



Sequential explanatory analysis on teachers quality examined from principal's supervision, work-discipline and pedagogical competence

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Abstract

This study aims to examine the relationship between the independent variables: Principal' Supervision, Work-Discipline and Pedagogic Competence with dependent variables of Quality of Teachers' Work. The research employed a proportional sampling random sampling in 284 civil servants in Junior High School Teachers in Jambi, Indonesia. This study was conducted using *sequential explanatory mixed methods* that prioritize research with quantitative methods and followed by qualitative methods to obtain the deep and comprehensive results. In this study, we concluded that: (1) there is a positive and significant relationship between the Principal's Supervision with the Quality of Teachers' Work, (2) there is a positive and significant relationship between Working Discipline with Quality of Teachers' Work, (3) there is a positive relationship between Pedagogic Competence with Quality of Teachers' Work (4) there is a positive and significant relationship between the Principal' Supervision, Work Discipline and Pedagogical Competence together with the quality of Teachers's Work with determination coefficient 0.5143 and the regression equation $y = 7.373 + 0,286X_1 + 0,388X_2 + 1,643X_3$. This research was supported by the results of qualitative analysis that 51.4% of teacher quality is determined by the principal's supervision, work discipline and pedagogical competence.

Keywords: principal's supervision, work discipline, pedagogical competence and quality of teachers' work

1. Introduction

The importance of quality of teachers' work towards the achievement of educational goals is to produce graduates who have the competence and good quality from all sides, both scientific and personality. If the quality of working life is less good teacher, as a result of the learning process performed poorly teacher as well and the impact on learners in gaining competence and quality of learning so that learners are not fully developed. Thus, the purpose of education is not achieved.

Conditions on the quality of teachers 'work, may be improved if the principal's conduct periodic supervision, teachers have the discipline and pedagogical work and so that each supports the achievement optimal quality of teachers' work.

2. Materials and methods

This study used a combination of Sequential Explanatory Design using quantitative methods in advance as an initial clear and measurable picture for subsequent use grip on qualitative research. Implementation of the study design sequential explanatory in this study initiated by the application of a preliminary investigation in the form of questionnaires to 284 teachers of Junior-high in Jambi and do a review of the data related to the indicators on the variable quality of work. Data obtained from this preliminary study was used as a basis for quantitative research. Qualitative research purposes after the implementation of quantitative analysis are to get clarification of the results of quantitative research as qualitative research tends to deepen, prove and interpretation of quantitative data.

The study population was as many as 980 teachers in 25 (twenty-five) Junior High School in the city of Jambi.

Data collection techniques used survey method and causal correlation techniques. The empirical data that will be collected is principals' supervision (X1), work discipline (X2), pedagogical competence (X3) and work quality of teachers (Y) tested on the sample of 284 teachers at 25 (twenty five) junior high schools in the city of Jambi.

The target or focus of the research phase of this qualitative is to get explanations/answers or facts/evidence about the following questions :

1. Do data supervision of principals obtained through quantitative research have the same trend as the data supervision of principals obtained through qualitative research?
2. Do the work discipline of data obtained through quantitative research have the same trend as labor discipline of data collected through qualitative research?
3. Do pedagogical competence of data obtained through quantitative research have the same trend as the pedagogical competence of data obtained through qualitative research?
4. Do the teacher work quality data obtained through quantitative research have the same trend as the teacher work quality data obtained through qualitative research?
5. Are there other factors beyond the supervision of the head of school, work discipline and pedagogical effect on the quality of teachers' work Junior High School in the city of Jambi?

Qualitative research was targeted at 25 (twenty-five) teachers

of Junior High School in the city of Jambi through the observation, in-depth interview with key informants and conduct Focus Group Discussions.

3. Results & Discussion

The functional relationship between the supervision of the principal with the quality of teachers' work denoted with the regression equation $Y = 83.539 + 0.450 X_1$ with F calculated = 65.587 while the F table ($\alpha = 0.05$) = 3.875 and F table ($\alpha = 0.01$) = 6.726, indicating the regression is very significant. The correlation coefficient value is 0.4612 and the coefficient of determination is 0.2127 which means that 21.27% of teacher quality is the result of principals' supervision, while 78.73% is contributed by other variables that have a connection with improving the quality of teachers' work.

Quantitative data above is strengthened by the observation data before the qualitative study that had similar preferences to the quantitative data in principals supervising. This is consistent with ^[1] explains that the supervision of school principals is protecting and servicing teachers and giving them advice and encouragement, coordinating the various parts of the school activities in an environment conducive for active learning. To carry out the task of supervision, principals should include the following ^[2]:

1. Creating a conducive environment to maintain and foster harmonious cooperation;
2. Development programs and coaching team spirit;
3. School Development which is looking for and complements the deficiencies of the learning infrastructure;
4. Integration and organizational goals that synchronize programs conducted by the goals and objectives of the school;
5. Evaluation of teacher performance, especially for the development of appropriate skills.

Previous relevant research results also prove that the supervising principal has a positive influence on the quality of work ^[3]. This study aimed to investigate the relationship between workload, family life, transport facilities, compensation, supervision, working environment, working conditions and career opportunities with the quality of work. The sample used in this study as many as 100 employees of a private limited company in Bangladesh. The results showed a positive relationship between supervision with quality work with $r = 0.332$ ($p \leq 0.01$).

Based on the description above can be concluded that the higher supervision of the principal then the higher the quality of teacher working results. Thus the findings of facts and data in this analysis further supports previous findings about the existence of a positive relationship with the supervising principal to quality of teachers' work.

The functional relationship between the work discipline to quality of teachers, work showed a regression equation $Y = 91.901 + 0.427 X_2$ with F calculated = 77.159 while the F table ($\alpha = 0.05$) = 3.875 and F table ($\alpha = 0.01$) = 6.726 which means that the significance of regression is very significant. The correlation coefficient value is 0.4834 and the coefficient of determination is 0.2337. This means that 23.37% of teacher quality is the result of the workings of work discipline, while

76.63% is contributed by other variables that have a connection with improving the quality of teachers' work.

Quantitative data above is strengthened by the observation data on the qualitative research that have the same tendency with the data in the quantitative of work discipline. This is reinforced by the theory ^[4] explaining that the discipline is the systematic instruction given to employees to behave diligently in the work or activities carried out by following the rules and procedures. Systematic instruction can be seen from: 1) the formal rules governing the punishment for the offense; 2) the procedure in work; and 3) regulations on the ethics and norms in dealing fellow employees, employees with the boss.

The results of relevant studies also has proven that work discipline has a positive influence on the quality of work ^[5]. This study aimed to investigate the relationship between the discipline of work and work competence with the quality of work. The sample used in this study were 160 people in Religious Affairs Office or *Kantor Urusan Agama* (KUA) District of Lebak Banten Gunung Kencana, Banten, Indonesia. The results showed a positive relationship between the discipline of work with quality work with $r = 0.197$ ($p \leq 0.01$). Thus the findings of facts and data in this analysis further supports previous findings about the positive influence of work discipline with the quality of teachers' work.

The functional relationship between the pedagogical competence with quality of teachers are shown with regression equation $Y = 81.215 + 2.011 X_3$ with F calculated = 91.224 while the F table ($\alpha = 0.05$) is 3.875 and F table ($\alpha = 0.01$) is 6.726 which means that the significance of regression is very significant. The correlation coefficient value is 0.5082 and the coefficient of determination is 0.2583. This means that 25.83% of teacher quality is the result of pedagogical competence while 74.17% is contributed by other variables that have a connection with improving the quality of teachers' work.

Quantitative data above is strengthened by the observation data on the qualitative research that have the same tendency with the data in quantitative of pedagogic competence. This is reinforced by the theory ^[6] explaining that pedagogical competence as the ability of an individual to use a coordinated, synergistic combination of tangible resources. Pedagogic competence achievement can be done through an understanding of: 1) knowledge content; 2) knowledge pedagogical approach; 3) course management capability; 4) classroom management capability; and 5) student management capability.

Previous relevant research results have also proved that the pedagogical competence has a positive influence on the performance ^[7]. This study aims to investigate the contribution of competence and experience of teaching on work motivation of teachers and the quality of teachers' work and its relationship to student learning. The samples used were 64 teachers vocational skills courses in Malang, Indonesia. The results showed a positive relationship between competence with the quality of teachers' work with $r = 0.333$ ($p \leq 0.01$).

Thus the findings of facts and data in this analysis further supports previous findings about the positive influence of pedagogical competence with quality of teachers' work.

The functional relationship between the supervision of the school principal, work discipline and pedagogical together

with the quality of teachers' work generate the regression equation $y = 7.373 + 0,286X1 + 0,388X2 + 1,643 X3$ with F calculated = 98.823 while the F table ($\alpha = 0,05$) = 2.637 and F table ($\alpha = 0.01$) = 3,852, which means that the significance of regression is very significant. The value of correlation coefficient is 0.7171 and the coefficient of determination is 0.5143. This means that 51.43% of teacher quality can be explained by the variables of supervision of the school principal, work discipline and pedagogical competence together.

The above results are reinforced by the of qualitative research with the result that the supervision of the school principal, work discipline and pedagogical competence on the quality of teacher shows the same results with quantitative research results.

Other factors that contribute to 48.57% revealed through qualitative research are: 1) leadership, 2) organizational culture, 3) motivation to work, 4) interpersonal communication, 5) work commitments, 5) emotional intelligence, 6) job satisfaction, 7) work environment, 8) professional attitude, 9) the availability of facilities and infrastructure, and 10) the climate of the school. The school should pay attention to these elements if wishing to improve the quality of teachers.

4. Conclusions

There is a positive influence quantitatively reinforced by the results of qualitative research on variables:

1. Supervision of principal and teacher work quality with correlation coefficient $r = 0,4612$, coefficient of determination $r^2 = 21,27\%$ and regression equation $\hat{Y} = 83,539 + 0,450X1$;
2. Work discipline and teacher work quality with correlation coefficient $r = 0.4834$, coefficient of determination $r^2 = 23,37\%$ and regression equation $\hat{Y} = 91,901 + 0,427X2$;
3. Pedagogic competence and teacher work quality with correlation coefficient $r = 0,5082$, coefficient of determination $r^2 = 25,83\%$ and regression equation $\hat{Y} = 81,215 + 2,011 X3$;
4. Supervision of principal, work discipline, and pedagogic competence together with teacher work quality generate correlation coefficient $r = 0,7171$, coefficient of determination $r^2 = 51,43\%$ regression equation $\hat{Y} = 7,373 + 0,286X1 + 0.388X2 + 1.643X3$.

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