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**INTERNATIONAL JOURNAL OF  
ADVANCED RESEARCH (IJAR)**

Article DOI:10.21474/IJAR01/ 9177  
 DOI URL: <http://dx.doi.org/10.21474/IJAR01/9177>



### RESEARCH ARTICLE

## THE EFFECT OF SUPERVISION, SELF-EFFICACY TOWARD TEACHERS EFFECTIVENESS STATE JUNIOR HIGH SCHOOL IN JAKARTA.

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### Manuscript Info

#### Manuscript History

Received: 26 March 2019

Final Accepted: 28 April 2019

Published: May 2019

#### Key words:-

Supervision, self-efficacy, work effectiveness.

### Abstract

The effectiveness of teacher work is very important in the world of education. Based on the facts that occur in the field shows that the teacher's work effectiveness has not been in line with expectations. This is due to the lack of maximum supervision from superiors and the involvement and efficacy of teachers who are less than optimal. The objective of this research is to study the effects of supervision, self-efficacy, and engagement toward work effectiveness of public junior high school teachers in Jakarta. This is a quantitative research with survey method. The research samples selected as much as 230 regrouping public junior high school teachers using simple random sampling technique. Based on the research, it is found that: (1) supervision implies direct positive effect on effectiveness, (2) self-efficacy implies direct positive effect on effectiveness, (3) supervision implies direct positive effect on self-efficacy. After doing research, also after managing the data obtained, the results are obtained: (1) there is a positive direct effect of supervision on effectiveness, (2) there is a positive effect of self-efficacy on effectiveness, (3) there is a direct influence positive supervision of self-efficacy. These are the recommendation for the related parties, direct/indirect: (1) To teachers, keep doing self-improvement according to his/her main task with hardwork and enthusiasm for achieving the target goals. (2) To school principals, keep giving out kinship guidance for teachers that can create harmonious school environment for teachers and staffs.

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### Introduction:-

Law No. 20 Chapter 1 paragraph 1 concerning the National Education System says: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble, and the skills needed by him, society, nation and country. Teaching and learning process in the classroom is teacher's key task that has to be conducted effectively as it mainly influences the quality of students' learning outcomes. Furthermore, the condition of education in Indonesia is very alarming. Especially in big cities there is a lot of moral damage to students by not being able to hold back in doing things that damage the purpose of Indonesian education. Last year, the number of cases of brawl was only 12.9%, but currently it is 14% (Retno Listiyarti, 2018). Besides, prior interview results with some school principals and supervisors stated that there are still some of school teachers who has not fulfilled his/her task as teachers, for there are still: (1) teachers who made the teaching administrations as the complementary

administrations; (2) teachers taught in class without bringing out the lesson plan as their teaching reference; (3) teachers conducted their class with similar teaching method everyday which has made the students feel bored in attending the class; (4) teachers were late to come to their class; (5) there were limited teachers who conducted discussions after office hours to take turns in giving out alternated solutions upon the problems teachers faced in the teaching-learning process; (6) there were still teachers who were not proactive and willing to learn new ideas /methods in teaching; (7) there were lack of interpersonal communication among teachers especially in discussing students' problems, (8) teachers' supervision which is conducted every semester has not given out the expected outcome. Moreover, Mayor of East Jakarta, Bambang Musyawardana, on his speech during the 72<sup>nd</sup> PGRI Anniversary (Indonesia Teachers Association) mentioned that there were still teachers who has not made use of the IT in a way of boosting up their professional competence to create effective work.

All these phenomena imply positive effect-to-teachers work effectiveness. Thus, these are also motivated the researcher to conduct research on the effects of supervision, self-efficacy, to teacher effectiveness.

### **Formulation of the Research Problems**

**Based on the background of the study, problem identification and the scope of the study, the research questions will be formulated as follows:**

1. Does principal's supervision imply direct effect on teachers' work effectiveness?
2. Does self-efficacy imply direct effect on teachers' work effectiveness?
3. Does principal's supervision imply direct effect on teacher's self-efficacy?

### **Theoretical Review**

#### **Work Effectiveness**

Effectiveness is often described as "doing the right things" that is, doing those work activities that will result in achieving goals (Stephen P. Robbins, 2018). Not only that effectiveness is described as activities to achieve the organization's goals, but also Jonathan Pincus, (2013) mentioned that "Effectiveness is the extent to which stated objectives are met-the policy achieves what it intendend to achieve. This means that something is considered to be effective if the objective is fulfilled and what policy wants to be achieved. Furthermore, work effectiveness is the behaviour outcome most closely associated with internal work motivation (Champoux, 2017). In other words, work effectiveness is somehow the result of the internal work motivation. Effectiveness is expressed by the ratio between the result achieved and the programmed one and shows the success acquired by using the resources to accomplish the proposed objectives (Florina, 2017). Also added punctuality of doing one's work as one of the criteria of work effectiveness which determine the success of an organization to achieve its goals (Gibson, Ivancevich, Donnelly, & Robert, 1385). Effective Follower is someone who is high on critical thinking and involvement (Achua, 2013). The effectiveness, in terms of this study, implies a relationship between outputs and outcomes (Mihaiu, Oprena, & Cristescu, 2010)

Based on these scholars' opinions, it can be synthesized that work effectiveness means one's success in conducting his/her duties to achieve the goals in accordance with his/her possessed competence with the indicators of; 1) accuracy in doing the right things based on the rules; 2) accuracy of resources; 3) accuracy of the achieved results with the stated goals; 4) punctuality.

#### **Supervision**

Supervision is another moderately important source of job satisfaction (Luthans, 2011) On this matter, Luthans stated that supervision stresses on planning and time limit. Supervisory leadership is behavior that provides guidance, support, and corrective feedback for day to day activities. Supervision related closely with daily support and corrective feedback (Bateman, 2015). Supervision refers to the degree to which the work is supervised and is guided by practice or precedent and the requirements of the position for problem solving and decision making (Pines Joan E, 2004). This means that supervision is related with guided practice of problem solving and decision making. The supervisor's job is to prescribe treatment. If the problems are cured, then the teacher as patient simply goes on until another symptom appears or until time for the next regular check-up (Bailey, 2006). Supervision supports professional learning and development, but also relates to monitoring and improving performance as part of effective clinical governance and standard setting. If you're new to supervision, you may find yourself experiencing more intense emotions than you have in the past, as you try to accommodate your teams' needs, manage different personalities and get your head around all your responsibilities Halpern, H., &McKimm, (2009). If you're new to

supervision, you may find yourself experiencing more intense emotions than you have in the past, as you try to accommodate your teams' needs, manage different personalities and get your head around all your responsibilities (Robbins, 2007). Supervision as a process of sharing, helping, guiding, counseling and motivating teachers to solve problems which they face while teaching in classroom (Behlol, Yousuf, Parveen, & Kayani, 2011). Supervise work in the workplace, inspect it and maintain discipline in order that the company. (Ward, Brazier, & Lancaster, 2003)

Based on these scholars' opinions, it can be synthesized that supervision means planned program activities in the form of professional assistance which are done by the leaders to his/her subordinates in developing work quality with the indicators of; 1) observation; 2) corrective action; 3) guidance; 4) improvement; 5) skill development.

### Self-Efficacy

Self-efficacy is the perception or belief of the individual that he or she can successfully accomplish a specific task, and it is associated with goal commitment. (Luthans, 2011). James L. Gibson, Jhon Ivancevich, James H Donnelly Jr, John M Ivancevich, (2012) said, "Self efficacy is a belief that we can perform adequately in particular situation. People sense of capability influences their preception, motivation and performance (Gibson et al., 2012). Self-efficacy determines how much effort people will expend and how long they will persist in the face of obstacles or stressful experiences. (Wagner III 2010). Self-efficacy is different from self-esteem, which is a broader feeling of like or dislike for oneself Westron, (2015). Self efficacy is a person's belief about his ability to perform a behaviour successfully (Wandel Diannne, Devine Jennifer, Jones Gareth R, 2009). A person's self-efficacy is that person's belief about his or her capabilities to perform a task. People with high self-efficacy believe that they can perform well on a specific task, whereas people with low self-efficacy tend to doubt their ability to perform a specific task (Griffin & Moorhead, 2014). Self-efficacy: the person's belief that he or she can perform adequately in a situation is an important part of such self control. Closely associated with the concept of self efficacy are such terms as confidence, competence, and ability (Schermerhorn, 2013). Self-efficacy, sometimes called the "effectance motive," is a more specific verification of self-esteem; it is an individual's belief about the likelihood of success completing a specific task (John R. Schermerhorn, Jr, James G Hunt, 2002). Efficacy is belief in one's personality ability to do task. (Wiliams, 2011)

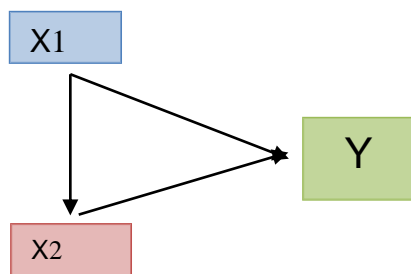
Based on these scholars' opinions, it can be synthesized that self-efficacy means an individual's conviction or confidence about his/her own capabilities to accomplish the duties accordingly with his/her competence to achieve the wanted target and goals with the indicators of; 1) self-motivation; 2) endurance 3) appropriate execution of duties; 4) efforts in overcoming the problems; 5) needed behaviour for achieving the success.

1. Supervision implies direct positive effect toward work effectiveness .
2. Self-efficacy implies direct positive effect toward work effectiveness.
3. Supervision implies direct positive effect toward self-efficacy

### Methodology and Tools:-

This is quantitative research used a survey method with path analysis approach. Path analysis approach used in this research to find out the causal relationship between variables or direct effect of the exogen variables (supervision, self-efficacy,) toward the endogen variable (work effectiveness).

Constellation of the research can be illustrated as follow:



**Picture 1:-**Constellation of the Research

Notes;

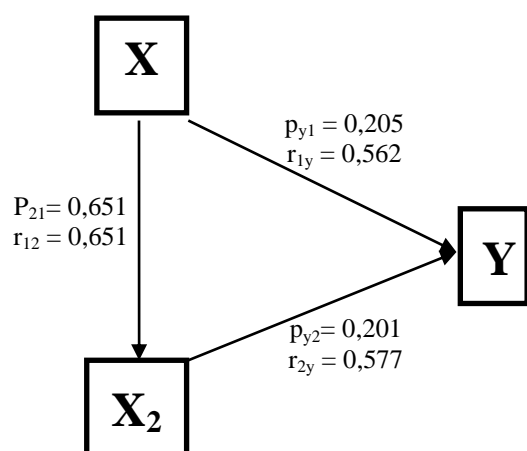
X<sub>1</sub> = Supervision

$X_2$  = Self-Efficacy  
 $Y$  = Work Effectiveness

The target population of this research is all public junior high school teachers in Jakarta. Accordingly, the total respondents of this research are 1397 teachers who spread in 43 schools. The research respondents selected are school principals and teachers who have fully become state employees and certified. Research samples are taken proportionally with random sampling technique using Michael Isaac Table with error rate or 10% (Sugiono, 2014). Significance and thus, it is obtained minimum samples as much as 230 respondents. This research was conducted for 5 (five) months, started from May 2018 until October 2018. Furthermore, the research variables correlation and hypothesis testing were conducted using path analysis model, namely if  $t_{count} > t_{table}$ , reject  $H_0$  accept  $H_1$ . Prior to path analysis, normality, linearity and significance tests were conducted. Normality test used Liliefors statistic calculation. It is considered having normal distribution if  $L_{count} \leq L_{table}$ . Meanwhile, it is named as significant regression if  $F_{count} \geq F_{table}$  in regression line with  $\alpha = 0,01$ . Finally, it is named as linear if  $F_{count} < F_{table}$  is in tune line with  $\alpha = 0,05$ .

### Results:-

Structurally, overall path diagram of each structure can be seen from the following illustration:



**Picture 2:-**Path Diagram of Causal Effect of  $X_1$ ,  $X_2$  toward  $Y$

### Research finding shows that:

1. There is positive effect of supervision ( $X_1$ ) toward work effectiveness ( $Y$ ).
2. This is shown from the obtained correlation coefficient  $r_{1y} = 0,562$  and path coefficient  $p_{y1} = 0,205$ . This means that the enhancement of work effectiveness is resulted from good supervision.
3. There is positive effect of self-efficacy ( $X_2$ ) toward work effectiveness ( $Y$ ).
4. This is shown from the obtained correlation coefficient  $r_{2y} = 0,577$  and path coefficient  $p_{y2} = 0,201$ . This means that the enhancement of work effectiveness is resulted from good self-efficacy.
5. There is positive effect of supervision ( $X_1$ ) toward self-efficacy ( $X_2$ ).
6. This is shown from the obtained correlation coefficient  $r_{12} = 0,651$  and path coefficient  $P_{21} = 0,651$ . This means that the enhancement of self-efficacy is resulted from good supervision.

### Discussion and Conclusion:-

#### Research of the effect of supervision toward work effectiveness.

Ololube & Major, (2015) did a research in Nigeria to see the effect of supervision toward teachers' work effectiveness. His research was about "the impact of school inspection educational supervision (SIES) on teachers' productivity and effective teacher education programs in Nigeria". Another scholar, did another research for public secondary school teachers in Central Senatorial District of Delta State Nigeria. The research he conducted found out that supervision is the determinant factor of teachers' work effectiveness in the school. This is in accordance with his statement that "Supervision as a Determinant of Public Secondary School Teachers' Effectiveness (Obakpolo

Patricia & Osakwe R. N, (2015). Finally, A primary focus of human resources supervision is increasing the effectiveness of teaching. effectiveness as determined by Region Supervision checklis (Zepeda, 2014).

#### **Research on the effect of self-efficacy toward work effectiveness.**

Hemant Lata Sharma & Nasa, (2014) from University Rohtak India did a research to see the effect of self-efficacy toward work effectiveness. His research findings showed that “Self-efficacy beliefs should be relevant for understanding educational outcomes because self-efficacy leads to specific behaviours and motivations that can encourage or discourage effective performance.” Wei-Tao Tai, (2012) explained that: Self efficacy, more recently he provided a focused review of the growing research literature of the direct and indirect impact that self efficacy has on work-related personal and organization effectiveness (W.-T. Tai, 2016). Enhancing motivation is expected to increase effectiveness in team jobs, just like it does in individual job. (Campion, Papper, & Medsker, 1996).

#### **Research on the effect of supervision toward self-efficacy.**

Supervisor's behavior affects employee's abilities and self-confidence (Glinov Mary Ann Von, 2015). Triadic supervision with a peer and group supervision as part of the practicum experience may assist counseling graduate students to improve self-efficacy (Ikonomopoulos, Vela, Smith, & Aquila, 2016).

#### **Based on the research analysis results and discussion, the conclusions of this research are:**

1. Supervision implies direct positive effect toward work effectiveness. This means that if the quality of teachers' supervision is improving, consequently teachers' work effectiveness of the public junior high school teachers in Region Jakarta is improving as well.
2. Self-efficacy implies direct positive effect toward work effectiveness. This means that if teachers' self-efficacy is increasing, consequently teachers' work effectiveness of the public junior high school teachers in Jakarta is increasing as well.
3. Supervision implies direct positive effect toward self-efficacy. This means that if teachers' supervision is improving, consequently teachers' self efficacy of the public junior high school teachers in Jakarta is increasing as well.

Based on the conclusion of the research conducted in public junior high school teachers in Jakarta which stated that work effectiveness is influenced by supervision, teachers' self-efficacy, engagement and teachers' work satisfaction, there are things that need to be conducted in the attempts of enhancing teachers' work effectiveness:

1. Since supervision can enhance teachers' work effectiveness, supervision can be improved in quality and quantity through: a) observation with class visit, b) observe the weakness and strength of the supervised on the mistakes, c) give out guidance toward teachers' weakness/needs, d) do improvement when making mistakes.
2. Since teachers' self efficacy can enhance teachers' work effectiveness, thus teachers need to: a) motivate teachers, b) attend courses and training to have additional skills and knowledge, c) attend the events which can boost up teachers' self-confidence, d) attend teachers' meetings for more sharing sessions.
3. Since engagement can enhance teachers' work effectiveness, thus teachers need to: a) attend seminars on being success, b) respect teachers' hard work by giving out reward c) support teachers to be more initiative and creative in doing their tasks d) provide more opportunity to participate for school's events, e) create family-bonding atmosphere at school.

#### **Acknowledgments:-**

The author also thanks:

1. Prof. Dr. Ilza Mayuni, M.A. as Director of the Postgraduate of Jakarta State University who has been pleased to provide guidance.
2. Colleagues of the S-3 Study Program in Management of the Jakarta State University, class of 2015 who always share discourses, information, motivate, and meditate on the completion of this writing.

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