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The contribution of teaching supervision and professional competence to teachers' teaching skills at elementary schools in malalayang district

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Abstract
This study aims to determine the positive contribution of teaching supervision and professional competence to the teaching skills of elementary school teachers in Malalayang sub-district. The method used is quantitative research methods and sampling techniques using simple sampling and data testing techniques using validity tests by calculating between scores on each statement. with the total score, using the Correl formula in Microsoft Excel and the reliability test using the Alpha Cronbach method in the SPSS application. Testing requirements analysis used normality test and linearity test. To prove the research hypothesis on each independent variable with the dependent variable using regression analysis and partial correlation as well as multiple regression and correlation analysis. The results of the analysis show that: (1) There is a positive contribution to teaching supervision on teacher teaching skills, (2) There is a positive contribution to the professional competence of teachers, (3) There is a positive contribution to teaching supervision and professional competence simultaneously (together) on skills. teaching teacher. Based on the results of the study, it can be concluded that the teaching skills of public elementary school teachers in the Malalayang sub-district can be improved through improving the quality of teaching supervision and the function of professional competence.

Keywords: teaching supervision, professional competence, teacher teaching skills

Introduction

Teaching skills are an important aspect that must be possessed by a teacher in order to carry out their role in managing the learning process. According to Nasution (2008:115) a teacher must master skills in various teaching styles and must be able to carry out various roles, meaning that a teacher must master various teaching skills to create effective and innovative learning. Teachers are front-line actors in the teaching process, their position is to determine the success of learning, and as the main support in improving the quality of education. Inherent in the teacher is a noble task to develop and build quality human resources through meaningful learning for students. Students who are taught by teachers will be successful in the hope that they will become national leaders to continue the struggle of this nation. So it is not wrong then, the teacher is a very honorable and respected profession and has a place of honor in the hearts of everyone, even the most successful people, because everything comes from education, teaching, and mentoring that can be done by teachers.

In Law No. 14 of 2005 concerning teachers and lecturers states that the main task of a teacher is to educate, teach, guide, direct, train, assess and evaluate students in early childhood education through formal education, basic education and secondary education. From the law it can be seen that the teacher's job is very heavy, the teacher's job is not a playful job that can be done casually or the teacher's job is difficult to do if being a teacher is not an option but is forced for various other reasons. According to Alhumami (2015), efforts to build quality education cannot be separated from the role of teachers as educators. As learning agents, teachers must be able to design their own learning, therefore, teachers are also known as educational architects. In designing learning the teacher must be able to see the needs of students and formulate learning objectives according to the character of the students. Teachers are required to describe learning materials to achieve goals. Teachers choose methods and media that are relevant to the material and learning objectives, teachers must be able to develop measuring tools to assess whether the learning is achieved.

From several research results so far, most teachers have carried out their duties well, but their teaching skills must be further improved because some teachers still have very minimal teaching skills in improving their teaching skills.

The relevance of teaching skills still needs to be questioned. This is very influential on learning, because learning is the result of memory, cognition, and metacognition that affect understanding (Muftahul Huda, 2013). Learning can also be said as a process of transferring information from teachers to students. Teachers must be able to modify information so that it can be received by students appropriately and thoroughly. The ability to convey information in this learning process is not an easy thing. Teaching skills (teaching skills) are special skills (most specific instructional behaviors) that must be possessed by teachers in order to carry out teaching tasks effectively, efficiently, and professionally (As. Gilcman, 1991).

A good teacher is indeed a major component that plays an important role in determining the success of a lesson but is not the only component. Learning at school (formal instruction) involves many other components so that learning objectives are achieved. The learning process includes the use of teaching methods and learning activities

aimed at helping students, mastering learning materials and achieving learning objectives that have been set in the curriculum. The learning process involves the active role of teachers and students and is carried out through various teaching methods and assignments given in sequence.

Students need the help of people who are more skilled in this learning process, namely teachers. A good teacher must have a high level of expertise in terms of communication, competence, and reflection (Moore, 2001). Teachers who can communicate the content of lessons well and maintain good relationships with their students. However, teachers must also have competent competencies in the subjects they are capable of, understand how students learn, and master the teaching skills needed to be able to carry out the learning process effectively.

However, teachers must also have competent competencies in the subjects they are capable of, understand how students learn, and master the teaching skills needed to be able to carry out the learning process effectively. A good teacher certainly knows which textbook is better suited for use by him and his students based on the characteristics of the students.

In general, the content of the learning materials should help students achieve the learning objectives of the day's lesson. The learning objectives of each lesson are more specific and student-centered, namely what they will master after the learning process is complete.

In line with government policy, through Law No. 14 of 2005 concerning teachers and lecturers, article 7 mandates that the empowerment of the teaching profession is carried out through self-development that is carried out in a democratic, fair, non-discriminatory, and sustainable manner by upholding human rights, religious values, moral values culture, national pluralism, and professional code of ethics.

In addition, according to article 20, in carrying out professional duties, teachers are obliged to improve and develop academic qualifications and competencies on an ongoing basis. In line with the development of science, technology, and art. Previously, in Law No. 20 of 2003 concerning the national education system (Sisdiknas), Article 40 stated that educators and education personnel are entitled to career development in accordance with the demands of quality development. Opportunity to use educational facilities, infrastructure and facilities to support the smooth implementation of tasks.

Education Supervision is assistance given to education personnel to develop a better educational process and efforts to improve the quality of education through certain activities (Daryanto, 2006:175). Educational supervision is all assistance from school leaders, which is aimed at the development of the leadership of teachers and other school personnel in achieving educational goals (Purwanto, 2010: 76). Supervision is supervision of the implementation of educational technical activities in schools, not just physical supervision of physical material. Supervision is supervision of academic activities in the form of teaching and learning processes, supervision of situations that cause it (Suharlan, 2010:39).

Sjafei (1979:77) says a teacher must have the desire to lead children so that they become happy people for religion, homeland, nation and humanity. Teachers must have enough knowledge to do the job. He has great patience, he must be good at getting along with his students, he must be diligent and not easily discouraged. He must not have feelings of resentment towards his students. He must pay attention to students both in class and outside the classroom, he is willing to help his students. He himself must have good qualities which he then instills in his students.

According to the government regulation of the Republic of Indonesia Number 74 of 2008 concerning teachers, the four competencies are described, namely pedagogic competence, personality competence, social competence, and professional competence.

Research Methods

This research was carried out in 6 (six) public elementary schools in the Malalayang subdistrict, Manado City from March 2021 to May 2021 (lasts 3 months). The research population includes all elementary schools in the malalayang subdistrict.

Considering the distribution of the sample at the location, in this study the population sample technique and sample size were the same as the population, so to help researchers determine the sample which as the research target spread across the Malalayang district, the number of primary school samples selected was 6 elementary schools.

Table 1: Data on the Total Population of Elementary School Teachers in Malalayang District

No	Name of School	Number of Teachers
1	SD 36 Manado	12
2	SD 70 Manado	11
3	SD 126 Manado	13
4	SD 37 Manado	14
5	SD GMIM 27 Manado	10
6	SD GMIM 06 Manado	10
Jumlah		70

Samples were taken by proportional random sampling technique, using the Slovin method (quoted Riduwan, 2011).

Formula :

$$n=N/(1+Ne2)$$

Information

n = sample

N = Population

e 2 = Precision (0.05) with 95% confidence level n=70/(1+70.0.05)=70/(1+70.0.0025)=70/1.17 = 59.82 60 respondents

From a total population of 70 people, using the slovin formula, the number of samples obtained is 60 people. So that each school has a teacher representative, a sample is taken which is calculated proportionally in the following formula:

$$ni=Ni/N.n$$

Information

ni = number of sample members by school

n = the total number of sample members

Ni = number of population members by school

N = number of population members

Based on the calculation results, the number of samples (Teachers from each elementary school in Malalayang sub-district) is as follows:

Table 2: Data on the Number of Samples of Elementary School Teachers in Malalayang District

No	School Name	Percentage	Respondent
1	SD 36 Manado	12/70 × 60 = 10,28	10
2	SD 70 Manado	11/70 × 60 = 9,43	9
3	SD 126 Manado	13/70 × 60 =11,14	11
4	SD 37 Manado	14/70 × 60 = 12	12
5	SD GMIM 27 Manado	10/70 × 60 = 8,57	9
6	SD GMIM 06 Manado	10/70 × 60 = 8,57	9
Total			60

Data collection technique

How to collect data is done by submitting a questionnaire to the respondents. Questionnaires were constructed in three types including instruments on teaching supervision, instruments of professional competence and instruments of teacher teaching skills. The questionnaire used in this study used a Likert scale.

Table 3: Grid of Teacher Teaching Skills Variable Instruments

No	Indicator	No. Item	Total item	
			Before trial	After Trial
1.	Quality	1,2,3,4,5,6,7,8,9,10	10	9
2.	Quantity	11,12,13,14,15,16,17,18	8	7
3.	Coorporation	19,20,21,22,23,24,25,26	8	8
4.	Time	27,28,29,30,31,32,33	7	6
Total			33	30

Instrumental Trial

The test of the teacher teaching skill variable instrument was carried out on 28 respondents for the stages of testing the validity and reliability of the items.

Data Analysis Techniques

According to Sugiyono (2016: 30) is the process of systematically searching and compiling data obtained from observations by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choosing which ones are important and which ones will be studied and draw conclusions. So that it is easily understood by researchers and respondents

This data analysis is carried out after the data obtained from the sample through the selected instrument and will be used to answer the problem in the study or to test the hypothesis proposed through the presentation of the data. Data analysis in quantitative research is commonly called statistical analysis because it uses statistical formulas. In this study, the data analysis used are:

Hypothesis test

To find out the teaching supervision and professional competence of teachers on teacher teaching skills, three hypothesis testing will be carried out in this study. The three hypothesis testing to be carried out are as follows:

Simple Regression

If in correlation analysis the researcher is only interested in the degree of association or general tendency of two or more variables, then in regression analysis the researcher wants to obtain a functional relationship between the two variables expressed in the form (Gujarat, 2006:147)

$a=((\sum y)(\sum X2)-(\sum x)(\sum xy))/(n(\sum X2)-\sum x)2)$
$b=(n(\sum xy)-(\sum x)(\sum y))/(n(\sum x2)-(\sum x)2)$

Partial Correlation

From these data, it can be formulated for a partial correlation as follows (Sugiyono, 2019:236)

$ry.X1.X2= (ryx1-ryx2.rx1x2)/\sqrt{(1-r2x1x2-\sqrt{(1-r2yx2)}}$

Multiple Regression and Correlation

Multiple regression is an analysis of forecasting the value of the influence of two or more independent variables on the dependent variable to prove whether or not there is a functional relationship or causal relationship between the two dependent variables. The multiple regression equation is denoted as follows:

$Y=a+b1x1 + b2\ x2 +.....+ bnXn$

Information:
Y = Dependent variable (response variable)
a = constant value
b = regression coefficient value
x1 = first independent variable x2
= second independent variable
Xn = nth independent variable

Multiple regression analysis is the development of simple regression analysis. Its purpose is to predict the value of the dependent variable (Y) if the independent variables are at least two or more while multiple correlation analysis is used to determine the strength of the relationship between two independent variables on the dependent variable simultaneously (together).

Statistical Hypothesis

In this study there are three hypotheses to be tested, namely as follows:

H0: ρy12= 0
Ha :ρy12> 0

Information
y12 = Multiple regression coefficient in the teaching supervision population (X1) and professional competence (X2) simultaneously (together) on the teaching skills of teachers (Y).

Research results and Discussion

The contribution of the Teaching Supervision variable (X1) and the Professional Competence variable (X2) together on the Teacher Teaching Skills variable (Y).

To determine the magnitude of the relationship and contribution between two or more independent variables (X1) and (X2) simultaneously (together) with the dependent variable (Y), multiple regression analysis and multiple correlations were used (Riduwan, 2011).

Multiple Linear Regression Hypothesis Analysis

Table 4: Summary Model of Teaching Supervision (X1) and professional competence (X2)

Model	R	R_{square}	Adjusted R_{square}	Std.Error of the Estimate
1	.759	.576	.561	12.633

a.predictors: (constant) supervisi pengajaran dan kompetensi profesional

The results obtained from the Summary model table in this section show the value of R = 0.759 and the Coefficient of Determination (Rsquare) of 0.576 (is the square of the

correlation coefficient or 0.759 × 0.759 = 0.576).
This shows the understanding that teacher teaching skills (Y) contribute 57.6% by teaching supervision (X1) and Professional Competence (X2), while the rest (100%- 57.6% = 42.4%) is explained by reasons. another reason.

Table 5: ANOVA of teaching supervision (X1) and Professional Competence (X2) on teacher teaching skills (Y)

		Sum of Square	df	Mean square	F	Sig
Model	Regression	12365.628	2	6182.814	38.739	.000
	Residual	9097.356	57	159.603		
	Total	21462.983	59			

a. Dependent Variable: Teaching skills
b. Predictors: (constant) teaching supervision, professional competence
The results obtained from the ANOVA test, in this section, the results obtained are Fcount = 38.739 with a probability level of sig. 0.000. Because the probability (0.000) is much smaller than 0.05, the regression model can be used to predict teachers' teaching skills.

Table 6: Coefficient of Teaching Supervision Variables (X1) and Professional Competence (X2) on Teachers' Teaching Skills (Y)

		Unstandardized B	Cooefficients Std Error	Standardized coofficients Beta	t	Sig
Model	Constant	6352	15.648		406	.686
	Supervisi Pengajaran	.629	.105	.590	6.004	.000
	Kompetensi Profesional	.316	.115	.271	2.757	.008

a. Dependent Variable: Teaching skills
The results of the coefficients provide information about the influence of the X1 and X2 variables partially (alone) on the Y variable. The formula for the regression equation in this analysis is as follows:

Y = a +bX1 +bX2 = 6.352 + 0.629X1 + 0.316 X2.
2. Multiple Correlation Hypothesis Analysis

Tabel 7

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.759[a]	.576	.561	12.633	.576	38.739	2	57	.000

To determine the level of significance of the multiple correlation coefficient was tested as a whole. The statistical hypothesis is formulated as follows:

Ha: Ryx1, x2 = 0
H0: Ryx1, x2 > 0

Sentence form hypothesis
Ha: Teaching supervision and professional competence contribute significantly to teachers' teaching skills
Ho: Teaching supervision and professional competence do not contribute significantly to teachers' teaching skills
Test the significance of multiple correlations by comparing the probability value of 0.05 with the probability value of Sig. on the basis of decision making as follows:
If the probability value of 0.05 is less than or equal to the probability value of sig Fchange or {0.05 < sig F Change}, then Ho is accepted and Ha is rejected, meaning that it is not significant.
If the probability value of 0.05 is greater than or equal to the probability value of sig Fchange or {0.05 > sig. Fchange}, then Ho is rejected and Ha is accepted, meaning that it is significant.
From the table above, the Rsquare value = 0.576 with a probability value (sig Fchange) = 0.000. Because the value of sig Fchange <0.05, the decision is Ho is rejected and Ha is accepted. This means that teaching supervision and professional competence contribute significantly to teachers' teaching skills.

Discussion
Contribution of Teaching Supervision (X1) and Professional Competence (X2) together on Teacher Teaching Skills (Y). Hypothesis testing concludes that there is a significant positive contribution to teaching supervision and professional competence together on teacher teaching skills indicated by Fcount = 38.739> Ftable = 3.159 at a significant level = 0.05 the effect between the three variables is expressed by the regression equation double

Y = a + bX1 + bX2 = 6352 +0.629X1 + 0.316X2.

This equation provides information that each change of one unit of teaching supervision score and one unit of professional competence will result in changes in teacher teaching skills of 0.629 and 0.316 with a constant of 6352. The results of multiple regression analysis between teaching supervision and professional competence together on teaching skills the teacher obtained the ry12 multiple regression coefficient value of 0.576. This value provides an understanding that there is a joint contribution between teaching supervision and teacher professional competence towards high and positive teacher teaching skills. The results of the analysis show that 57.6% of the variation in teacher teaching skills can be explained by teaching supervision and professional competence together with the pattern of functional relationships as shown by the regression equation above.
If the assessment of teaching supervision and professional competence is carried out together on the teaching skills of teachers, then 57.6% of the variation in the pairs of scores of the three variables will contribute and follow the pattern of the relationship between the variables of teaching supervision and professional competence together on teaching skills. Teacher according to the regression equation

Y = 6.352 + 0.629X1 + 0.316X2.

From the results of the discussion that has been described previously, the teaching skills of teachers are as stated by Armstrong *et al* (1922:33), namely the ability to specify performance goals, the ability to diagnose students, and the skills to assess teaching effectiveness. Teaching is a complex process, not just conveying information from the teacher to students. Students, many activities and actions. According to M. Ali (1987:12) interpreting teaching is all deliberate efforts in order to provide the possibility for

students for the learning process to occur in accordance with the objectives formulated and according to (1978:10) there are eight teaching skills that must be mastered by a teacher, namely: questioning skills, skills to provide reinforcement, skills to make stimulus variations, skills to explain, skills to open and close lessons, skills to guide small groups, skills to manage classes and small group and individual teaching skills.

Conclusion

There is a significant positive contribution to teaching supervision and professional competence together on teachers' teaching skills. It can be interpreted that the teaching skills of teachers can be improved through increased teaching supervision and professional competence, the better teaching supervision and professional competence, the better the teaching skills of teachers at the school.

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