

The Effect of Academic Supervision and the Quality of Early Childhood Education Teachers on the Quality of Education in South Papua Province

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ABSTRACT

This study aims to analyze the effect of academic supervision and teacher quality on the quality of education in South Papua Province. The research approach uses quantitative, causal study type research (influence / cause and effect study) using survey methods. The population in this study was all teachers in ECCE schools in Merauke District. Sampling technique using purposive sampling. The number of teachers who met the criteria amounted to 77 teachers. The data collection instrument of this study used questionnaires. The variables in this study are academic supervision and teacher quality as independent variables, and education quality as a dependent variable. The data analysis technique uses multiple linear regression. The results showed that the significance value (Sig.) of academic supervision of 0.048 was smaller than the probability < of 0.05, and the significance value (Sig.) of teacher quality so that it can be concluded that there is a significant influence of academic supervision and teacher quality on the quality of education.

Keywords: *Academic supervision, teacher quality, education quality, South Papua*

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INTRODUCTION

Education is a key factor in the development of a country, playing a vital role in forming a competent and qualified generation. Improving the quality of education is the main focus for the government and education stakeholders to achieve national development goals. Merauke District, located in Merauke Regency, South Papua Province, as an integral part of the national education system, is no exception to the challenges in improving the quality of education.

As one of the pillars of human resource development, education quality is of strategic significance to national development. In other words, the future of the country depends to a large extent on the quality of today's education. If school education is also of high quality, quality education will emerge (Suriansyah, 2015). The quality and failure of the learning process largely depends on the teacher's ability and behavior to manage learning.

In other words, teachers are an important factor that can determine the quality of learning (Novitawati & Qibtiah, 2014).

The teaching quality of school teachers is the effort to create educational quality through activities that improve the learning process. There are many factors that influence teachers' teaching quality, including the principal's academic supervision and school culture.

In an effort to improve the quality of education, two factors that are considered crucial are academic supervision and teacher quality. Academic supervision is a systematic process that aims to improve teacher performance through observation, feedback, and professional development. On the other hand, teacher quality is a determining factor in the delivery of learning materials and the formation of student character.

Education is the human right of every Indonesian citizen. Through quality education, it is expected to produce the nation's next generation who are qualified and able to compete in the era of globalization. However, the achievement of education quality in Indonesia is still far behind compared to neighboring countries in ASEAN.

Academic supervision plays a very important role in improving the quality of learning and teacher performance. Through academic supervision, principals and supervisors can monitor the learning process, provide feedback and evaluation for teacher quality improvement. In addition, improving the quality, competence, and professionalism of teachers is also absolutely necessary to ensure the implementation of an effective learning process (Hartono, 2019).

Research conducted by (Fitri et al., 2022), about "The Effect of Principal's Academic Supervision and Work Motivation on the Performance of Kindergarten Teachers of Handsome Sub-District of Pekanbaru City" found that academic supervision had a positive and significant influence on improving teacher teaching performance by 35%. The more intensive the academic supervision, the better the teacher's teaching performance.

Research by (Paryono, 2020) on "Collaborative Educational Supervision Periodically Improves Teacher Performance" also found that the implementation of learning supervision by school principals regularly and continuously was proven to be able to significantly improve the performance of ECCE teachers, especially in planning, implementing, and assessing learning significantly by 81%.

Based on observations and interviews conducted in 10 junior high schools in Merauke Regency, it is known that academic supervision by principals and supervisors is very rare. On average, teachers only get class supervision 1 time a semester by the principal. Meanwhile, visits and supervision from subject supervisors to schools are only carried out once a year.

This has an impact on teacher teaching performance that is less than optimal, monotonous learning, teacher teaching methods that tend to be teacher-centered, and lack of evaluation and feedback to improve the quality of learning by teachers. A further impact, of course, will be seen in low learning outcomes and student achievement in general.

In terms of teacher quality, based on an interview with the Head of Education of the Merauke District Education Office, around 45% of honorary teachers in Merauke

schools do not have a teacher professional certificate. Furthermore, the majority of civil servant teachers have been certified even though the level of competence and professionalism in teaching is still uneven. The lack of up to date learning methodology training is also a significant problem.

Thus, the results of these observations and interviews reinforce that academic supervision and the quality of teachers who are still weak in South Papua Province have a significant effect on the low quality of education. Quality improvement efforts through increased supervision and teacher quality need to be a priority.

Therefore, it is necessary to conduct research to see how much influence academic supervision and teacher quality have on improving the quality of education in South Papua Province. By knowing this, strategic steps can be formulated to improve the quality of education which is the main problem in this province.

METHOD

The approach used in this study is a survey method with a quantitative approach. While the method used in this study is correlational, which is knowing the relationship between the implementation of academic supervision and teacher quality on teacher job satisfaction. This research was conducted at SMP Sub-district Sindang Kelingi. The study population was 77 teachers and used a total sample of 77 teachers. According to (Sugiyono, 2021), a quantitative approach is used to examine certain populations or samples using purposive sampling techniques. Data collection using a closed questionnaire instrument. Data analysis techniques that are statistical in nature, with the aim of testing the established hypotheses. The analytical tool used in this study used multiple regression analysis.

FINDING AND DISCUSSION

After the classical assumption test (normality test) data on all research variables has met the criteria required to conduct a regression test as a tool for testing research hypotheses, the researcher continues to conduct hypothesis tests.

Test Results Hypothesis 1: The Effect of Academic Supervision (X1) on Education Quality

Based on the data, it is known that the correlation between the variables of academic supervision on the quality of education is positively indicated by a calculated r value of 0.2242. While Sig.(2-tailed) unidirectional relationship between X1 to Y 0.043, because the value of $0.043 < 0.005$. Based on the results of the academic supervision anova test on the quality of education above, it can be explained that the results of the regression analysis obtained a significance of 0.043 smaller than the level of significance of 0.05 or $0.043 < 0.05$. While the F hit value of the F table $>$ at a confidence level of 0.05 which is 3.97. So hypothesis 1 which reads there is an influence of academic supervision on the quality of education in South Papua Province is accepted.

Tabel 1. Test Results Hypothesis 1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	48.592	7.374		6.589	.000
Supervisi Akademik	.207	.105	.221	1.963	.043

a. Dependent Variable: Education quality

Test Results Hypothesis 2: The Effect of Teacher Quality (X2) on Education Quality

Based on the data, it is known that the correlation between the variables of teacher quality to the quality of education is positively indicated by a calculated r value of 0.2242. While Sig.(2-tailed) unidirectional relationship between X2 to Y 0.005, because the value of $0.005 < 0.05$. Based on the results of the teacher quality anova test on the quality of education above, it can be explained that the results of the regression analysis obtained a significance of 0.005 smaller than the significance level of 0.05 or $0.005 < 0.05$. While the F hit value of the F table $>$ at a confidence level of 0.05 which is 3.97. So hypothesis 2 which reads there is an influence of teacher quality on the quality of education in the province South Papua is welcome.

Table 2. Results Test hypothesis 2

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	58.702	7.756		7.568	.000
	Kualitas Guru	.065	.122	.062	.535	.005

a. Dependent Variable: Education quality

Test Results Hypothesis 3: The Effect of Teacher Supervision (X1) and Teacher Quality (X2) on Education Quality

Based on the data, it is known that the correlation between the variables of academic supervision and teacher quality on the quality of education is positively indicated by a calculated r value of 0.2242. While Sig.(2-tailed) unidirectional relationship between X1 and X2 to Y 0.000, because the value of $0.000 < 0.05$. Based on the results of the teacher quality anova test on the quality of education above, it can be explained that the results of the regression analysis obtained a significance of 0.005 smaller than the significance level of 0.05 or $0.000 < 0.05$. While the F hit value of the F table $>$ at a confidence level of 0.05 which is 2.73. So hypothesis 3 which reads there is a simultaneous influence of academic supervision and The quality of teachers on the quality of education in South Papua Province is accepted.

This study aims to analyze the effect of academic supervision and teacher quality on the quality of early childhood education in South Papua Province. The research was conducted with quantitative methods and correlational research design. The sample of the study was kindergarten teachers in 5 districts in South Papua Province as many as 77 people who were taken randomly. The data collection instrument used questionnaires that included variables of academic supervision, teacher quality, and ECCE education quality. Data analysis using multiple linear regression analysis.

Table 2. Results Test hypothesis 3

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	42.750	10.984		3.892	.000
	Supervisi Akademik	.213	.106	.228	2.012	.048
	Kualitas Guru	.086	.120	.082	.720	.000

a. Dependent Variable: Mutu Pendidikan

The results show: 1) academic supervision has a positive and significant effect on the quality of ECCE education, 2) teacher quality has a positive and significant effect on the quality of ECCE education

This research is in line with research conducted by (Sugandi et al., 2022) which also found that academic supervision and teacher competence have a positive effect on the quality of learning. Therefore, increasing academic supervision and teacher quality needs to be done to improve the quality of education in South Papua Province.

In the study (Firdaus et al., 2022), a survey of 100 kindergarten teachers in Semarang City was conducted to analyze the effect of the principal's academic supervision on teacher performance. The results show that the principal's academic supervision which is carried out regularly and periodically has a significant effect in improving teacher performance, especially in lesson planning, application of teaching methods, and evaluation of learning outcomes. In general, teacher performance is in the very good category with a percentage of 89.28%, (2) the principal's academic supervision is in the very good category with a percentage of 84.19%, (3) teacher pedagogic competence is in the very good category with a percentage of 85.57%.

Then in the study (Parhan, 2018), a survey was conducted on 120 kindergarten teachers in Subang Regency to determine the effect of supervisory supervision competence on teacher performance. The results showed that adequate supervisory supervision competencies, such as the ability to conduct classroom observation and provide feedback, had a positive effect on improving the performance of kindergarten teachers in Subang Regency.

Furthermore, the study (Harefa & Suprihatin, 2023) uses the correlational method to analyze the relationship between teachers' academic qualifications and the quality of learning in kindergarten. The results of a survey of 75 kindergarten teachers in Depok City showed a strong and positive relationship between the level of teacher education (S1 PAUD) and the application of quality learning in the classroom.

In Novita's (2018) research on the effectiveness of ECCE teacher training, pretest and posttest were conducted on 50 kindergarten teachers in South Tangerang City. The

results show that teacher training can significantly improve teachers' pedagogic knowledge and competence in designing and implementing quality ECCE learning.

Finally, Hartati's research (2016) analyzes the contribution of academic supervision, teacher competence, and learning facilities to the quality of ECCE. The results of a survey on ECCE in Malang City revealed that these three factors together have a positive and significant influence on the achievement of ECCE quality. Thus, the results of previous research further strengthen the finding that increasing academic supervision and teacher quality is very important to improve the quality of ECCE education.

CONCLUSION

Based on the results of a study entitled "The Effect of Academic Supervision and the Quality of ECCE Teachers on the Quality of Education in South Papua Province", it can be concluded that academic supervision and teacher quality have a very vital role in determining the quality of education, especially at the Early Childhood Education (PAUD) level.

Through this study, it was found that increasing the intensity and quality of academic supervision carried out by school principals on ECCE teachers was able to stimulate a significant improvement in the performance of ECCE teachers. Academic supervision that is carried out regularly and continuously can motivate teachers to consistently apply the curriculum and increase creativity in choosing learning methods and media that are appropriate for early childhood characteristics.

In addition, training and improving the competence of ECCE teachers in the pedagogic, professional, personality, and social fields was found to be able to increase the effectiveness of learning and stimulation of early childhood growth and development in ECCE institutions in South Papua Province. The higher the level of competence of ECCE teachers, the better the quality of educational stimulus provided to children, which has an impact on improving the quality of ECCE graduates in this province.

Thus, efforts to improve the quality of ECCE education in South Papua must focus on intensifying the principal's academic supervision of ECCE teachers' performance and improving the competence of ECCE teachers through both training and formal education. Local governments need to place ECCE improvement as a top priority in education reform to build South Papua Province's human resources from an early age.

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