



## The Effect of Supervision and Managerial Competence on the Principal of the Job Satisfaction of Teachers in SMP 5 Kisaran

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<http://dx.doi.org/10.18415/ijmmu.v6i6.1168>

### **Abstract**

This objective of the research is to determine and analyze the influence of principal supervision, principal managerial competence, teacher gender, teacher education, and employment status together and partially on teacher job satisfaction and strategies that need to be done to manage teacher job satisfaction in SMP Negeri 5 Kisaran. This research is associative research. The population in this research were all teachers of SMP Negeri 5 Kisaran, totaling 31 people. The results of multiple regression analysis in this research indicate that the independent variables of supervision and managerial competence of principals together and partially have a positive effect and a significant relationship on teacher job satisfaction. The dummy variable teacher gender, teacher education, and teacher employment status partially did not significantly influence teacher job satisfaction. The results showed that the independent variable of the managerial competence of principals had a greater influence value than the independent variable of principals' supervision. Based on the results of the research, the principal needs to re-display the organizational structure in SMP Negeri 5 Kisaran and design their supervision tools for the professional development of SMP Negeri 5 Kisaran teachers.

**Keywords:** *Supervision of School Principals; Principal Managerial Competencies; Teacher Job Satisfaction*

### **Introduction**

Teachers are one of the foremost groups in an effort to produce a generation that is intelligent and characterized. Teachers as a vital asset of schools need to be managed well with the aim that teachers can contribute optimally in education. Teacher job satisfaction is a factor that needs to be considered in teacher management related to the achievement of goals and the smoothness of teaching and learning activities. Job satisfaction is the expectation of the workers the teacher is no exception to his work. Job satisfaction is a picture of a person's attitude towards his job. Robbins and Judge (2017) suggest that job satisfaction influences performance, customer satisfaction, absence, and deviations in the workplace. The positive attitude of workers towards work increases creativity and perseverance at work. Satisfied workers increase customer satisfaction, especially in service workers. These workers interact directly with their

customers so the leader needs to please his workers too. Research conducted between job satisfaction and absence shows a negative relationship between the two. Increased job satisfaction will reduce absenteeism. Deviations in the workplace are in the form of delays and outreach that originate from low job satisfaction and antagonistic relationships with coworkers.

Teachers who are satisfied with their work have high motivation and creativity in teaching. Job satisfaction received by teachers influences the learning activities of students. Teacher satisfaction will not only increase their creativity in developing the learning process of students but also be able to motivate students to become human characters.

The principal is the teacher leader being one of the factors associated with increased job satisfaction and teacher performance. This is consistent with what was stated by Colquitt, LePine, Wesson (2011) that many workers who expect their leaders to help get what workers want. Colquitt, LePine, Wesson explained that desires can be in the form of appreciation for the performance of workers and get them out of confusing situations.

As the head teacher at the school, the principal carries out his duties as a supervisor for the teacher. Supervision of the principal becomes a principal's assistance to teachers, especially in learning activities. Teachers are guided to grow both individually and as a team. Teacher professional growth, the creation of democratic leadership and the ability to be able to solve problems related to the educational process are the expected results of implementing supervision. Research conducted by Setyowati (2014) supports the principal's supervision activities on teachers. The more frequent implementation of supervision by principals has a high impact on job satisfaction for teachers.

Another task of a school principal is as a manager (manager). As a manager, the principal needs the soul of a leader who is able to guide the teacher to achieve educational goals. One of the principals' managerial tasks is to formulate appropriate management in the school they lead. Optimal management of each school resource that can work together to achieve educational goals. Basically, job satisfaction is a personal assessment. Each worker has a different level of satisfaction. Research by Taş (2017) found that the existence of recognizing principals for teachers based on their personal contribution contributes to increasing teacher job satisfaction. This means that the principal knows and understands his teachers personally better.

Research by Jin (2018) which also discusses the influence of principals' managerial competence and quality control on teacher job satisfaction found that managerial competencies held by principals had an effect on teacher job satisfaction. The better managerial competency of a school principal, the higher job satisfaction of teachers. Based on the explanation of the headmaster of SMP Negeri 5 Kisaran, there is a weakness in the principal in carrying out his duties as a supervisor. Principals cannot carry out supervision activities optimally because they only supervise by observing and completing the physical administration of teacher learning. The principal of SMP Negeri 5 Kisaran has also not been able to develop his own supervision format in accordance with the conditions of the school he leads. The school principal's supervision format still relies on the format obtained from the education office. The results of the previous supervision are better material used as a basis for making the next supervision format.

The method and supervision tools used by the school principal are always the same every time supervision is conducted. According to the teacher at SMP Negeri 5 Kisaran, if supervision is done by observation alone the principal will not be able to see problems in real learning. Some teachers also regretted that the results of the previous supervision were not made into the next supervision material. According to the teacher, the results of the supervision can be used to determine the state of the problem before the supervision was carried out again.

Based on the observations of researchers at SMP Negeri 5 Kisaran, there are still teachers who are late coming to school. The school principal has implemented discipline in the form of locking the gate at 07.30 WIB to improve the quality of education in SMP Negeri 5 Kisaran. However, every day there are still some teachers who are late.

Researchers also found that there was a conflict between teachers in SMP Negeri 5 Kisaran. Some teachers are involved in conflicts of seniority, authority, position to the task load which causes discomfort in work interactions. School is a workplace that is faced every day. If the teacher does not find comfort in working then it will form an apathetic attitude towards his work. Even though the teacher is the learning agent who is responsible for forming students who have character and quality. The principal's role as a manager is needed in managing the conflicts that occur between these teachers.

SMP Negeri 5 Kisaran has varied demographic characteristics ranging from gender, education, and employment status. The total number of teachers in SMP Negeri 5 Kisaran is 31 people. Based on gender, the majority of teachers in the SMP Negeri 5 Kisaran are women. In addition, SMP Negeri 5 Kisaran also consists of teachers with different educational backgrounds. Teacher education background in SMP Negeri 5 Kisaran includes diplomas, undergraduate and graduate programs. Based on staffing status, SMP Negeri 5 Kisaran also has teachers with PNS and honorary status to further support the smooth learning activities.

### ***Research Method***

Wirawan (2013) provides an understanding of job satisfaction as people's perceptions about various aspects of their work. Bagia (2015) defines job satisfaction as part of life satisfaction related to the general feelings and attitudes of workers towards their work. Based on the description of job satisfaction, the understanding of job satisfaction is referring to the attitude of someone who describes the feelings they have towards their work.

Asmani (2012) states supervision is all the efforts of school officials in leading teachers and education personnel to improve teaching. Priansa (2014) also gives a sense of supervision as an effort to provide services so that teachers become more professional in carrying out the task of serving students. The teacher needs guidance from his work partners namely school leaders so that in carrying out their duties in accordance with the goals of the school. Muslim (2010) argues that supervision has a definition as a series of efforts to provide assistance to teachers in the form of professional services provided by supervisors (principals, school owners, and other supervisors) to improve the quality of teaching learning processes and outcomes. Principals as supervisors and work partners who also face the same work environment as teachers have advantages in the process of managing teachers for the achievement of the school's stated goals. Based on the description of supervision, it can be concluded that the supervision of the principal is a series of activities carried out to assist teachers in managing the process and achieving learning objectives.

According to Suyanto and Jihad (2013), competence is a description of what a person can do at work and the visible form of the job. When doing a job, a person must have the ability in the form of knowledge, attitudes and skills relevant to their field of work. Mustafa (2012) adds that a person is called competent in their field if their knowledge, attitudes, skills and work results are in accordance with established standards and are recognized by their institutions. Supervision carried out by the principal has the aim so that teachers can develop their professional abilities in the process of learning and teaching better. Suprihatiningrum (2016) explains that good supervision, the focus is not only on one person or

group of people, but all parties related to the school who have the same goal to develop situations that allow the creation of good learning activities.

The manager (manager) is one of the functions of the principal in the education profession. In this function, the principal carries out curriculum management, students, personnel, finance, facilities and infrastructure, school-community relations, and school administration (Suprihatiningrum, 2016). Principals who have good managerial competence will give encouragement or motivation to their human resources so as to create good organizational behavior, good organizational commitment, job satisfaction and good performance.

Teacher gender, teacher education and teacher employment status are demographic factors that are the variables in this study. Several studies have found differences or effects between worker sex, worker education and work status. And several studies found no differences or effects on worker sex, worker education and work status of workers. Schultz & Schultz (1990) states that there are differences in job satisfaction between male and female workers. However, research conducted by Farla (2016) found no difference in job satisfaction between men and women. Job satisfaction is one of the performance factors. Wibowo (2017) states that satisfied workers do a better job of fulfilling obligations in accordance with job descriptions. Positive feelings arising from satisfaction encourage creativity, problem solving, decision making, and also improve perseverance.

This research uses a survey research approach. This type of research is associative in nature, with a causal relationship that explains the influence or relationship between the supervision of the principal, managerial competence of the principal, teacher sex, teacher education, and teacher employment status on job satisfaction of teachers of SMP Negeri 5 Kisaran . The population of this research is all teachers in the SMP Negeri 5 Kisaran as many as 31 people.

### **Hypothesis Test on the Effect of School Principal Supervision on Teacher Job Satisfaction**

The significance value (Sig.) Of the principal supervision hypothesis test for teacher job satisfaction shown in Table 4.19 is 0,000 ( $0,000 < 0,05$ ) with a 95% confidence level. This means that the principal's supervision variable significantly influences teacher job satisfaction. Table 4.19 also shows the t-value of 4.784 is greater than t table 2.059 ( $t\text{-count} > t\text{ table}$ ). Then  $H_0$  is rejected and  $H_a$  is accepted. This means that there is an influence of the principal's supervision variable on the teacher's job satisfaction variable.

It is known that the regression coefficient of the principal is positive 0.494. A positive value means that the principal's supervision variable has an effect on increasing teacher job satisfaction. Thus, each increase in one unit of supervision of the principal can increase teacher job satisfaction by 0.494 points.

### **Hypothesis Test the Effect of Managerial Competence on Teacher Job Satisfaction**

The significance value of the managerial competency hypothesis test on the job satisfaction of teachers is known to be 0,000 ( $0,000 < 0,05$ ) with a 95% confidence level. This means that managerial competency variables significantly influence teacher job satisfaction. The tcount for the managerial competency variable is 6,826. This value is greater than the value of 2.059. Then  $H_0$  is rejected and  $H_a$  is accepted. This means that there is an influence of managerial competency variables on teacher job satisfaction. It is known that the principal's managerial competency regression coefficient is positive 0.596. A positive value means that the managerial competency variable of the principal provides the

effect of increasing teacher job satisfaction. Thus, each increase in one unit of principal's managerial competence can increase teacher job satisfaction by 0.596 points.

### **Hypothesis Test the Effect of Gender Variables on Teacher Job Satisfaction**

The significance value of the hypothesis variable gender test on teacher job satisfaction is known to be 0.547 ( $0.547 > 0.05$ ) with a 95% confidence level. This means that the gender variable does not affect teacher job satisfaction. The tcount for the gender variable is -0.610. This value is much smaller than the value of 2.059. Then  $H_0$  is accepted and  $H_a$  is rejected. This means that there is no influence of gender variables on teacher job satisfaction.

### **Hypothesis Test the Effect of Educational Variables on Teacher Job Satisfaction**

The significance value of the hypothesis test of educational variables on teacher job satisfaction is 0.868 ( $0.868 > 0.05$ ) with a confidence level of 95%. This means that the educational variable does not affect teacher job satisfaction. The tcount for the managerial competency variable is 0.168. This value is much smaller than the value of 2.059. Then  $H_0$  is accepted and  $H_a$  is rejected. This means that there is no influence of educational variables on teacher job satisfaction.

### **Hypothesis Test Effect of Employee Status Variables on Teacher Job Satisfaction**

It is known that the significance value of the hypothesis test of the employment status variable on teacher job satisfaction is 0.655 ( $0.655 > 0.05$ ) with a 95% confidence level. This means that employment status variables do not affect teacher job satisfaction. The tcount for the managerial competency variable is 0.452. This value is much smaller than the value of 2.059. Then  $H_0$  is accepted and  $H_a$  is rejected. This means that there is no influence of employment status variables on teacher job satisfaction.

### **F Test (Simultaneous)**

The significance value of the simultaneous hypothesis test for supervision variables and the managerial competency of the headmaster on the job satisfaction of teachers is known to be 0,000 ( $0,000 < 0.05$ ) with a 95% confidence level. This means that the supervision variable and managerial competence of school principals significantly influence teacher job satisfaction. The Fcount value of 153.675 is greater than the Ftable value of 3.33 ( $153.675 > 3.34$ ). Then  $H_0$  is rejected and  $H_a$  is accepted. This means that there is an influence of supervision and managerial competence of principals together on teacher job satisfaction.

### **F Test (Simultaneous) with Dummy Variable**

The significance value (Sig.) Of the simultaneous hypothesis test for principal supervision variables, managerial competence, gender, education, and employment status on teacher job satisfaction is 0,000 ( $0,000 < 0.05$ ) with 95% confidence level. This means that the principal's supervision variables, managerial competence, dummy variables of gender, education, and employment status together have a significant effect on teacher job satisfaction. The Fcount value of 58.086 is greater than the F table value of 2.60 ( $58.086 > 2.60$ ). Then  $H_0$  is rejected and  $H_a$  is accepted. This means that there is an influence on the supervision of the principal, managerial competence of the principal, dummy variables of gender, education, and employment status jointly affect teacher job satisfaction.

## **Conclusion**

Based on the results of research and discussion that has been done, the following conclusions can be drawn:

1. Together the factors that influence teacher job satisfaction in SMP Negeri 5 Kisaran are the supervision of the principal, managerial competence of the principal, teacher sex, teacher education, and teacher employment status by 90.2% and by 9.8 The other% is influenced by factors not examined in this study.
2. Partially the influence of the principal's supervision factors, the principal's managerial competence, the sex of the teacher, teacher's education, and teacher employment status are as follows:
  - a. Supervision of school principals has a positive and significant effect on job satisfaction of teachers of SMP Negeri 5 Kisaran.
  - b. Principal's managerial competence has a positive and significant effect on job satisfaction of teachers of SMP Negeri 5 Kisaran.
  - c. Teacher sex, teacher education, and teacher employment status did not significantly influence the job satisfaction of teachers in SMP Negeri 5 Kisaran.
3. Principal's managerial competence gives the greatest influence on teacher job satisfaction by 0.595 points. And the supervision of the principal gives effect to job satisfaction by 0.494 points.

## **Suggestion**

Based on the results of the study, suggestions can be given as follows:

1. School principals are expected to pay attention to the job satisfaction of teachers in SMP Negeri 5 Kisaran especially in terms of supervision and managerial competence of school principals. The principal is expected to improve the way of supervision that can improve the teaching ability of teachers and manage teachers to become more professional personal. The school principal should also improve and introduce the organizational structure of SMP Negeri 5 Kisaran to the teachers of SMP Negeri 5 Kisaran. Continuous improvement by the school principal will improve the quality and competitiveness of SMP Negeri 5 Kisaran.
2. Teachers are expected to increasingly understand the factors that can affect job satisfaction so that they are able to overcome things that can interfere with the implementation of their duties. Teachers are expected to be able to maintain communication with the principal in order to convey the needs and problems they experience.
3. For further researchers are expected to be able to analyze other variables that contribute to teacher job satisfaction such as leadership style, organizational climate, length of service and marital status on job satisfaction.

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