

The Effect of School Principal Supervision on Job Satisfaction of Elementary School Teachers in Demak District

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Abstract: The background of the problem in this research is the low satisfaction of teachers with the assessment system carried out by the principal during the implementation of academic supervision because the principal does not understand supervision well. The purpose of this research is to analyze the effect of principal supervision on the job satisfaction of elementary school teachers in the Demak Regency. This research design is non-experimental or ex posts facto. The population of this study was 310 civil servants in elementary schools in Demak Regency. The sample in this study used 175 probability sampling techniques spread over 14 districts. Data analysis techniques include instrument testing, prerequisite testing, and hypothesis testing. The result of this research is that there is a significant influence of principals' supervision on teacher job satisfaction, which is expressed by the equation $Y = 38.390 + 0.474X_1$ correlation strength of 0.404 with a contribution of 0.163 or 16.3% and 83.7% is influenced by other factors from outside the study so that hypothesis 1 is accepted and proven.

Keywords: Effect, principal supervision, job satisfaction, elementary school

1. Introduction

Education is a means to seek knowledge to keep up with the times. The success of education is determined by several factors, including teachers. Teachers have an important role in education. As education implementers, teachers must have technical skills related to the utilization of all available educational resources in teaching and learning activities in the classroom (Olutola & Olatoye, 2020). The high and low quality of education is the responsibility of the whole nation, but the public's view shows that the low quality of education is always assumed by the low performance of teachers. To produce good performance demands good job satisfaction for teachers. Teachers who feel job satisfaction will have an impact on high work quality (Logli, 2016). Teachers who do not feel job satisfaction will result in low quality of work and will cause things that are detrimental to the achievement of educational goals, both within the school and for the world of education in general.

Based on initial observations of teachers at public elementary schools in Demak Regency, it shows that there is still job dissatisfaction with teachers in carrying out their duties. The assessment system carried out by the principal during the implementation of academic supervision is because the principal does not yet have a good understanding of supervision (Hvidston, McKim, & Holmes, 2018). Not satisfied with the division of teaching tasks by the principal, the division of teaching tasks that do not take into account the competence of the teacher concerned is felt to be burdensome for the teacher. Teaching assignments that are not following their competencies make the teacher's morale low (Range, 2013).

When someone feels job satisfaction at work, of course he will try as much as possible with his ability to complete his work assignments. Thus, employee productivity and work results will increase optimally. Therefore, the principal must try to understand the teacher and make the teacher get satisfaction in carrying out his duties.

Based on the research above, it can be concluded that good academic supervision and teacher professionalism have a significant effect on the quality of learning. It is necessary to supervise to improve the quality of education (Aminudin, Utomo, & Su'ad, 2022).

Based on the problems and relevant research results, the purpose of this study was to analyze the effect of principal supervision on job satisfaction of public elementary school teachers in Demak Regency.

2. Literature Review

Job satisfaction refers to the general attitude of an individual towards his job. A person with a high level of job satisfaction shows a positive attitude, while those who are dissatisfied with their job show a negative attitude towards their job

(Alonderiene & Majauskaite, 2016). Teacher dissatisfaction in carrying out learning in schools is caused by many factors, including the awards received not following the burden and tasks that must be carried out. The rights that teachers get from their work as teachers and educators are considered insufficient to ensure welfare.

To develop positive attitudes toward teachers, principals should always motivate teachers so that teacher job satisfaction is high, increasing job satisfaction is part of life satisfaction, and life satisfaction depends on the creativity of teachers in realizing their interests, talents, and abilities in carrying out learning process at school (Liu & Bellibas, 2018). The principle is one component of education that plays an important role in improving the quality of education. The principal's role as a supervisor aims to guide teachers, carried out in a way or effort that influences teachers to improve their teaching abilities. Optimally carrying out the role of the principal as a supervisor, it will motivate teachers to continue to improve their performance and correct deficiencies in teaching. Supervision is an effort to direct initiate.

The driving factor for success or improving the quality of learning is the existence of good supervision. Some important things in the implementation of supervision are 1) Psychologically the supervisor is given direction by the principal so that teamwork can be compact and there is no subjective interpretation of each, 2) teachers are also given explanations and directions about the importance of supervising, and 3) explain the reason for this delegation so that the teacher can properly accept the presence of the supervisor (Purnomo et al., 2022).

According to research conducted by Yohanas (2018), regarding the principal's supervision variable, it was stated that the principal's variable had no effect on teacher job satisfaction. While the research conducted by Ulya et al. (2021), regarding these variables only revealed that the principal's supervision variable had a significant positive effect on teacher job satisfaction.

3. Methodology

This research is quantitative research with a correlational research design. Correlation because researchers want to know the level of relationship between different variables in one population. This study also uses a non-experimental or ex post facto design. Including non-experimental because this study did not use the treatment of research variables but examined the facts that have occurred and have been carried out by the research subjects. The research variable consisted of the independent variable, namely the supervision of the principal, and the dependent variable, namely teacher job satisfaction.

The population in this study were elementary school teachers throughout Demak Regency with the characteristics of 310 civil servants. The sampling technique used in this study was proportional random sampling with a sample size of 175 civil servant teachers in the Demak Regency. The instrument used in this research is a questionnaire or questionnaire. Questionnaires or questionnaires are used to measure variables, namely the supervision of the principal, and teacher job satisfaction. Data analysis techniques are validity and reliability tests. The prerequisite test consists of a normality test, linearity test, multicollinearity test, and heteroscedasticity test. While the hypothesis test consists of a simple linear regression test and multiple linear tests (t-test, f test, and determinative test or R test).

4. Results

The data obtained in this study consisted of questionnaire answer data from 2 variables, namely teacher job satisfaction and supervision of the principal. The data is processed into a data description, namely:

Table 1. Data description

		Teacher Job Satisfaction	Main Oversight
N	Legitimate	175	175
	Is lost	0	0
Means		70.5771	67.9429
median		71.00000	68.0000
Std. Deviation		5.20538	4.43693
Minimum		55.00	55.00
Maximum		80.00	78.00
Amount		12351.00	11890.00

The results of the analysis above show that the number of observations (N) is 175 respondents. These results are made of a frequency distribution with the teacher's job satisfaction variable having an average of 70.5771 which lies in the 70-74 interval in the high category. While the academic supervision variable with an average score of 67.9429 which is in the 65-69 interval is in the medium category. The results of the analysis prerequisite test, all data are normally distributed, have a linear relationship, do not occur multicollinearity and do not occur heteroscedasticity. The results of hypothesis testing with linear regression are:

4.1 F-test (Anova table)

Testing the effect of principal supervision (X) on teacher job satisfaction (Y) can be seen in Table 2.

Table 2. Anova X test results against Y

ANOVA ^b					
Model	Number of Squares	df	Square Average	F	Signature
1 Regression	768,776	1	768,776	33,705	.000a
Remainder	3945,933	173	22.809		
Total	4714,709	174			

a. Predictor: (Constant), Main Oversight

b. Dependent Variable: Teacher Job Satisfaction

Table 2 shows that F-count = 33.705 > F-table = 0.3816 with a probability significance level of 0.000 < 0.05 or sig = 0.000 = 0% < 5% means rejecting H0 and accepting Ha, thus the regression model used in this study is significant, it means that the principal's supervision variable has a significant effect on teacher job satisfaction.

4.2 R Test (Determination Test)

The next process is to determine the magnitude of the influence of the principal's supervision variable on teacher job satisfaction, namely from the value of the coefficient of determination (R2) by looking at the R Square value in Table 3.

Table 3. X to Y regression test summary table

Model Summary				
Model	R	R Square	Customized R Square	Std. Estimated Error
1	.404a	.163	.158	4.77586

a. Predictor: (Constant), Main Oversight

Based on Table 3, the effect of principal supervision on teacher job satisfaction with an R-square of 0.163 or 16.3%. This value indicates that 16.3% of teacher job satisfaction is influenced by the supervision of the principal and the remaining 83.7% is influenced by other variables outside the study.

Based on the summary table also shows the correlation value of principal supervision on teacher job satisfaction by looking at the R-value of 0.404, so there is a significant relationship between the two variables. The conclusion is that the relationship between principal supervision and teacher job satisfaction is strong and significant.

4.3 T-test (Coefficient)

Based on Table 4, it can be seen that the resulting regression equation is as follows: $Y = 38,390 + 0,474X$. Based on the analysis of the regression coefficient values, it can be concluded that:

- 1) The value of the dependent variable on teacher job satisfaction can be seen from the constant value of 38,390 with a note that the independent variable is fixed.
- 2) The effect of the independent variable of principal supervision on teacher job satisfaction when viewed from the regression coefficient of 0.474, means that with every change of one unit of principal supervision, teacher job satisfaction will increase by 0.474 provided the other independent variables remain.
- 3) Based on the significant value of 0.000 less than 0.05 or 0.000 0.05 and the t-test value of 5.806, while the t-table value with a significance of 0.05 shows the number 1.9739 or 5.806 1.9739, then t-count is greater than the t-count table so that H0 is rejected and the hypothesis Ha is accepted.
- 4) In conclusion, the principal's supervision effects on teacher job satisfaction because Ho is rejected and Ha is accepted.

Table 4. Regression Coefficient of X against Y coefficient

Model	Nonstandard Coefficient		Standard Coefficient	t	Signature	
	B	Std. Error	Beta			
1	(Constant)	38,390	5.556	6.910	.000	
	Principal Supervision	.474	.082	.404	5.806	.000

a. Dependent Variable: Teacher Job Satisfaction

5. Discussion

The results of descriptive statistics regarding the first independent variable, namely the role of the principal were netted through the distribution of questionnaires, with a total of 16 instrument items using a five-scale answer choice scale (5 choices) and obtained an average of 67.9429 with a standard deviation of 4.43693, with a minimum value of 78, a maximum of 55. The results of the frequency distribution for the average value of 70.5771. which lies in the 70-74 interval in the medium category. This shows that the tendency of respondents' answers to the supervision of the principal is moderate.

Based on hypothesis testing through single regression or simple regression, it can be seen that the principal's supervision correlates with teacher job satisfaction as indicated by the correlation value of 0.163 and the magnitude of the influence of the principal's supervision on the teacher's work. satisfaction of 40.4% with a regression coefficient of $Y = 38.390 + 0.474X_1$. This value indicates that the principal's supervision has a strong relationship with the dependent variable of teacher job satisfaction. These results indicate that the contribution of the principal's supervision category is quite high in influencing teacher job satisfaction, although other things affect the principal's supervision outside the research.

The results of the regression test regarding the effect of principal's supervision on teacher job satisfaction can be explained that principal's supervision has a strong effect on teacher job satisfaction. The level of teacher job satisfaction will depend on how supervised the principal is. The better the supervision of the principal, the higher the teacher's job satisfaction, and vice versa if the supervision of the principal is not good, the level of teacher job satisfaction will be lower. Principal supervision is very necessary for increasing teacher job satisfaction because good principal supervision is believed to be able to influence teachers in their work, if they work well, job satisfaction will be realized for teachers.

Based on Purnomo et al. (2022) on the implementation of good supervision, it is necessary to pay attention to the general principles as follows: a reference in the implementation of academic supervision, to successfully achieve its objectives, namely 1) collegial relations, 2) Democracy, 3) Oriented to the needs and aspirations of teachers, 4) Purpose, 5) Prioritizing common interests.

The importance of academic supervision is to improve the quality of learning in schools, academic supervision can guide the improvement of teaching relatively to be more perfect and gradual, and academic supervision is relevant to the nuances of the curriculum-oriented. towards achieving complete learning outcomes, so that academic supervision provides direct support to teachers in trying to achieve a certain level of competence in students, academic supervision is an effort to improve the quality and abilities of teachers.

In other words, the supervision of the principal affects improving the work of teachers. If the teacher's workability increases, it will have an impact on teacher job satisfaction (Utaminingsih, 2022).

Maryanti, Arafat, & Eddy (2921) stated that the principal's supervision of teachers had a positive and significant effect on teacher job satisfaction. This means that if supervision activities are carried out by the principal, it can increase teacher job satisfaction and vice versa.

This is following the theory put forward by Oriente & Alvarado (2020) that supervision is a complex role in professional education. with a very important mission to improve the learning experience for students, that role remains constant despite changes in the school". In other words, supervision has a complex role in building education to become professional with the mission of improving the learning experience/quality of learning for students despite changes in school due to the supervision process carried out.

Naimah & Utaminingsih (2021) states that it can be emphasized that if the principal can plan supervision well, carry out supervision well, and can follow up on the results of supervision effectively, it will certainly encourage an increase in teacher job satisfaction in carrying out tasks at school. He also added in his journal that the supervision carried out by the principal in the form of assisting, motivational guidance, advice, and direction to teachers aimed at improving the ability of teachers in the teaching and learning process which in turn improves learning.

The principal in guiding directs and cooperating professionally with teachers. Principal supervision means the process of using and utilizing existing resources that can be carried out effectively and efficiently to achieve certain predetermined goals. carried out by teachers who are supported by staff in the school. The principal must make continuous observations about conditions and attitudes in the classroom, in the teacher's room, in the administration room, and at

teaching staff meetings. The influence between academic supervision and professional competence of teachers together is the same for teacher performance. This condition illustrates that principals can foster academic supervision to influence teacher performance in carrying out their duties and responsibilities (Dewi & Singh, 2022).

Therefore, the principal is expected to be able to supervise the teachers he leads regularly to be able to develop the competence of the teachers (Nurhayati, Mesiono, & Daulay, 2022). The principal as a supervisor has the responsibility for increasing the ability of teachers to manage learning activities in schools and has a very important role in the development and progress of the school (Susanti, Wardiah, & Lian, 2020). Therefore, according to Mujiati, Suriansyah, & Effendi (2019). The higher the level of academic supervision, the principal is very influential on the professionalism of a teacher. As for Positive influence if academic supervision is good and the work culture of teachers is good, the professionalism of teachers increases, and the quality of education increases (Mulyani, Muhdi, & Miyono, 2021).

6. Conclusion and Recommendations

Based on the results of research and discussion that has been carried out with the title of analyzing the influence of principal supervision on job satisfaction of State Elementary School teachers in Demak Regency, it can be concluded that: there is a significant influence of principal's supervision on job satisfaction of State Elementary School teachers in Demak Regency. teacher job satisfaction. which is stated by the equation $Y = 38.390 + 0.474X1$ the correlation strength is 0.404 with a contribution of 0.163 or 16.3% and 83.7% is influenced by other factors outside the study so hypothesis 1 is accepted and proven.

Recommendations based on the results of the principal's research should improve supervisory abilities so that the principal's supervision program can be carried out properly to increase teacher job satisfaction. With the increase in teacher job satisfaction, the work of teachers will also be maximized so that educational goals can be achieved.

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