climate and Compensation. . Based on the classification of how much influence the independent variable has on the dependent variable, it is included in the medium classification.

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