

The Effect of Teacher Academic Competence and Principal Supervision on the Professional Duties of Teachers Mediated by Work Commitment of Public Elementary School Teachers in Kapuas Timur Sub-Districts



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ABSTRACT: This study aims to describe and analyze the effect of teacher academic competence and principal supervision on the professional duties of teachers mediated by work commitment. This study uses a quantitative approach with descriptive methods and multiple linear regression analysis. Sampling used proportional random sampling so that a sample of 122 teachers was obtained. Data were analyzed using path analysis and Sobel test with the help of SPSS for Windows software. The results showed that: (1) The description of the Academic Competence, Principal Supervision, Work Commitment, and Professional Duties of Teachers was in a fairly high category, (2) Academic Competence had an effect on Professional Duties of Teachers, (3) Principal Supervision had an effect on Professional Duties of Teachers, (4) Work Commitment had an effect on Professional Duties of Teachers, (5) Academic Competence had an effect on Work Commitment, (6) Principal Supervision had an effect on Work Commitment, (7) Work Commitment is the Mediator of the Effect of Academic Competence on the Professional Duties of Teachers, (8) Work Commitment is the Mediator of the Effect of Principal Supervision on the Professional Duties of Teachers of Public Elementary School Teachers in Kapuas Timur Sub-Districts

KEYWORDS: academic competence, principal supervision, work commitment, professional duties of teachers

I. INTRODUCTION

Education is one of the determining factors for the progress of a nation. Through education, the next generation will grow and develop into individuals who are knowledgeable and skilled and are able to compete with other nations. The quality of education determines the quality of a nation's human resources. The teacher is responsible for improving the quality of teaching, which includes his own performance as a teacher. (Yusrina, Saleh, & Suhaimi, 2022). Teachers, as educators, are professionals whose job it is to plan, carry out the learning process, and assess learning outcomes. Professionalism comes from the word profession which means a field of work that someone wants or will be engaged in. Profession is also defined as a certain position or type of work that requires special knowledge and skills obtained through intensive academic education (Dalawi, Zakso, & Radiana, 2015)

The teacher is the most important aspect of the educational process (Norlatipah, Saleh, & Darmiyati, 2022). Teachers have an important role in the education's system because teachers play a role in improving the quality of learning processes and outcomes (Hajidah, Suriansyah, & Asniwati, 2022). The duties of the teaching profession in the education system in Indonesia are contained in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, in Chapter I Article 1 "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, basic education, and secondary education".

Then in Chapter IV, Article 20, it is explained further that in carrying out professional duties, the teacher is obliged to: 1) make a learning plan, 2) carry out a quality learning process, and 3) assess and evaluate learning outcomes.

According to Zahroh (2015), there are three important factors that influence the implementation of the duties of the teaching profession, one of which is that teachers must have skills or competence. Academic competence is the scientific foundation of the tips for implementing the teaching and learning process carried out by the teacher. Academic competence is the foundation for developing professionalism, which includes: (1) deeply understanding the proper teaching process, (2) mastering the theoretical basis and framework of the learning process in the classroom, (3) developing personal and self-professionalism in a sustainable manner (Bhakti, Nugraha, & Hartono, 2017).

In the context of carrying out the duties of the teaching profession, supervision must be carried out by the school principal. The principal is the highest leader in an educational institution and has several duties and responsibilities (Supiansyah, Suriansyah, & Ngadimun, 2022). The school principal has an important role in helping to improve teacher professionalism. Good, correct, and

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objective planning and treatment in the implementation of academic supervision by school principals affect s increasing teacher professionalism (Muhajirin, Prihatin, & Yusuf, 2017). Afriadi, Usman, and Niswanto (2016) describe one of the competency dimensions of the school principal is the dimension of supervision competence, which includes: (1) planning an academic supervision program to improve teacher professionalism, (2) carrying out academic supervision of teachers using approaches and supervision techniques that are appropriate, (3) following up on the results of academic supervision of teachers to improve teacher professionalism. As a leader and supervisor of the educational process, a school principal provides professional services in the implementation of the teaching profession and for the principal himself, both directly and indirectly.

According to Gunawan (2011), professional teachers (Quadrant IV) are teachers who have high commitment and high abstraction. Sholeh (2006), then explained the aspect of the teacher that determines his professional orientation, namely the teacher's commitment, this aspect must be attached to a teacher because he will determine the type of teacher in carrying out the learning process. A strong work commitment is a characteristic of a teacher who can be said to be a professional.

Work commitment shows the level of individual identification and involvement in carrying out their duties and a sense of attachment to the workplace (Ahmadiyahanto, Suriansyah, & Mahrita, 2022). Muhtarom (2015) states that work commitment is an exchange relationship between individuals and their workplace. Individuals are committed to their place of work as a result of the compensation, salary, and other rewards they receive from the organization concerned for increasing competence. This is following the explanation of Sampunto, Sutomo, & Darsono (2019) which states that for individuals who already have good competence, superiors/leaders will maintain these individuals' ability to continue working by providing salaries, benefits, and other things that are in line with their competence. The reciprocity of this compensation makes the individual committed to where he is working now (Sampunto, Sutomo, & Darsono, 2019).

Utami (2018) states that a teacher's commitment is also influenced by supervision. In this case, both the school principal and the school supervisor also determine the success of education because school supervisors play a significant and strategic role in improving teacher professionalism and the quality of education in schools. Utami (2018) mentions that one of the supervisory functions is believed to have an important effect, namely increasing commitment. In practice, school principals can encourage teachers to apply their abilities toward carrying out their teaching tasks. They can also encourage teachers to develop their own abilities and pay attention to who is truly committed to their duties and responsibilities, so that supervisors can foster teacher work commitment through teaching supervision (Rivai & Murni, 2015).

From the description above, the authors conclude that there is a suspected relationship between teacher academic competence and principal supervision on the professional duties of teachers mediated by work commitments at Elementary Schools in Kapuas Timur Sub-District. This study aims to describe and analyze the academic competence of teachers and the principal supervision towards professional duties of teachers mediated by work commitments of Public Elementary Schools in Kapuas Timur Sub-Districts.

II. RESEARCH METHOD

A quantitative approach is used in this study, with descriptive methods and multiple linear regression analysis. The study population was 175 teachers spread across 20 elementary schools in Kapuas Timur Sub-District. The technique used in this study was proportional random sampling, so a sample of 122 teachers was obtained. There are four research variables in this study, namely Academic Competence, Principal Supervision, Work Commitment, and Professional Duties of Teachers. The variables included in the research design to collect data used questionnaires or questionnaires that were measured using a Likert scale. The completed questionnaire is a closed questionnaire.

III. RESEARCH FINDINGS AND DISCUSSION

Based on the findings, found direct and indirect correlation coefficients. as described below :

Table 1. Summary of Path Analysis Results

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Academic Competence	.399	.111	.272	3.603	.000
Principal Supervision	.117	.055	.161	2.141	.034
Work Commitment	.708	.085	.528	8.317	.000

a. Dependent Variable: Professional Duties of Teachers

Academic Competence	.358	.115	.327	3.123	.002
Principal Supervision	.167	.057	.307	2.926	.004

b. Dependent Variable: Work Commitment

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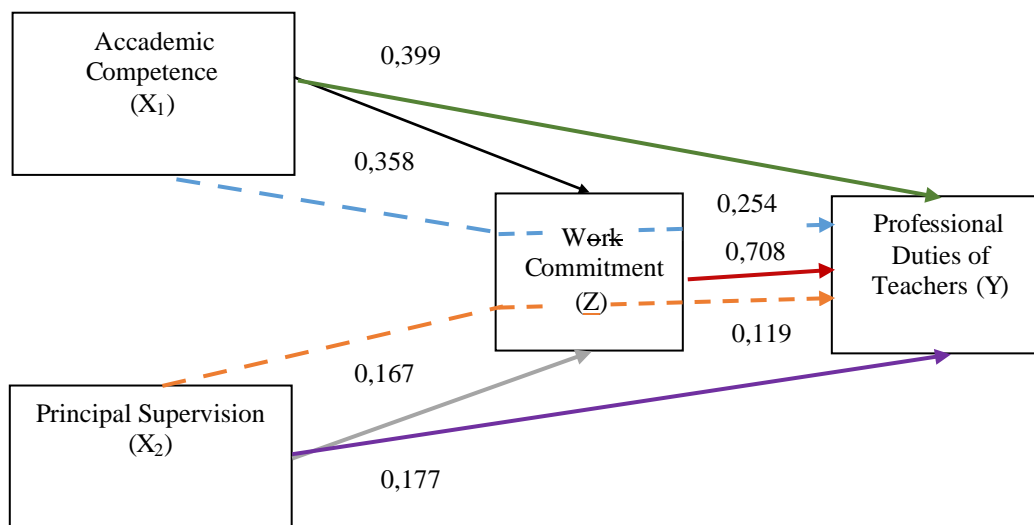


Figure 1. X1, X2, Z, and Y Path Analysis Model

Based on Figure 1 above, the hypothesis in this study can be seen in Tables 2 and 3.

Table 2. Summary of Hypothesis Testing Decisions H₁ H₂ H₃ H₄ H₅

Hypothesis	p	Decision
H1 Academic Competence had an effect on Professional Duties of Teachers	0,000	Accepted
H2 Principal Supervision had an effect on Professional Duties of Teachers	0,034	Accepted
H3 Work Commitment had an effect on Professional Duties of Teachers	0,000	Accepted
H4 Academic Competence had an effect on Work Commitment	0,002	Accepted
H5 Principal Supervision had an effect on Work Commitment	0,004	Accepted

Table 3. Summary of Hypothesis Testing Decisions H₆ dan H₇

Hypothesis	Direct	Indirect	Decision
H6 Work Commitment is the Mediator of the Effect of Academic Competence on the Professional Duties of Teachers	0,399	0,254	Accepted
H7 Work Commitment is the Mediator of the Effect of Principal Supervision on the Professional Duties of Teachers	0,177	0,119	Accepted

Based on the results of the analysis of the hypotheses in tables 1 and 2 of the study, it can be explained as follows:

A. The Effect of Teacher Academic Competence on The Professional Duties of Teachers of Public Elementary School Teachers in Kapuas Timur Sub-Districts

Based on the results of the regression analysis based on the t-test for the academic competence variable (X1) on professional duties of teachers (Y) with a B value is 0.399 and the sig. value is 0.000 with a significance of 0.05, meaning that the sig. value is 0.000 < 0.05. As a result, it is possible to conclude that academic competence has an effect on the professional duties of teachers at elementary schools in the Kapuas Timur Sub-District. This is supported by a statement by Rakhman, Dalle, and Suhaimi (2020) which states that a teacher has a professional responsibility to increase his competence. In the implementation of the educational process in Indonesia, competencies or skills play a major role in teachers carrying out their professional duties as teachers. This is supported by Zahroh (2015), who states that three important factors influence the implementation of the duties of the teaching profession, one of which is that teachers must have skills or competence.

The competence of a teacher plays an important role in the teaching and learning process in a school, especially for teachers carrying out their duties as professionals. This is in accordance with Mulyasa (2013) who explains that, in essence, the standard of teacher competence is to get good and professional teachers, who have the competence to carry out the functions and goals of the school. Zahroh (2015) states that a professional attitude is an attempt to optimize one's ability to carry out one's duties in order to become a professional by further improving the quality of one's competence.

One of the competencies that must be possessed by teachers is academic competence. Academic competence facilitates teachers' development of teaching skills within the structure of scientific process implementation. Academic competence requires teachers to be better able to manage classes, master teaching materials that consist of several fields of study, and understand student

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development. In the educational process at an educational institution, the teacher plays an important role in teaching and learning activities in the classroom, which means that a teacher must guide his students in gaining knowledge and achieving predetermined learning goals (Hartono, Sulaiman, & Suhaimi, 2019).

B. The Effect of Principal Supervision on The Professional Duties of Teachers of Public Elementary School Teachers in Kapuas Timur Sub-Districts

Based on the results of the regression analysis based on the t-test for the principal supervision variable (X₂) on the professional duties of teachers (Y) with a B value of 0.177 and a sig. value of 0.034 with a significance of 0.05, meaning that the sig value is $0.034 < 0.05$. As a result, it is possible to conclude that the principal's supervision has an effect on the professional duties of teachers at elementary schools in the Kapuas Timur Sub-District. This is per Muhajirin, Prihatin, and Yusuf (2017), which state that in the context of carrying out the duties of the teaching profession, supervision must be carried out by the school principal. The school principal has an important role in assisting to improve teacher professionalism. Good, correct, and objective planning and treatment in the implementation of academic supervision by school principals have an effect on increasing teacher professionalism (Muhajirin, Prihatin, & Yusuf, 2017). The teacher's main task is to improve the quality of human resources through the education sector; therefore, an effort is needed to improve the quality of teaching as a form of teacher professionalism (Mujiati, Suriansyah, & Effendi, 2019).

One of the principal's roles as a leader is to carry out supervision activities, including providing guidance to teachers in carrying out their professional duties. The school principal's responsibility is to improve the quality of the educational institutions he leads in accordance with predetermined standards (Rahmatullah, Saleh, & Metroyadi, 2019). Poernamawijaya, Sulaiman, Suriansyah, & Dalle (2018) state that school principals as supervisors play a role in improving the quality of teaching and learning in the classroom and increasing teacher professionalism. Afriadi, Usman, and Niswanto (2016) describe one of the competency dimensions of the school principal as the dimension of supervision competence, which includes: (1) planning an academic supervision program to improve teacher professionalism, (2) carrying out academic supervision of teachers using approaches and supervision techniques that are appropriate, (3) following up on the results of academic supervision of teachers to improve teacher professionalism. In short, the supervisory function not only supervises teacher performance in managing learning but also assists teachers in developing professional assignments (Hidayah, Saleh, & Suhaimi, 2022)

C. The Effect of Work Commitment on The Professional Duties of Teachers of Public Elementary School Teachers in Kapuas Timur Sub-Districts

Based on the results of the regression analysis based on the t-test for the variable work commitment (Z) on the professional duties of teachers (Y), there is a B value of 0.708 and a sig. value of 0.000 with a significance of 0.05, meaning that the sig value is $0.000 < 0.05$. As a result, it is possible to conclude that work commitment has an effect on the professional duties of teachers at elementary schools in the Kapuas Timur Sub-District. A strong work commitment is a characteristic of a teacher, who is said to be someone who carries out his duties professionally. This is in line with Normianti, Aslamiah, and Suhaimi (2019), who stated that commitment is the ability and willingness of a teacher to align personal interests with the priorities, needs, and goals of the place where he works, including carrying out his duties as a professional teacher according to the goals of the institution where he works (Normianti, Aslamiah, & Suhaimi, 2019).

Commitment can be defined as a strong desire to be or remain a member of the organization, a willingness to exert great effort for the benefit of the organization, and belief in the value of organizational goals. High teacher work commitment is very much needed in a school organization, because the creation of high commitment will affect the situation of carrying out professional tasks (Kusrini, Suriansyah, & Saleh, 2018). In short, a strong work commitment is a characteristic of a teacher who can be said to be someone who carries out their duties professionally.

Sholeh (2006) explains the aspect of the teacher that determines his professional orientation, namely the teacher's commitment, this aspect must be attached to a teacher, because he will determine the type of teacher in carrying out the learning process. Teacher work commitment is defined as the teacher's commitment to students, the teacher's commitment to the teaching profession, and the teacher's commitment to the school where he teaches (Emilia, Aslamiah, & Muhyanie Rizali, 2022)

D. The Effect of Teacher Academic Competence on Work Commitment of Public Elementary School Teachers in Kapuas Timur Sub-Districts

Based on the results of the regression analysis based on the t-test for the academic competence variable (X₁) on work commitment (Z), there is a B value of 0.358 and a sig. value of 0.002 with a significance of 0.05, meaning that the sig. value is $0.002 < 0.05$. So it can be concluded that there is an effect of academic competence on work commitment at elementary schools in the Kapuas Timur Sub-District. This is per Muhtarom (2015), who states that someone who has competence must be committed to his work, which is an exchange relationship between the individual and his workplace. This is reinforced by the explanation by Sampuno, Sutomo, and Darsono (2019) that someone competent will commit to the tasks assigned. Sampuno, Sutomo, & Darsono (2019) further explained that for individuals who already have good competence, superiors or leaders will maintain these individuals'

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ability to continue working by providing salaries, benefits, and others that are within their competence. The reciprocity of this compensation makes the individual committed to where he is working now.

Work commitment can be seen through two approaches, one of which is behavioral commitment. Behavioral commitment views work commitment as a behavior : employees have work commitments if they decide to be bound by their workplace. The behavioral approach places more emphasis on individual processes to develop commitment, not only in the workplace but in behavior towards the organization, which includes increasing and improving competence (Muhtarom, 2015).

E. The Effect of Principal Supervision on Work Commitment of Public Elementary School Teachers in Kapuas Timur Sub-Districts

Based on the results of the regression analysis based on the t-test for the principal supervision variable (X₂) on work commitment (Z), there is a B value of 0.167 and a sig. value of 0.004 with a significance of 0.05, meaning that the sig value is $0.004 < 0.05$. So it can be concluded that there is an effect of academic competence on work commitment at elementary schools in the Kapuas Timur Sub-district.

This is reinforced by Utami's statement (2018), which states that one of the supervisory functions is believed to have an important effect, namely increasing commitment. This condition is caused by the teacher's realization that the functions performed in supervision are more than just supervision, which limits the space for work, but also include the development of the skills and abilities required by the teacher. In practice, the principal can encourage teachers to apply their abilities in carrying out their teaching tasks, encourage teachers to develop their abilities, and encourage teachers to pay serious attention (commitment) to their duties and responsibilities, so that through teaching supervision, supervisors can foster teacher work commitment (Rivai & Murni, 2015). The school principal is the most important component in optimizing the quality of education (Hidayati, Suriansyah, & Sulistiyan, 2022).

F. Work Commitment is the Mediator of the Effect of Academic Competence on the Professional Duties of Teachers of Public Elementary School Teachers in Kapuas Timur Sub-Districts

Based on the analysis of research data through the path analysis model, it is equal to 0.254. So it can be concluded that work commitment is an intermediary for the effect of academic competence on the professional duties of teachers at public elementary schools in the Kapuas Timur Sub-District.

This is in accordance with Muhtarom (2015), which states that someone who has competence must be committed to his work, which is an exchange relationship between the individual and his workplace. This is reinforced by the explanation by Sampuno, Sutomo, and Darsono (2019) that someone who is competent will have a commitment to the tasks assigned.

Normianti, Aslamiah, and Suhaimi (2019) state that commitment is a teacher's ability and willingness to align personal interests with the priorities, needs, and goals of the place where he works, including carrying out his duties as a professional teacher according to the goals of the educational institution where he works. A strong work commitment is a characteristic of a teacher who can be said to be a professional.

G. Work Commitment is the Mediator of the Effect of Principal Supervision on the Professional Duties of Teachers of Public Elementary School Teachers in Kapuas Timur Sub-Districts

Based on the analysis of research data through the path analysis model, it is equal to 0.119. So it can be concluded that work commitment is an intermediary for the effect of principal supervision on the professional duties of teachers at public elementary schools in the Kapuas Timur Sub-District. This is reinforced by Utami (2018), which states that a teacher's commitment is also influenced by supervision. In this case, both the school principal and the school supervisor also determine the success of education because school supervisors play a significant and strategic role in improving teacher professionalis m and the quality of education in schools. Utami (2018) also mentions that one of the supervisory functions is believed to have an important effect, namely increasing commitment.

Furthermore, with regard to commitment to the duties of the teaching profession, Fitriyanti, Hardhienata, & Muharam (2019) explained that commitment to the profession is based on the concept of professionalism, namely the extent to which individual members identify with their profession and support their values. According to Gunawan (2011), professional teachers (Quadrant IV) are teachers who have high commitment and high abstraction. According to Glickman, teachers who are truly professionals are willing to continuously improve themselves, their students, and other fellow teachers (Shaleh, 2013).

IV. CONCLUSSIONS AND RECOMMENDATIONS

The results showed that: (1) The description of the Academic Competence, Principal Supervision, Work Commitment, and Professional Duties of Teachers was in a fairly high category, (2) Academic Competence had an effect on Professional Duties of Teachers, (3) Principal Supervision had an effect on Professional Duties of Teachers, (4) Work Commitment had an effect on Professional Duties of Teachers, (5) Academic Competence had an effect on Work Commitment, (6) Principal Supervision had an effect on Work Commitment, (7) Work Commitment is the Mediator of the Effect of Academic Competence on the Professional Duties of Teachers, (8) Work Commitment is the Mediator of the Effect of Principal Supervision on the

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Professional Duties of Public Elementary School Teachers in Kapuas Timur Sub-Districts

Suggestions for public elementary school teachers in Kapuas Timur Sub-district to maintain and improve academic competence, work commitment, and professional duties of teachers. As for the principals of public elementary school teachers in Kapuas Timur Sub-district, it is imperative that the supervision of the school principal develop in a better direction.

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