

The Relationship between PAUD Head Supervision Competence and Early Childhood Teacher Performance

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Keywords

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Abstract

This study aims to determine the relationship between the competence of the head of PAUD academic supervision and the performance of PAUD educators. The type of research used is correlation research to determine the relationship between the academic supervision competence of the PAUD head and the performance of PAUD educators. The population is Formal and Non-formal PAUD Educators and Education Personnel, totaling 320 people. The research sample amounted to 30 respondents with a random sampling technique. Data collection techniques using a questionnaire in the form of a google form. The results showed that the academic supervision competence of the head of PAUD has a significant relationship with the performance of PAUD educators with a correlation value of 0.704. This is evidenced by the correlation test with an r value of 0.704 greater than r table count at a significant level of 5%, namely 0.361 ($0.704 > 0.361$). The result of the calculation of the coefficient of determination (R Square) is 0.496. This shows that the relationship between the academic supervision competence of the head of PAUD and the performance of PAUD educators is 49.6% while the remaining 50.4% ($100\% - 49.6\%$) is influenced by other variables not included in this study. So, the better the academic supervision competence of the PAUD head, the better the performance of educators in PAUD, Kramatwatu District, Serang Regency, Banten Province.

Introduction

Early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education, which is held on formal, non-formal channels, and informal. Early childhood education has an important role in the process of stimulating the growth and development of early childhood because early age is a golden period to determine further development, as a stage for the development of various potentials. For this reason, stimulation needs to be carried out optimally through quality PAUD services. Quality PAUD consists of several elements, namely: 1). Quality learning environment; 2). Parental Involvement; 3). Fulfillment of nutrition health services, protection, care and child welfare, and 4). A participatory, data-based, and accountable governance system. Stimulation of 6 aspects of early childhood development is carried out in accordance with the stages of child development through play activities carried out by educators in the PAUD unit. Educators are professionals in charge of carrying out the learning process, assessing learning outcomes, conducting guidance and training, as

well as research and community service, especially for educators at universities (Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, 2003).

The role of professional educators is needed to realize quality PAUD services. A qualified educator determines the success or failure of a teaching and learning process (Ahmad Sopian, 2016). Educators as planners, implementers and assessors, the success of the plans that have been prepared after being implemented in the process of teaching and learning activities. The learning process is the interaction of students with their environment, so that in students there is a process of processing information into knowledge, skills and attitudes as a result of the learning process (Arianti, 2019). The role of educators is very important, determined by their performance as educators (Eliza.D, 2013). Optimal performance of educators as professional educators will greatly determine the creation of quality schools (Alfionita et al., 2020). Principals have an important role in maintaining the quality of the process in PAUD (Anne L. Douglass, 2019).

Educators in carrying out their duties need to clearly know their duties and work in improving the quality of education, for this reason, it is necessary to develop PAUD heads through supervision so that educators improve learning conditions, improve performance and discipline in carrying out their duties. As stated in Permendikbud 137 of 2014 concerning PAUD standards, the head of PAUD has the task of planning academic supervision programs in the context of educator professionalism (Minister of Education and Culture of the Republic of Indonesia, 2014) (Minister of Education and Culture of the Republic of Indonesia, 2014)

The principal leads an educational institution where the learning and teaching process occurs. Simply put, the principal can be interpreted as a professional educator (teacher), who is given the additional task of leading an educational institution (school), in which teaching and learning activities are held (KBM), and there is interaction between educators and students (Wahyosumidjo, 2002). According to Isriyati, the principal is a teacher who has the ability to lead and manage all available resources in a school so that these resources can be utilized optimally to achieve common goals (Isriyati, 2020). Based on a number of opinions, it can be concluded that the principal is a professional educator who is able to lead an educational unit through the management of resources to achieve goals.

Principals at the early childhood education level in accordance with ministerial regulation no: 137 of 2013 have five competencies including: Personality Competencies, Managerial Competencies, Supervision Competencies, Social Competencies, Entrepreneurship Competencies.

Competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and controlled by a teacher or lecturer in carrying out professional duties (Law of the Republic of Indonesia No. 14, 2005). Academic supervision is a series of activities to assist educators in developing their ability to manage the learning process to achieve educational goals (Daresh, 1989). According to Djam'an Satori defines academic supervision as an effort to improve the learning process to improve the quality of learning processes and outcomes (Djam'an Satori, 2004). Supervision will be carried out effectively if supervisors and educators establish

partnerships at three important stages of supervision, namely; program preparation stage, program implementation stage and program evaluation stage (Goker, 2005). The supervision program that has been carried out requires the commitment of the PAUD head to be able to spend time ensuring the improvement of the quality of the program by providing direction and guidance in order to achieve quality learning (Sooter, 2013). The purpose of academic supervision (Sergiovanni, 1987)

1. Helping teachers develop their professional abilities in understanding academics, classroom life, developing teaching skills and using their abilities through certain techniques.
2. Monitor teaching and learning activities in schools. This monitoring activity can be carried out through visits by the principal to the classroom while the teacher is teaching, private conversations with the teacher, colleagues, or with some of his students.
3. Encouraging teachers to apply their abilities in carrying out their teaching tasks, encouraging teachers to develop their own abilities, and encouraging teachers to have serious attention (commitment) to their duties and responsibilities.

Performance is a statement of the extent to which a person plays a role in carrying out organizational strategy, both in achieving specific goals related to individuals and relevant to the organization. (Mitrani, 1995) According to Supardi, the performance of educators is a condition that shows the ability of an educator in carrying out their duties at school and describes the existence of an act that is displayed by educators in carrying out learning activities (Supardi, 2013). Performance is also a result of a process of implementing the results of work actions carried out by humans in carrying out their work within a certain period of time through elements of action that are shown in an achievement that has been achieved (Sulfemi, 2020). From some of these definitions, it can be concluded that the performance of educators is a condition that shows the results of the work process carried out within a certain period of time.

The performance of educators is influenced by their ability, motivation. the support they receive, the existence of the work they do. And their relationship with the organization” (Mathis.L.Robert and Jackson.H.John., 2001) According to Mulyasa (2007: 227). There are at least ten factors that can improve the performance of educators, both internal and external factors: "The ten factors are: (1) motivation to work, (2) responsibility for the task, (3) interest in the task, (4) appreciation for the task. (5) opportunities for development, (6) attention from the principal, (7) interpersonal relationships with educators, (8) MGMP and KKG, (9) guided discussion groups and (10) library services” (Mulyasa, 2007).

The performance of PAUD educators in managing learning still needs attention, most of them tend to prioritize themselves as a learning center (Teacher center) as a result students tend to be more passive during classroom activities, Lack of learning materials can cause the learning process is not conducive because students are bored because of the teacher's teaching ability In addition, the lack of supervision activities carried out by school principals makes educators feel no need to evaluate the activities that have been carried out.

The results of the study (Mugiyono, 2021) Supervision of principals has an important role in teacher performance, this is observed from the increase in the quality of learning

in the classroom. Research (Sunaryo, 2020) entitled *Academic Supervision of School Principals and Teacher Performance: A Literature Review*. shows that academic supervision carried out by the principal has a positive and significant effect on changes in educator performance. According to (Azizah & Roesminingsih, 2021) Academic supervision by the principal is carried out in order to assist teachers in improving or fixing a higher quality learning process.

Based on several research results that have been conducted previously, Academic Supervision by the principal through the process of providing assistance in improving and improving the learning process has a positive influence and can improve the performance of educators.

Method

This study uses a quantitative approach, correlational research methods with regression correlation techniques. This analysis is used to determine whether or not there is a relationship or influence between two or more variables. The research was carried out in the odd semester of 2021/2022. The population of PTK PAUD in Kramatwatu District is 320 people. The research sample amounted to 30 respondents with simple random sampling technique.

This study uses a non-test instrument in the form of a questionnaire. The questionnaire used is a closed questionnaire. Researchers have provided answers and respondents only have to choose the existing answers. The researcher used the Likert scale as a measurement scale in the questionnaire with five alternative choices.

The questionnaire contains 13 statements based on the theory that is the reference in this study. Three statements about the competence of academic supervision can be measured as follows: 1) Planning of academic supervision, 2) Implementation 3) Follow-up of academic supervision. Ten statements about the performance of educators that can be measured as follows: 1) Mastery of knowledge, 2) Planning of learning 3) Assessment 4) Assessment of learning

Researchers made observations to PAUD institutions in Kramatwatu District to get an overview of the academic supervision competence of the PAUD head and the performance of PAUD educators. After developing and ensuring the validity and reliability of the questionnaire, the researchers visited each of the schools sampled for the study to formally request permission regarding data collection from the respective PAUD principals. Taking into account the situation of the pandemic and other considerations when this collection was carried out, this request for permission could also be made by sending a formal letter by post and contacting each PAUD head by telephone. To facilitate data collection, after obtaining permission from the respective principal, respondents can fill out the questionnaire that the researcher has prepared in the *Google Form*. This makes it easier for each respondent to fill out the questionnaire, considering that filling out the online questionnaire can be done anywhere. Plus, it can reduce input errors in the recapitulation of the results of the questionnaire later.

Table 1. Instrument grille

Variable Construct	Dimension	Indicator	No Item	Amount
Academic Supervision (X3)	1. Academic Supervision Planning (X31)	1. Attention to educator readiness 2. Conformity with schedule 3. Completeness of academic supervision tools	SA-1-1 SA-1-2 SA-1-3	3
	2. Implementation of Academic Supervision (X32)	1. Ability to encourage educator initiative 2. Ability to carry out reflection with educators 3. Intensity of KPAUD dialogue with educators	SA-2-1 SA-2-2 SA-2-3	3
	3. Follow-up Academic Supervision (X33)	1. The intensity of responding to problems faced by educators 2. Ability to protect educators 3. Ability to encourage educators to solve problems	SA-3-1 SA-3-2 SA-3-3	3
Variable Construct	Dimension	Indicator	No Item	Amount
Educator Performance (Y)	1. Knowledge Mastery (Y1)	1. Understanding of curriculum 2. Understanding of learning materials 3. Understanding of the characteristics of students	KIN-1-1 KIN-1-2 KIN-1-3	3
	2. Learning Planning (Y2)	1. Ability to prepare lesson plans 2. Ability to formulate effective learning strategies 3. Ability to meet all the needs of students	KIN-2-1 KIN-2-2 KIN-2-3	3

	3. Implementation of Learning (Y3)	<ol style="list-style-type: none"> 1. Ability to motivate students to learn 2. Ability to involve active students in learning 3. Ability to use various learning strategies 	KIN-3-1 KIN-3-2 KIN-3-3	3
	4. Learning Assessment (Y4)	<ol style="list-style-type: none"> 1. Ability to measure student development 2. Ability to analyze students' understanding 3. Ability to provide feedback to students/parents 	KIN-4-1 KIN-4-2 KIN-4-3	3
	5. Optimization of the Learning Environment/Facilities (Y5)	<ol style="list-style-type: none"> 1. Optimization of learning facilities 2. Optimizing learner-centered learning 3. Intensity of using digital learning media 	KIN-5-1 KIN-5-2 KIN-5-3	3
	6. Student Achievement Improvement (Y6)	<ol style="list-style-type: none"> 1. The level of intellectual development of students 2. Level of student health development 3. The level of students' creativity development 	KIN-6-1 KIN-6-2 KIN-6-3	3
	7. Educator Professionalism Development (Y7)	<ol style="list-style-type: none"> 1. Increased commitment of educators 2. Network expansion 3. Involvement in PAUD Teacher Working Group 	KIN-7-1 KIN-7-2 KIN-7-3	3

Data analysis using Validity Test by conducting a test for the validity of the questionnaire to 30 respondents in the Kramatwatu sub-district, Serang district, Banten province. Test the reliability of the instrument in this study with the help of the SPSS for windows program. The formula used is the Cronchbach alpha formula.

$$r_1 = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma b^2}{\sigma t^2} \right)$$

Information:

Ri = instrument reliability

K = many questions

2 = number of item variants

2 = total variance

Testing The normality test is carried out by : if the significance value is > 0.05, then the data is normally distributed. And if the significance value < 0.05 , then the data is not normally distributed.

Results and Discussion

Researchers conducted a trial for the validity of the questionnaire to 30 respondents in the Durian PAUD Cluster, Kramatwatu sub-district, Serang district, Banten province. For variable X (Academic Supervision Competence), there are 9 question items and variable Y (PAUD Educator Performance) there are 21 questions and the overall results are valid, so all questions can be used.

The research data obtained from the questionnaire recapitulation on the supervisory competence and performance of PAUD educators are: The calculation between the X variable and Y variable using the product moment correlation formula, obtained r_{hitung} is 0.704 greater than r table count at a significant level of 5%, namely 0.361 ($0.704 > 0.361$). So H_0 is rejected and H_a is accepted. This means that there is a relationship between the leadership of the PAUD head and the performance of PAUD educators. The relationship between PAUD head leadership and teacher performance lies at the interval of 0.496.

Table 2. Correlation between variables

		academic supervision	performance
academic supervision	Pearson Correlation	1	.704 **
	Sig. (2-tailed)		.000
	N	30	30
Performance	Pearson Correlation	.704 **	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the reliability calculation table, it is known that the calculated alpha coefficient (Cronbach alpha) is 0.634 which is greater than 0.60. So, it can be concluded that the questionnaire is reliable.

Table. Reliability Test
Reliability Statistics

Cronbach's Alpha	N of Items
.634	2

Testing The normality test is carried out by: if the significance value is > 0.05 , then the data is normally distributed. And if the significance value < 0.05 , then the data is not normally distributed. Based on the data above, it is known that the significance value is $0.567 > 0.05$, so it can be concluded that the data is normally distributed.

Table. Normality test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	mean	.0000000
	Std. Deviation	11.20426637
Most Extreme Differences	Absolute	.144
	Positive	.101
	negative	-.144
Kolmogorov-Smirnov Z		.786
asymp. Sig. (2-tailed)		.567

a. Test distribution is Normal.

b. Calculated from data.

The head of PAUD in the Durian Cluster, Kramatwatu District, Serang Regency, Banten Province, has carried out academic supervision with planning stages including; compile academic supervision programs, formulate stages of activities, pay attention to the readiness of educators before carrying out the learning process, make according to the schedule, and prepare equipment that will be used to carry out the supervision process. The implementation of academic supervision is carried out through encouraging/motivating educators to have initiatives/ideas when preparing lesson plans, reflecting to find out their strengths and weaknesses when carrying out the learning process, using effective approaches and techniques as well as the intensity of the PAUD head's dialogue in responding to the problems faced. by educators. The academic supervision that has been carried out is followed up by providing guidance and supervision of the performance of educators and developing a follow-up program of activities based on the results of the evaluations that have been carried out.

Academic supervision carried out by the head of PAUD has an impact on improving the performance of educators. This can be seen from the mastery of educator knowledge related to curriculum understanding, learning materials, and student characteristics. Compile learning plans, formulate strategies to be carried out. Implementation of interesting learning for students, optimizing the learning environment/facilities, carrying out an assessment of the learning process carried out and continuing to develop themselves to improve their competence through increased commitment of educators, network expansion and involvement in PAUD educator working groups.

Conclusion

Based on the results of data calculations. The competence of the PAUD head's academic supervision has a significant relationship with the performance of PAUD educators with a correlation value of 0.704. This is evidenced by the correlation test with an r value of 0.704 greater than r table count at a significant level of 5%, namely 0.361 ($0.704 > 0.361$). Can be concluded that:

- a. There is a relationship between the competence of the head of PAUD academic supervision and teacher performance. The competence of academic supervision needs to be possessed by the head of PAUD in order to provide guidance to educators to improve the quality of learning in PAUD.
- b. There is a positive relationship between variable X (academic supervision competence) and variable Y (Educator Performance) , with a correlation coefficient of 0.704. With the acquisition of these values, the relationship between the two variables is categorized as a significant positive relationship with a strong category.

Recommendation

The results of the research carried out are still many shortcomings, especially on academic supervision instruments, it is hoped that for further research, other parties can focus more on the academic supervision of the PAUD head as learning leadership so that the performance of PAUD educators can increase.

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