Relationship Of School Operational Assistance And Teaching Supervision Implementation With The Performance Teachers In Madrasah Ibtidaiyah Simalungun District

Edi Saputra[1], Madar Zuabi[2]

State Islamic University of North Sumatra

Corresponding Author : ✉ madar.zauabi95@gmail.com

ABSTRACT

This study seeks to find out how the relationship between the financing of School Operational Assistance and Supervision on improving the performance of State Madrasah Ibtidaiyah teachers in Simalungun Regency. This research was conducted in Madrasah Ibtidaiyah Negeri Simalungun Regency, with the teacher as the research subject. This research is descriptive-inferential while the results of the study There is a significant relationship between the Financing of School Operational Assistance (X1) on the Performance of Madrasah Ibtidaiyah Teachers in Simalungun Regency (Y) with an effective contribution of 14.77%. There is a significant relationship between the implementation of teaching supervision (X2) on the performance of Madrasah Ibtidaiyah teachers in Simalungun Regency (Y) with an effective contribution of 26.86%. There is a significant relationship between the Financing of School Operational Assistance (X1) and the Implementation of Teaching Supervision (X2) together with the Performance of Madrasah Ibtidaiyah Teachers in Simalungun Regency (Y) with an effective contribution of 41.63%.

INTRODUCTION

Teacher performance would appear more professional if teachers can prepare their own devices teachings which became the responsibility he replied. Various studies, such as research by (Nuraini, 2009) turned out to be among the teachers there were not able to draw up their syllabus, plan learning, tests are standard and the device is teaching others. The results of this study indicate that the teacher's performance in terms of preparing teaching tools has not been adequate. While it is within the level of theory teachers must master the skills of the plan, organize, implement and carry out the evaluation of teaching at the top. The inability of some teachers to develop learning tools is influenced by many factors, including the financing and implementation of teaching supervision (Akinwumi, 2004).

The success of the process of learning to teach highly dependent on the availability of complete *hardware* and *software* is adequate. Device hardware (*hardware*) are all facilities are associated with equipment items such as the

means and Infrastructure. While software (*software*) is the quality of human managers such as teachers, managers, and supervision (Hamdani & Krismadinata, 2017).

The economic crisis that hit the Indonesian nation added to the increasingly heavy burden on society to finance the needs of daily life, including the cost of education. For people who have an economy middle to lower participation in the world of education becomes increasingly severe. The obligation to fulfill government programs in the form of nine years of compulsory education has also been neglected. It is caused by increased education both costs directly or costs not directly. Costs directly among others include the fees school, books, uniforms, and tools stationery, while cost does not directly include among others transportation, course, money pocket and charge another (Refika et al., 2016).

To overcome the problems mentioned, Since the year 1998, to prevent the impact of the negative crisis of the economy for the people poor in access to education, through program Net Safety Social (JPS) Field of Education. The government provides scholarships are massive to students from families poor that as many as 1.8 million students SD/MI 1.65 million students SMP/MTs, and 500 thousand students SMA/SMK/MA. Since the year 2001, the number of recipients of scholarships continues to be improved by the additional resource cost of Program Compensation Reduction Subsidy BBM (PKPS-BBM). Although JPS has ended in the year 2003, the Government continued the provision of scholarships through PKPS-fuel (Hadijaya, 2017).

With the reduction of subsidies ingredient fuel oil in the year 2005, and in connection with the completion of the Mandatory Learning Basic Education (year, government programs for the provision of Assistance Operations School (BOS) for SD/MI/SDLB/SMP/MTs/SMPLB country/Private and Boarding School Salafiah and school religious non-Islamic equivalent of elementary and junior high schools organize Mandatory Learning Basic Education 9 Year (Fadhli, 2018b).

Through the BOS is expected to burden the economy which is carried by families less able to be reduced, especially in the field of education, particularly that related to the cost of the direct education of students or more are known to fund operations of the school. School Operational Assistance which is directly managed by the school covers the cost of registration, tuition monthly school, the cost of the exam, materials, and the cost of the practice. Fees are not included for the cost of investment such as the provision of facilities and infrastructure of the school, the salaries of teachers and staff education more,

and the cost to increase the quality of teachers (Piet, 2009; Zaini & Syafaruddin, 2020).

(Susanto, 2016) In practice, that do not happen irregularities then need to do the monitoring, supervision, and evaluation are carried out in an effective and integrated. Function Supervision besides being conducted by institutions that have been designated by the government is also carried out by a supervisor who was assigned by the Ministry of Religion or Department of Teaching to conduct surveillance in schools under the field and the education level, respectively.

(Fadhli, 2018a; Zaini, 2017) Schools in implementing all programs greatly helped by the program School Operational Assistance to meet the completeness *hardware*-its. On the other hand, the function of supervision attached to that carried out by the supervisor is very helpful to supervise the course of the program (*software*) that has been defined objectives and the target. With such programs School Operational Assistance and supervision are the two eyes of money not be separated in improving the quality of education when this. Both must be aligned in line as well as rail trains that sustain a wholly trip program and plan of work towards the goal large is the advance of education in the country is.

Madrasah Ibtidaiyah (MI) is one of the schools that is the target recipient of funds from the School Operational Assistance program. Madrasah Ibtidaiyah in any has felt the breeze of fresh into the impact of a positive program School Operational Assistance. The number of Madrasah Ibtidaiyah which are in areas remote is one of the reasons why they are still lagging from schools located in urban areas. Shortage of facilities and far distances make the condition them for this lag. But with the program School Operational Assistance, the problems and to Luhan began gradually installment can be resolved.

The problems that arise when this is in the form of fears would be the diversion of the use of funds School Operational Assistance. The supervisory function is very important in overseeing the teaching and learning process in madrasas and supervising the implementation of the School Operational Assistance program by madrasah managers. Seeing some of the phenomena that have been described the author feels necessary to research the relationship of financing School Operational Assistance and Supervision to increase the performance of teachers Madrasah Ibtidaiyah State in Regency Simalungun.

RESEARCH METHODE

This research was conducted in Madrasah Ibtidaiyah Negeri Simalungun Regency, with the teacher as the research subject. This research is descriptive-inferential. According to (Danandjaja, 2014), descriptive research is concerned with functional relationships. If variable A, systematic way of dealing with variable B, then the next phenomenon is likely to be predictable and the result could propose new hypotheses or additional hypotheses that can be tested. Inferential properties are concerned with the relationship of various variables to test hypotheses and make generalizations. Techniques in the collection of data are done in the research is carried out by way of encounter are directly respondents research by giving questioner and filled in the field. Analysis of the data is done by doing Test Normality Test, homogeneity, Test Linearity, and Testing Hypotheses (Ananda & Fadhli, 2018).

RESULT AND DISCUSSION

The data obtained from the research results were analyzed using statistics. This study uses correlation analysis, simple regression, and multiple regression. The use of the analysis must meet the desired requirements, namely: 1) test the normality of each data, and 2) test the linearity of the data.

1. Normality Test

Testing the normality of the data is using Kolmogorov-Smirnov analysis, this test is very important because it will be able to provide further indications of whether the data can be processed or not using regression analysis, using a significance level of 5%. Santoso (2002:74) states that the guidelines used in determining whether the data is normal or not can be seen from (1) Sig. or the significance of probability < 0.05, the distribution is not normal; (2) If the value of Sig. or significance or probability > 0.05, normal distribution.

Regarding the above provisions, the following will present a summary of the data normality test of each research variable presented in the following table :

Table 1
Summary of Research Variable   Data Normality Test

Variabel Penelitian	K-S	Asyimp. Sig (2-tailed)	Keterangan
Pembiayaan Bantuan Operasional Sekolah (X_1)	1,123	0,160	Normal

Pelaksanaan Supervisi Pengajaran (X_2)	0,793	0,555	Normal
Kinerja Guru (Y)	0,792	0,557	Normal

Table 1 The above shows that the value of the probability of X_1 at 0.160, the value of the probability of X_2 for 0, 555, and the value of the probability of Y at 0.557. By thus can be concluded that the data the three variables of research is derived from the data distribution is normal because the value significance or probability of each variable indicates the amount > of 0.05.

2. Linearity Test

To test the linearity of a line formed by the variable-free with a variable bound to use equation regression simple. The criteria were used to test the linearity of this is when the value of F_{table} <F count on a level of significance of 0.05, then the equation of the line of regression which is formed by a variable - free with a variable bound to form a linear line. Based on the hypothesis proposed in the study of this two variables are free who allegedly had a relationship with a variable dependent, so there are two types of equations of regression simple that need to be tested linearity and or significance. Here it will be presented a summary of the testing of linearity in full in the table below :

Table 2
Summary of Linearity Test for School Operational Assistance Financing (X_1)
Against Teacher Performance (Y)

Sumber Varaians	Dk	Jumlah Kuadrat (JK)	Rata-Rata Jumlah Kuadrat (RJK)	F_{hitung}	F_{tabel}
Regresi	1	210,043	210,043	9,707	4,03
Residu	50	1570,938	31,419		
Total	51	1780,981			

The results of the calculation as in table 8 above indicates that the line formed by the variable Funding Assistance Operations School (X_1) with the performance of teachers (Y) has F $_{arithmetic}$ amounted to 9.707 and the price of the F_{table} with db (1.50) at the level of significance 0 .05 is 4.03. Because the F_{table} < of F $_{count}$, then the equation of the line of regression between variables Financing

Assistance Operations School (X_1) with the performance of teachers (Y) to form equation linear line with equation $Y = 90.727 + 0.299 X_1$.

To test the linearity of variables Implementation Supervision teaching (X_2) the performance of teachers (Y) is presented in the summary ANOVA on the table following this.

Table 3
Summary of Linearity Test Implementation of Teaching Supervision (X_2)
Against Employee Job Satisfaction (Y)

Sumber Varaians	Dk	Jumlah Kuadrat (JK)	Rata-Rata Jumlah Kuadrat (RJK)	F$_{hitung}$	F tabel
Regresi	1	290,840	290,840	15,322	4,03
Residu	50	1490,141	29,803		
Total	51	1780,981			

The results of the calculation as in Table 9 the above indicates that the line formed by the variable Implementation Supervision teaching (X_2) with Satisfaction Work Employee (Y) has F $_{arithmetic}$ amounted to 15.322 and the price of the F $_{table}$ with db (1.50) at the level of significance 0 .05 is 4.03. Because the F $_{table}$ < of F $_{count}$, then the equation of the line of regression between variables Implementation Supervision teaching (X_2) the performance of teachers (Y) to form equation linear line with equation $Y = 60.817 + 0.402 X_2$.

Based on testing at the top, conclude that the test requirements of linearity of each variable (X_1, X_2 with Y) have been fulfilled, by this can be said that the data of each variable can be used as the requirement is more advanced in the analysis of regression.

Hypothesis Testing
  a. First hypothesis
Ha : An association was positive that significant between Financing Help operational School with teacher performance Elementary School State District Simalungun.
Ho$_1$: No can relationship positive that significant between Financing Help operational School with teacher performance Elementary School State District Simalungun

To test the first hypothesis of this study, a simple correlation analysis was used. The results of the analysis and calculations can be seen in the table below:

Table 4
Summary of Results Analysis Correlation of Variable Funding School Operational Assistance (X$_1$) with Teacher Performance (Y)

Koefisien Korelasi (r)	Koefisien Determinasi (R²)	Taraf Signifikansi
0,343	0,118	0,000

The table at the top shows that the coefficient correlation between variable financing school operational performance Elementary School teacher in the District Simalungun amounted to 0.343 with a coefficient of determination (r ^{2}) were obtained from the results of calculation of 0,118. The coefficient of correlation in the above-given meaning that the financing of aid operations of the school has a relationship that is relatively weak with the performance of teachers Madrasah Elementary in District Simalungun. While it contributes variable financing school operational assistance to Elementary School teacher performance in the District Simalungun amounted to 0,118, the amount it gives a meaning that the contribution of variable financing school operational assistance to Elementary School teacher performance in the District Simalungun ie, 0,118 x 100% = 11.8 %.

Equation of a line of regression that is derived from k Secondly variable is showing Y = 90.727 + 0.299 X$_1$, equation line of regression is explained that if the factor of financing aid operations of the school increased by one unit then the performance of teachers Madrasah Elementary in District Simalungun also be increased by 0.229 + 90.727 = 90.956.

Furthermore, to determine the significance of correlation both (financing school operational assistance to Elementary School teacher performance in the District Simalungun) can be seen through the test Anova, which acquired F$_{hitung}$ at 9.707 and F $_{table}$ with df (1.50) obtained magnitude 4.03 on α 0.05. Regarding the criteria of the F $_{count}$ > from the F $_{table}$, then the test of significance in the above pertained to the relationship which is significant because the F $_{count}$ > from F $_{table}$ at α 0.05.

By way of filing a hypothesis first that there is a relationship that significant financing school operational assistance to Elementary School teacher performance in the District Simalungun proved to be empirical.

b. Seconds hypothesis

Ha $_2$: There is a significant positive relationship between the implementation of teaching supervision and the performance of the State Madrasah Ibtidaiyah teachers in Simalungun Regency.

Ho $_2$: not that relationship is significant positive between the implementation of the supervision of teaching with teacher performance Elementary School State District Simalungun.

To test the second hypothesis in this study, a simple correlation analysis was used. The results of the analysis and calculations can be seen in the table below:

Table 5

Summary of Implementation Variable Correlation Analysis Results Teaching Supervision   (X $_1$) with Teacher Performance (Y)

Koefisien Korelasi (r)	Koefisien Determinasi (R²)	Taraf Signifikansi
0,404	0,163	0,000

The table at the top shows that the coefficient correlation between the variable implementation of supervision of teaching performance Elementary School teacher in the District Simalungun amounted to 0,404 with the coefficient of determination (r^2) were obtained from the results of the calculation of 0.163. The coefficient of correlation in the above-given meaning that the implementation of the supervision of teaching has a relationship that is relatively weak with the performance of teachers Madrasah Elementary in District Simalungun relatively weak. While it contributes variable implementation of the supervision of teaching performance Elementary School teacher in the District Simalungun amounted to 0.163, the amount it gives the meaning that the contribution of the variable implementation of the supervision of teaching performance Elementary School teacher in the District Simalungun namely   0.163 x 100% = 16.3 %.

Equation of a line of regression that is derived from k Secondly variable is showing   Y = 60.817 + 0.402 X $_1$, equation line of regression is explained back an if the factor of implementation supervision of teaching increased by one unit then the performance of teachers Madrasah Elementary in District Simalungun also be increase amounted to   0.402 + 60.817 = 61.219.

Furthermore, to determine the significance of correlation both (implementation supervision of teaching performance Elementary School teacher in the District Simalungun) can be seen through the test Anova, which acquired F_{count} at 15.322 and F_{table} with df (1.50) was obtained magnitude 4.03 on α 0.05. Regarding the criteria of the F_{count} > from the F_{table}, then the test of significance in the above pertained to the relationship which is significant because the F_{count} > from F_{table} at α 0.05. By way of filing a hypothesis first that there is a relationship which is significant implementation with the performance of teachers teaching supervision Elementary School in t

c. Third hypothesis

Ha $_3$: There is a significant positive relationship between the Financing of School Operational Assistance and the implementation of teaching supervision together with the performance of the teachers of the State Madrasah Ibtidaiyah Simalungun Regency.

Ho $_3$: Not that relationship positively significant between the School Operational Assistance Financing and implementation of teaching supervision together with teacher performance Elementary School State District Simalungun.

To test the third hypothesis of this study, multiple regression analysis was used. The results of the analysis and calculations can be seen in the table below:

Table 6
Summary of Multiple Regression Analysis Results for
Variable X$_1$, X$_2$ with Y

Koefisien Korelasi (r)	Koefisien Determinasi (R^2)	Taraf Signifikansi
0,426	0,182	0,05

The table at the top shows that the coefficient correlated between variable financing school operational assistance and implementation of teaching supervision together with the performance of teachers in the Elementary School District Simalungun amounted to 0.426 with a coefficient of determination (r^2) were obtained from the results of the calculation of 0.182. The coefficient of correlation in the above-given meaning that financing school operational assistance and implementation of teaching supervision together with the performance of teachers in the Elementary School District Simalungun is relatively weak. While its contribution variable financing school operational assistance and implementation supervision of teaching together with the

teacher's performance Elementary School in Southeast Aceh district amounted to 0.182, the amount it gives a meaning that the contribution of variable financing school operational assistance and implementation supervision of teaching together with performance Elementary School teacher in the District Simalungun namely 0.182 x 100% = 18.2 %.

Equation of a line of regression that is derived from k Secondly variable is showing   Y = 64.858 + 0.307 X_1 + 0.144 equation of the line of regression is explained that if the factor of financing aid operations of the school and the implementation of the supervision of teaching are together increased by one unit then the performance of teachers Madrasah Ibtidaiyah in Simalungun Regency will also increase by   0.307 + 0.144 + 64.858 = 65.309.

Furthermore, to determine the significance of correlation financing school operational assistance and implementation of teaching supervision together with the performance of teachers in the Elementary School District Simalungun can be seen through the test Anova, which acquired F_{count} at 9.707   and F_{table} with df (2,49) gained magnitude of 3.19   on α 0.05. Regarding the criteria of the F_{count} > from the F_{table}, then the test of significance in the above pertained to the relationship which is significant because the F_{count} > from F_{table} at α 0.05.

For the sake of getting the submission hypothesis third that there is a relationship that significant financing school operational assistance and implementation of teaching supervision together with performance Elementary School teacher in the District Simalungun proved to be empirical.

Furthermore, to determine how large the weight contribution of each variable is free ie financing school operational assistance and implementation supervision of teaching together with the teacher's performance Elementary School in the District Simalungun obtained from the results of the analysis of correlation partial, where the results of the processing can be viewed through the table 13 below this.

Table 7
Summary of Contribution Weights of Variables X_1 and X_2 Against Y

Variabel	Sumbangan Efektif (SE) %
X_1	14,77
X_2	26,86
Jumlah	**41,63**

According to table 1 3 above it can be seen that the School Operational Assistance Funding variables contribute effectively larger in the amount of 14.77% compared to the Implementation of Supervision of teaching that is equal to 26.86% of the performance Elementary School teacher in the District Simalungun. This meant that the School Operational Assistance Financing variable afford or can predict Performance Elementary School teacher in the District Simalungun amounted to 14.77% and variable implementation of teaching Supervision to afford or can predict Performance Elementary School teacher in the District Simalungun amounted to 26.86%.

The amount of total variable contribution of School Operational Assistance Funding and Implementation Supervision teaching with Performance Elementary School teacher in the District Simalungun reached 41.63%, the rest is equal to 58.37% is expected to be influenced by several other factors beyond the variables examined in this study.

Discussion

Based on the analysis that has been done previously, it shows that the three hypotheses proposed by the researcher are tested empirically. The findings of this study indicate that the School Operational Assistance Funding has contributed positively to the increase in Elementary School Teacher Performance in the District Simalungun d ith the effective contribution of 14.77 %. The size of this contribution shows the relatively small contribution, the small contribution of the School Operational Assistance Financing to improving the Performance of Madrasah Ibtidaiyah teachers in Simalungun Regency is more because the School Operational Assistance process is not specifically intended to increase income or even teacher welfare. The School Operational Assistance provided does not affect the improvement of teacher performance

The second finding in this study illustrates that the implementation of teaching supervision contributes positively to improving the performance of Madrasah Ibtidaiyah teachers in Simalungun Regency with an effective contribution of 26.86 %. Although the size of this contribution is relatively small. The small and large contribution of the implementation of teaching supervision to improving the performance of Madrasah Ibtidaiyah teachers, Simalungun Regency, then discourages the guidance of teachers.

In the connection process of coaching teachers who do head school graduation, the position of the teacher should be placed as a learner. Due to the paradigm of this should be able to set forth the head of the school into several principles of coaching that allow collaboration between heads of schools and

teachers as learners. The principle which is used in the process of training teachers as stated Imran (1995: 15) of which are : (1) scientific, carried out in a systematic, (2) cooperative, co-operation that both the coaches and teachers, (3) constructive, coaching to repair professionalism, (4) realistic, according to the circumstances needs teacher, (5) a progressive, carried forward step-by-step, (6) an innovative, make an effort things are new, (7) raises a feeling safe for teachers, and (8) provide an opportunity to evaluate together with the coach and teacher.

The coaching function is directed at efforts to (1) maintain the best teaching program, (2) assess and improve factors that affect learning, (3) improve children's learning situation (Imran, 1995; 13).

So in sum coaching that made the teacher serves to foster a climate for the process and outcomes of learning through a series of attempts guidance to teachers in realizing the professional service work. When the process of formation of teachers is lasting right on target then the culmination of which is expected is the emergence of the attitude and performance that professionals are high in every movement and step out of their duties. The implications are expected from the condition of this is to be the creation of learning are oriented to the improvement of the quality, the awareness and consciousness that the task of teaching is not merely provided science knowledge, will be but more than in the activity is also intended as an effort formation and the formation of the character of the personality of students who have excellence in knowledge and goodness in terms of morals or morals.

While the large total variable contribution of School Operational Assistance Funding and Implementation Supervision teaching with Performance Elementary School teacher in the District Simalungun reached 41.63%, the rest is equal to 58.37% is expected to be influenced by several other factors beyond the variables examined in this study.

CONCLUSION

After describing the results of the research above, the conclusions of this study will be presented as follows:

a. An association was significant Financing School Operational Assistance (X_1) of the Teacher Performance Elementary School in the District Simalungun (Y) with a large effective contribution reached 14.77%.

b. An association was significant Implementation of teaching Supervision (X_2) to Teacher Performance Elementary School in the District Simalungun (Y) with a large effective contribution reached 26, 86%.

c. An association was significant Financing School Operational Assistance (X_1) and the implementation of teaching Supervision (X_2) jointly against performance Elementary School Teachers in the District Simalungun (Y) with a large effective contribution reached 41.63%.

The empirical testing of the three hypotheses proposed in this study gives a general conclusion that the Financing of School Operational Assistance and the Implementation of Teaching Supervision is related to efforts to improve the Performance of Islamic Primary School Teachers in Simalungun Regency.

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